

### Inside this issue:

Message from the President	Pg.1
Editorial	Pg.2
<b>NASEA Committee Activities Report:</b>	
Membership Drive Committee report	Pg.3
संचार समिति रिपोर्ट	Pg.3
साहित्य	
म भित्रका मान्छेहरु	Pg.4
कठै मेरो देश	Pg.4
जन्मभूमिको स्मृति	Pg.5
<b>Science and Technology</b>	
How airplanes work	Pg.6
The Effect of Technology in our Society	Pg.10
Right Business or Right Customer	Pg.9
Higher Order Thinking	Pg.12
<b>Miscellaneous Report</b>	
Gun Violence in the United States of America	Pg.20
<b>NASEA Executive Board</b>	Pg.22
<b>NASEA Task Force Committee</b>	Pg.22
<b>NASEA Advisers</b>	Pg.22
END	

A Quarterly Publication of Nepalese Association In Southeast America (NASEA)

Volume 3, Issue 2

July 2018

### Message from the NASEA President



We are very excited to announce our newest issue of “Shangri-La”. After receiving such positive feedback from the community we are looking forward to more issues. I believe that “Shangri-La” will offer a basis for open discussion at our upcoming Convention. As we approach our dates of interest, I would like to say that I am beyond excited and extremely appreciative of our members dedication and work. As we have promoted Unity amongst our Nepalese community, I have seen initiatives and dedication from every member of our team to put this trial basis convention in Chicago into action. Progression is the antithesis of stagnation. Without venturing into new concepts, we remain stuck in our old ways. These old ways worked then: the old days. It’s a new era. We will be listening closely to your suggestions before we decide on moving forward with similar conventions. With a stronger position and increase of numbers, we are confident that we as a community will be able to reach a new level of bargaining power and grant us success in future endeavors. Couple this with the momentum we are carrying now, I am very confident in our abilities. Please reach out with concerns or suggestions. We know we can always do better; feel free to tell us how.

Regards,  
**Madhav Dhakal**  
President , NASEA



## NEPALI NATIONAL CONVENTION 2018

UNITY FOR NEPALESE COMMUNITY

August 31 – September 2, 2018, Chicago, Illinois

<https://nepalnationalconvention.org/>

The convention registration and Hotel reservation are open with the discount rate for the limited time. The early bird discount offer will end on July 15th at 11:59 PM. After July 15th, each package will be \$30 more than the discounted rate. Please click the link below and register today: <https://nepalnationalconvention.org/>

# Editorial

## Accepting the coexistence of all communities: Lesson learnings from American culture (on the occasions of July 4)



**Dilip R. Panthee, PhD**  
Asheville, North Carolina

Accepting the coexistence of others is innate human quality. It develops mutual respect for each other and helps in building mutual trust. Despite cultural differences among small communities, Nepal is a perfect example of coexistence with mutual respects and social harmony. While cultural coexistence is very good in Nepal, political understanding is far from reach. Here, we discuss the cultural coexistence in the US. Our intention is not to comment on political situation anywhere in the

world but to point out the social harmony despite cultural differences in the US. The United States of America (USA) celebrated her Independence Day last week on July 4th. Cultural solidarity and coexistence were reflected during the celebration. The founding fathers of the nation and leaders thereafter created a conducive environment for fostering cultural coexistence. As a result, a minority with a unique culture can mingle and easily find a place in the American society. Thousands of people and communities from all over the world migrate to the US every year. Therefore, coexistence among them is extremely important not only for peace but also for the overall economic development. How coexistence is structured can vary widely. Generally, there are two approaches: 1) seeking to minimize or ignore differences between groups, and 2) recognizing differences and honoring each group as valuable and unique. The first approach is known as the "melting pot," concept in which many different nationalities and ethnic groups supposedly "melt together" to become Americans. Over the years, this approach led to another view—called "multiculturalism". Multiculturalism view does not melt all of the races together, instead honors and appreciates each race as distinct and valuable. The concept of 'melting pot' is good for the overall development and happiness of the society, as people can enjoy their life in their way.

Human society consists of people of a different attitude, belief, and ideology which shape their lives. There are several instances where the cultural and religious intolerance makes it challenging to manage the society. The escalation of religious unrest around the world, particularly in the middle east, has challenged the peace and security. In order to prevail peace in the society, the spirit of give-and-take is a must. Therefore, the principles of coexistence and tolerance are essential in a highly diverse society. If the integrative system is to work, and if a nation is to hold a diverse community together as a single entity, there must be a certain level of tolerance between different religious, ethnic, and racial groups living in the nation. In the absence of understanding to coexistence, societies will be in perpetual conflict.

Some measures can be adopted to enhance the social cohesion. Utilizing sports and recreational activities to foster peaceful relations and coexistence has been adopted in Israel. The program called 'get to know your neighbor' launched in Israel, Jordan and Palestine among youths playing football improved understanding among each other. The purpose of the Olympic games, which is believed to have begun in 776 BC, was also initiated to foster the friendships and coexistence among people across the world. Modern Olympics started in 1896 in Athens, Greece and is held every four years. Similarly, the ongoing world cup football started in 1930 and is held every four years. The goal of these tournaments is to provide recreation, exchange culture and improve friendships among countries across the world. Music and sports including football, basketball, and baseball are the regular part of American life, which has played vital role to develop coexistence among several communities living here in the US. We wish the tradition of coexistence will continue in the future.

\*\*\*\*\*

**Publication Committee (Editorial Board)**

**Dr. Dilip R. Panthee, Chair**  
**Ambika Lohani Sharma, Co-Chair**  
**Dr. Binita KC, Member**  
**Kiran Manike, Member**  
**Dr. Shankar Parajuli, Member**

**Disclaimer:**

*Articles published in the Shangri-La are the personal thought of the Authors. The Publication committee is not responsible for its content.*

# NASeA Committee Activities Report

## NASeA Membership Committee

The Nepalese Association in Southeast America (NASeA) Membership Committee has completed or in the process of completing the following activities:



Formed a committee with the following patron as members:

**Thakur Karkee, PhD**  
Chair, Membership Drive Committee

- Mr. Tara Pun-Member
- Mrs. Bidhya Gururung-Member
- Dr. Choodamani Khanal-Member
- Mr. Basanta Khadka-Member
- Dr. Thakur Karkee-Co-Ordinator

The committee has been in contact via phone. The committee has realized that the strength of an organization is the membership. A flyer is being prepared with brief history of the NASeA and its activities. Once the flyer is available, we will take the flyer and membership form in every local activity.

NASeA has been involved in community services. It has provided forum for the members, scholars, and leaders from Nepal and Nepali origin to interact via convention, committees, and bringing speakers on contemporary issues in the cultural, political, and economic development of Nepal. The committee would like to appeal to Nepalese diaspora living in this region-- If you are looking for opportunities to develop yourself, to connect to other people of similar interest, and to share your expertise to the community development please join and involve in this great organization.

Currently, the membership fee is discounted until September 3, 2018. The proposed fee rates are as follow:

1. Family life membership-\$250 (\$50 discount from regular \$300)
2. Individual life membership fee-\$175 (\$25 discount from regular \$200)
3. If somebody is a single life member and had paid \$200, he/she can add \$50 for changing it to a family life member.
4. Annual membership \$15

The membership committee would like to encourage everyone to take advantage of this discount.

\*\*\*\*\*

## संचार समिति (Media Committee)



**बिनय अर्याल**  
संयोजक, संचार समिति

- संयोजक - बिनय अर्याल
- सदस्य - बिजय थापा ( इनेप्लिज़ डट कम )
- सदस्य - होम लम्साल ( प्रतिनिधि नागरिक दैनिक )

यस समितीको लक्ष एवं कार्यक्रम:

(NASeA)क्षेत्र का नेपाली हरु लाइ यस सस्थाको गतिबिधि हरुलाई जानकारी गराउनुका साथै नेपाली हरुको कला सस्कृती तथा प्रतिभा लाई संरक्षण गर्न यस क्षेत्रमा रहेका नेपालीहरूको बिचमा समन्वय कारी भूमिका खेल्दै हरेक महिना को एक पटक जानकारी मुलक अन्तर क्रिया कार्यक्रम संचालन गरिने छ । यस लक्ष्य अनुरूप हाल सम्म २ पटक अन्तरक्रिया सम्पन्न भएको छ , पहिलो कार्यक्रम मा नासा का अध्यक्ष माधब ढकाल, उपाध्यक्ष अम्बिका लोहनी र महासचिव कृष्ण श्रेष्ठ सगं संयोजक विनय अर्याल द्वारा अन्तरक्रिया गरिएको थियो भने दोस्रो पटक नासाका संयोजक हरू प्रसिम पौडेल , बिशाल भारती र कोषाध्यक्ष निर्मल पौडेल सगं संयोजक विनय अर्याल तथा सदस्य बिजय थापा द्वारा अन्तरक्रिया गरिएको थियो भने तेस्रो कार्यक्रम जुलाई महिनाको पहिलो साता सन्चालन गरिने तयारी गरिएको छ।

\*\*\*\*\*

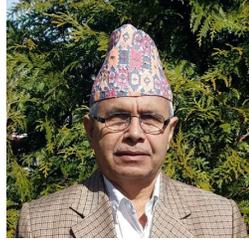


**Nepali National  
Convention 2018**

-----**Unity for Nepalese Community**-----  
August 31 – September 2  
Chicago, Illinois

## साहित्य

### म भित्रका मान्छेहरु



टीकाराम पौड्याल  
केन्टाकी लेक्जन्टन

म छुँ भन्छु तर मनै भइन्,  
कसको हंस आयो मैले चिनिन्,  
मेरो खटनमा म नै रहिन्,  
मेरो मालिक म स्वयं भइन् ॥१॥

जगाउने कोही ब्युझदा देखिन्,  
उठेर हेर्दा उसलाई भेटिन्,  
कसले भकाउछ भगवान भरोसा,  
डोर्याउछ कसले दैवको लिला ॥२॥

नत चित्र सके नदेख्न पाए,  
उसकै अधिनमा जीवन विताए,  
हसाँउछ कहिले पेट मिचिमिची,  
रुवाउछ कहिले शीर थिची थिची ॥३॥

राम्रो नराम्रो गराउँछ कसैले,  
मेरो दिमाग घुमाउछ उसैले,  
यो कस्तो होला मानिसको चोला,  
आफ्नो विवेकमा के गर्दा होला ॥४॥

सबै विद्वान श्रेष्ठ अगाडी देख्छु,  
आफ्नो विवेकमा हिडेको भेट्छु,  
अरुकोता खटन आफै भित्र होला,  
मेरो रोगले अरुलाई नछोला ॥५॥

यो कस्तो जीवन बुझ्नै सकिन्,  
म हुँ भन्छ कसले चित्रै सकिन्,  
कति छन् म भित्र रूप कस्ता होलान,  
अन्तिम जीवनमा कति कष्ट देलान ॥६॥

\*\*\*\*\*

### कठै मेरो देश



शिला पहारी ढकाल  
बाल्टिमोर,, मेरिल्याण्ड

हेन यो देशको दुर्भाग्य हो की सिस्टम तेस्तो बनायौ !  
पढेलेखेका र लक्काजवानहरू लाई विदेश वस्ने बनायौ !!

पुर्खाका पालामा भेषभुसा र धर्मसंस्कृतीमा धनि देशलाई !  
विदेशी गीत र परिवेशमा मात्र सीमित हुने बनायौ !!

हेर्दै जादा कठै हाम्रो देश प्रयोग शालामा मात्र सीमित जस्तो !  
विदेशीहरूले दौडीने रेश मैदान जस्तो बनायौ !!

वरू पहीले पहीले त एउटै थिएनी राज शक्ती केन्द्र !  
अहीले त हेर्दै जादा देशलुटी खाने हजारौ नरेश पो बनायौ !!

पार्टी एकता, भागवन्डा र उच्चपदको व्यवस्था मिलाउन  
नभयाई !  
जनताले चुनेर पठाएको पन्चवर्षीय कार्यकाल सीड्याउने  
भयौ !!

हे नेताहरूहो कठै देश मागेर खानेनै बनाऊने भयौ !  
कठै विदेशी भाषा, भेष भुसामा मात्र रमाउने बनायौ !!

\*\*\*\*\*

## जन्मभूमिको स्मृति



गोमा पुराजुली  
अल्बानी, न्युयार्क

मेरो जन्म हुँदा असह्य दुःखको पीडा भुली हर्षमा  
आमाको मन नै प्रफुल्लित भयो च्यापिन् स्वयम् काखमा  
आमाको मन प्रेम सागर बनी आत्मीयता पस्कियो  
प्यारो रूप मुहार यौवन मिठो मैमाथि बग्दै गयो !

१

मेरो जन्म हुँदा सबै प्रकृतिमा मुस्कान नाचै थियो  
सानो बालक झैँ प्रशन्न मनले सौन्दर्य हाँसे थियो  
प्यारो त्यै घरले प्रकाश बनले सौगन्ध फैलाउँथ्यो  
आमाको ममता नबिर्स मनको आकाश मैलन्छ यो !

२

सच्चा प्रेम समेटिदा धरतीको कर्तव्य पैलन्छ रे  
मान्छेको नवकीर्ति पौरख ध्वजा प्रख्याति फैलन्छ रे  
यस्तै सोच्छु परन्तु टाढिन गाँ नेपालभन्दा पर  
जल्दै छन् मनभित्र चाहतहरू यो जिन्दगी के छ र !

३

कान्ला खेत गरा बनौषिध चरा आफन्त सम्झन्छु म  
मादीको तटमा तरङ्गित हुने संगीत सम्झन्छु म  
सम्झी बस्छु हराभरा प्रकृतिको स्वर्गीय त्यो कौतुक  
मिठो याद बनेर झंक्रित भयो सम्पूर्णताको सुख !

४

\*\*\*\*\*

## Nepali National Convention 2018



**NEPALI NATIONAL  
CONVENTION 2018**

UNITY FOR NEPALESE COMMUNITY

August 31 – September 2, 2018, Chicago, Illinois

<https://nepalinationalconvention.org/>

### Announcements:

Register Today  
at

<https://nepalinationalconvention.org/>

Call for Program Proposal

Invitation to Join Women's Forum flyer

Request for a Sponsorship Opportunity for the

Convention letter

Request for Article for Yeti View

Prahlad and Bindu Pant Scholarship

Literary Competition Program

Employment/Investment program

Nepal Truism Board program

Essay Competition

Cultural

Sports

Concert

Many more Programs and Forums

# Science and Health

## How airplanes work

On December 17, 1903, the first working aircraft made by the Wright Brothers was flown four times at Kitty Hawk, North Carolina. After that, their airplane was innovated until it became a modern commercial aircraft that people fly on today. Why is this



about history? It's not about history, it's about the basic functions of an airplane. It's also not about using a

bunch of fancy words in a paragraph. Anyways, one of the airplanes' most noticeable features is the "wheels," or the landing gear. This is used when the plane is on the ground during take-off, or maybe while it's taxiing to the terminal or the runway. It's also used during landing. What happens if the landing gear is NOT used at those



times? Well let's just say it has to do with an awful screeching sound, a couple of sparks here and there, and if it's your lucky day a lot of fire and debris. When landing, pilots have to make the back landing gear hit

the runway first, then the front landing gear. If you don't know why, it's pretty obvious. Most of the landing gear is at the back, while only one wheel is at the front.



**Pritish Sharma**  
**Grade: 6**  
**Five Fork Middle School**  
**Atlanta, Georgia**

If you were to land with the front landing gear first, it has an extremely high chance of breaking. Now you have to explain to the passengers why the plane is still tilted downward even though they're on the ground. Moving on, another noticeable feature is the flaps, found at the back of an airplane's wings. These gigantic moving parts lower halfway during take-off, and fully during landing. They create drag, or air friction, so the plane slows down a little bit. They're not meant to lower a plane's speed, but rather limit it. If you want to lower it's speed faster though, you need to use spoilers.



### ...Contd' from How Airplanes Work ...

Unlike flaps which limit a plane's speed, spoilers are meant to lower a plane's speed. Imagine if your airplane was going too fast even with the flaps down, you would need something to slow it down to a safe speed much faster. In addition to slowing the plane down, it even makes the plane descend a little bit on low speeds, or the speed you would use during landing. That could be useful for making the plane land on it's back wheels since you would have to tilt the plane slightly upward in order to do that (which of course would make it a little more difficult). Of course, there wouldn't be any speed in the first place if it wasn't for the plane's engines. These gigantic things are what really got you from America to France, or Japan to Mexico, or whatever family reunion you had. Now there are two kinds of engines: Propeller engines, and Turbine engines. Propeller engines were the first kind of engines ever used, they were even used on the Wright Brothers airplane (oh wait I forgot we're not talking about history). The rate that the propeller spins on these kind of engines is measured in RPM, or Revolutions Per Minute. This engine was noisier and made the plane rattle more than the modern Turbine engines used on commercial aircraft, although they're still used on smaller models. The Turbine engine also travels faster and is more fuel efficient than Propeller engines. The Turbine engine uses air gathered by its gigantic rotating fan (also measured by RPM) to keep itself running, otherwise it wouldn't work properly.

Sources: <https://airandspace.si.edu/exhibitions/wright-brothers/online/fly/1903/>

\*\*\*\*\*

# Nepali National Convention 2018

-----Unity for Nepalese Community-----



**Chicago, Illinois**  
**August 31 – September 2**

<https://nepalnationalconvention.org/>

## The Effect of Technology in our Society

Since the ancient time, information is distributed among members of human societies using various means. During the colonial days in America, the information would be distributed by horseback riders. These riders went from town to town distributing the information. As time passed by, this process changed a lot. There was a big shift in this process when the printing machine was invented by Johannes Gutenbers in the 15th century. People then started to distribute the information via postal system created by Benjamin Franklin. By the use of printing press, massive amount of information was distributed around the country in a short amount of time. One of the major impact of this invention in the society was the development and expansion of American highway systems. In the 19th century, the invention of electricity along with the invention of electrical devices changed the society in several ways. By the late 1900s, the existing postal service was heavily impacted by the introduction of communication between the computer and the telecommunications. Industrial revolution of the 1800s also played important role in reshaping the society by replacing the human labor by machines, which increased the production in agriculture and industries.

The major shift in the society occurred due to the invention of personal computers and the use of internet, and in particular, the invention of World Wide Web in 1990s. While personal lives were highly impacted by the use of personal computers, the advancement of computer changed the society, nation and the whole world with the space exploration, vehicle redesigning and the development of medical sciences. These contributions made human lives much easier. The present-day business is highly effected by the use of computer as the record keeping and inventory tracking as well as advertising have been taking place much more efficiently. The other two areas that are highly affected by the computer are the entertainment industry and education industry. Due to the graphing effects, some amazing pictures and movies are made possible which, otherwise would be impossible.



**Ambika Lohani Sharma**  
Atlanta , Georgia

Some of the movies that are highly computerized are the Sci-fi horror movies, children movies including cartoon movies and war movies. As for example, one cannot think of movies like Avatar or Toy story without computers.

In the education section, technology has played a vital role for us to come to this stage. From advanced computing to simulations, technology has been used in research and innovations in several areas which has led to the advanced of medical sciences and engineering. Several incurable diseases in the past are being easily cures due to the technology. Technology provides virtual labs to perform testing of new products, so that scientist can understand the actual effect of those products before they are applied to human bodies. Similarly, the use of technology has made education accessible for more people. People do not have to physically drive to the campus locations. They can take online courses the complete part or all of their degrees. In particular, this has helped the adult learners and working-class people. People can improve their working skills and even earn higher degrees while doing a full-time job, and in turn can get a better job and increase their income level. This is another major impact of technology in our society.

The technology is not only used in higher education, but also in K-12 system the use of technology has rapidly increased. There have been several researches regarding the effect of technology in students' learning. Due to the extensive use of technology in the

### ...Contd' from *The Effect of Technology ...*

society, schools are moving toward more use of technology in their curriculum and classroom instruction. After using Laptops in middle school classroom teaching, the authors found a decrease in disciplinary action and increase in technical proficiency. Some of the currently used technologies in school systems include wireless mobile technology such as IOS and Android devices. There are, however, challenges in the use of technology in the classroom instructions because not every student can access the technology.

Next major impact of technology is in the sector of communication. People from all over the world are much more connected now than any time in the past. Anybody can connect with his/her family members, friends and coworkers by a few clicks. The role technologies related to telecommunication has been playing a major role in the social existence of human beings and this role is ever expanding. The invention of internet made the worldwide communication possible. At first, the email was the only way of communication. Soon, the use of social media such as Facebook, Twitter, Instant Messaging System, etc. took over the conventional email system, even though email is still considered as a primary source of formal written communication among businesses. Now a day, a live online meeting of people from different parts of the world is possible, thus by making collaborative work more effective and productive in business and personal lives. People can also conduct their business remotely by using the live connecting technology.

On the flip side of this story lies several difficulties and drawbacks of the use of technology. First of all, the technology is not readily available to all the people not even within the developed countries. According to the recent study done by the the US government agency in 2011, the lower income households and minorities do not have enough internet connected devices in their houses. Almost. According to the study, around 46% of the low-income household did not have any computer in their house whereas those without computers in the upper class was only 4%. This has negatively impacted the society because only those who have access to the internet and

computer can search for better jobs while the poor will be deprived of this service. This means that the the current work force could have been better if everybody had gotten equal opportunity in the job market, but not only the fortunate ones who happen to have access to the computers.

Another drawback of the use of technology is the loss of human jobs due to use of technology and automation. With the help of technology, one can accomplish a large amount of job with only a few skilled workers. Industries ranking from banking sector to agriculture are heavily using technology in their day to day business. Due to this, a few people are losing jobs due to the lack of knowledge for the use of technology while most of the people are losing jobs even if they are already skilled to use the technology. Instead of investing money in training their employees, companies find new people who are already skilled with the technology, and are saving a huge amount of money. Currently in America only 2% of the population work in the agriculture farms whereas that number was at 20% at the beginning of the 20th century. This has, of course, helped the companies to earn better revenue. Companies can perform mailing, operation, job posting, and hiring with much less cost. But, this has cost the jobs of thousands of workers.

#### References:

- Sasvari, P. (2012, December). *The Effect of Technology and Innovation on Society*. Bahria University Journal of Information and Communication Technology, 5(1).
- Shapley, K., Sheenan, D., Maloney, C., Caranikas-Walker, F. (2011). *Effects of Technology Immersion on Middle School Students' Learning Opportunities and Achievement*. *The Journal of Educational Research*, 104:299-315
- Sutton, B. (2013). *The Effect of Technology in Society and Education*. New York: The College at Brockport: State University of New York, Digital Commons @ Brockport.

\*\*\*\*\*

## Right Business or Right Customer

### **New Business and Success- A way forward in achieving both Roots of success**

Are you thinking of initiating a new business? Or are you thinking of expanding an existing business to newer states and newer customers? If so, are you thinking about maximizing your revenue and implementing newer ideas into your new business? Human mind has an infinite capacity to think and envision a future that will always be better than the one we are currently living in. Every human species has an idea, upbringing, perception and vision in their life, and it transcends their personal, professional, political and business aspects of their life.

Everyone, if not majority of people want to be an owner or run their own business at some point in their life. People have tried, invested huge sums of money to their new business ventures and majority of them have failed miserably, losing a lot of capital, time and energy on a failed venture.

New start up business requires capital but that has very little significance to the success of the business. Overall, we need more than capital and resources to succeed in business world. The business world is more competitive and challenging as we are moving to the future of the world ruled by Artificial intelligence, digital and print media. How can a new business mind enforce a successful business? We **SuRiSi** are here to help you.

#### **Roots of success:**

#### ***Business strategy- Know yourself and know your customers***

If you as a business owner have a clear vision of your business, understand your strength and weakness and have a precise understanding of your customer's needs, your business will succeed very well but that will require a business plan and presenting yourself towards your future customers. We **SuRiSi** will take your business ideas and present it to the potential customers in many different ways that will attract potential customers.



**Ritesh Adhikari**  
**Charlotte, North Carolina**

#### ***Business strategy- Information and more information***

We live in a very fast paced world, where information travels faster than sound. As a business owner, your new business and products can reach out to the customers very quickly and efficiently. We **SuRiSi** will take your business information and spread the words out to the general population through means that are already available out there but in a very effective and efficient way.

#### **Keys of Success:**

#### ***Treat your customers like wild animals***

Your customers always behave like wild animals. They are hunting for different options at different given time like a place to eat or a place to visit, a product to buy etc., just like a hungry lion hunting for his next meal. When a lion sniffs a scent trail, he quickly decides: will the scent trail lead to a good meal? And will it be an easy catch? Your customer considers the same two things: Does your business offers the service that they are looking for? And can they find the business with a simple search?

In modern days, when your customers are sniffing around to visit the place that they are looking for, they use google to find such business. Let's work things out with an example, if you own a Nepalese restaurant business then targeting only a single community to visit your restaurant is not a good idea. You should be able to target other community too. In doing so, you will do few things listed below to catch an eye of your potential target:

### ... Contd' from Right Business or ...

1. Website
2. Google business listing
3. Social Media pages
4. Ads placement (newspaper, local yellow pages etc.)

As a business owner you think you are following the right strategy, you are not. As we have said before, consider your customers as wild animals, and you are placing your bait for all of these wild animals roaming in a big ocean, where it's really hard to see your bait by a customer because you are not alone on finding the right eaters who would like to visit your restaurant.

#### **Advertise for Scanners**

How many people read/watches Ads?

Hardly anybody! Research suggest that only 16% of people reads/views advertisement. So how does a business owner advertise for scanners?

Hitting the right target market. Instead of placing a bait in the ocean, try putting it in a lake first. Interpretation, place your ads in such places which targets your potential customer or in other word scanners who are scanning places to visit or product to buy.

Let's take the same example of owning a restaurant and you are launching a new menu item such as Mo:Mo. At the initial phase your business will need to target customer who are familiar with this name (Mostly Nepali community). Therefore, your business needs to place your ads in such places where targeted community visits and reads frequently. This will lead to increase in customers viewing your ads and understanding it by 80% as most of the people will know what Mo:Mo is and are willing to view that ads with an interest.

#### **Make it easy for hunters to find you**

Potential customers are hunting for information or products or services. Help them find your business when they require it. Lure your potential customers to your business by providing useful information about your business. When you do so, find a place where your writing is precise and clear with a Search engine optimization

and be able to do the following:

1. Answer the questions potential customers are asking
2. Discuss one key topic for your customer about your business
3. Include links that you provide your customers in a presentable way
4. Uses phrases and words your potential customers are looking for and use it to crawl information about your business

These are some easy steps that can be followed in a disciplined way. There are vast arrays of ideas and principles a business owner should retain in order to become successful in their business. Not everyone has the luxury and privilege to accomplish the task listed above with precision and clarity

#### **Solution:**

Don't worry, the purpose of this article is to do both, what a business owner needs to do to maximize their revenue and how to accomplish that goal.

We present you SuRiSi – The Nepali service finder. SuRiSi, provides you with all the solution listed above along with others that will allow our business users to find their market nice and maximize their revenue. SuRiSi mostly targets one community along a city and tries to deliver viewers of what is needed for them to feed on.

We provide business with the statistics of their listings and an origin how a customer has landed to their Business listing. SuRiSi also provides an option of social media advertisement for the business owners. With this option selected you can save your time on creating and managing the social media advertisement and put those extra time on planning for other aspects of business success.

For more Visit <https://surisi.com>



\*\*\*\*\*

## Higher Order Thinking

### ABSTRACT

Social studies teachers are encouraged to emphasize higher-order thinking skills (HOTS) but have rare practical guidance on the use and development of these skills. This study discusses the definition of higher-order thinking and issues of general and specific thinking skills. The distinction is the idea of insightful thinking from HOTS, and burning questions (or problems) on HOTS also are resolved in this study. Further, this study addresses "Why is this thinking important for social studies teaching?" and "How can this be done?" Thus, this study provides necessary approaches, evidence, and examples of offer\* possibilities -an explanation to promote higher-order thinking in teaching and learning situations. The main focus and purpose of this paper are promoting higher-order thinking skills for understanding conceptual contents in the social studies. This study will review ideas on higher-order thinking based on the leading scholars especially Resnick; Brophy; Newmann; Glaser; Pogrow; and McGuiness and Nisbet.

Teaching for Conceptual Understanding and Higher-order Thinking Skills in Social Studies Commitment to promoting higher-order thinking skills (HOTS) has been spreading as a cognitive revolution throughout the nation in the U.S.A. Teachers ranked improvement in HOTS as the most important of 25 educational goals. Still, there is a burning need to study the teaching of social studies content for conceptual understanding and higher-order applications. Many studies are done in the area of social studies teaching methods, but very few are specifically on the development of social studies teaching behaviors. This paper intends to describe teaching for understanding and higher-order applications of the social studies content. This work calls for surveying and synthesizing the opinions of various experts concerning the nature of instruction in social studies focusing particular attention on teaching for understanding, higher-order thinking, and how problem-solving should be handled within such instruction.



**Dr. Ram Chandra Baral**  
Professor

**Special Education and Educational Psychology**  
Benedict College, Columbia, SC

Higher-order thinking is an attainable goal. Students use their mind, insight, perception, opinion, criticism, analysis, synthesis, comprehension, application, evaluation, arguments, debate, etc. to solve a problem. There are several researchers who support this view (Beyer, 1987; Resnick, 1987; Baron, 1988; and Rowe, 1991).

**Definition of Higher-Order Thinking Skills (HOTS)** Higher-order thinking can be characterized as simple to complex, effortful task involving multiple solutions, nuanced judgment, uncertainty, self-regulation and imposing meaning (Resnick, 1987b). HOTS are applied to find meaning that is assumed to exist already, or, to generate a new sense where none appears to exist. HOTS can be learned by a process, from knowledge level to evaluation level. Some six ^ experts p/t HOTS may not include knowledge and comprehension level (Brophy, 1991; Newmann, 1990a). Some experts (McGuiness and Nisbet, 1991) give higher preference on analysis, synthesis, and evaluation. Nonetheless, ^ is not acquired like a boon. According to Bloom (1956, 1984, levels of thinking are: knowledge, comprehension, application, analysis, synthesis, and evaluation. According to Nicely (1985), levels of thinking are; observation (no task), recall (recognize), iteration, comparison application, analysis, synthesis, experiment, and evaluation.

**[Note: - This article has not been edited by the Editorial Board]**

... Contd' from Teaching for Conceptual...

The concept of HOTS includes reasoning and problem solving, discriminating and judging, abstracting, generalizing, predicting and controlling (Resnick, 1987b). Philosophers promote critical thinking, logical reasoning skills and criteria of judging when reasoning is done well; developmental psychologists point to metacognition, and sketch a process for how reasoning is used to address purposeful tasks; cognitive scientists point to cognitive strategies and heuristics; educators advocate training in study skills and problem-solving; and Gestalt psychologists lead us toward achieving insight and problem solving (Resnick, 1987b; Baron, 1988). It is necessary to make sense of these many labels especially on the subject of social studies. These labels interrelate to the problem-solving abilities that social studies teachers try to teach their students. Moreover, we should consider the importance of expanding artistic creativity and interpretive skills.

Higher-order skills are regarded as a fundamental necessity for dealing with practical life situations (Resnick, 1987b).

Finally, a summary of the definition of higher-order thinking is provided in Figure 1 attempts to merge the goal-directed problem-solving technique with the inferential and evaluative emphasis of the critical thinking technique as follows:

**Figure 1. Definition of Higher Order Thinking**

Students engage in purposeful, extended lines of thought during which they;

- Identify the task or problem type.
- Define and clarify essential elements and terms.
- Judge and connect relevant information.

Evaluate the adequacy of information and procedures for drawing conclusions and solving problems.

Also, students become self-conscious about their thinking, developing self-monitoring problem-solving strategies.

Commonly specified higher-order thinking and reasoning processes are:

<p>1. Cognitive Analyze Compare Infer/Interpret</p>	<p>2. Metacognitive Plan Monitor Review/Revise</p>
---	--

In the end, the definition of HOTS proposes that students engage in a purposeful, extended line of thought in which they identify and analyze a problem. Identify and relate information necessary to address the task, and evaluate the adequacy of conclusions or solutions. Further, students naturally become critical of the strategies they use.

The distinction between the definitions of Higher-order thinking and insight

The standard definition of insight from Baron is the sudden revelation of an immediately perceived solution to a problem, after a long effort to obtain that solution. The definition of higher-order thinking is different from that of insight along the following dimensions:

1. Higher-order thinking often yields multiple 'solutions each with costs and benefits whereas insight often yields unique solutions.
  2. Higher-order thinking involves nuanced judgment whereas insight involves correct interpretation.
- However, both higher-order skills and insight involve self-regulation of the thinking process. Also, both involve imposing meaning and finding structure in apparent disorder.

They require effort. There is considerable mental work involved in the kinds of elaborations and judgments required.

**Fluid and Crystallized Abilities**

According to Glaser (1984), Cattell's popular version of the hierarchical model decomposes general ability (G) into two general factors called general crystallized ability (Gc) and general fluid ability (Gf). Gc is usually thought to represent something like general academic achievement whereas Gf is seen as a skill in reasoning, particularly in novel situations. The complex spatial task often loads on the Gf factor. Further, fluid and crystallized abilities often show different relations with instructional outcomes (Larenz, 1990). In general, fluid ability best predicts achievement in novel learning environments, whereas crystallized ability best predicts achievement in familiar learning environments. In both cases, the prediction from prior aptitude is strongest when

### ... Contd' from Teaching for Conceptual...

instructional supports provided to the student are minimal. These abilities, Gc and Gf, are essential factors in the instructional process and evaluation of HOTS.

#### General and specific thinking skills

Glaser (1984) emphasizes teaching thinking in the context of knowledge structures and the acquisition of new knowledge because the development of general and specific skills are the objectives of instruction. He refers particularly to the self-regulatory or metacognitive capabilities present in mature learners. These abilities include knowing what one knows and does not know, predicting the outcome of one's performance, planning, efficiently apportioning time and cognitive resources to solve a problem (Brown, 1978). These skills vary widely.

Although students can be taught very well, still they need to know how to monitor the use of knowledge. Self-regulatory activities thus become important for the process of teaching HOTS. Glaser (1984) assumes that individuals are learned as generalizations of their cognitive processes employed in the daily experiences with the details of attained and new knowledge. However, these general methods may be a small part of the intelligent performance in specific knowledge domains to solve a problem. General processes may be more largely involved when an individual is confronted with problems in unfamiliar areas.

Although the current literature poses a dilemma between instructional emphasis on domain-independent skills or domain-specific skills (Larenz, 1990; McGuinness, 1991), both skills can be taught as they are helpful to acquire knowledge and skill (Prawat et al., 1991). Specific declarative knowledge and associated procedural knowledge — would be learned as well as general processes involved in using one's knowledge and skill. Further, more research findings are necessary to solve the dilemma between Instructional emphasis on general domain-independent skill and domain-specific skills for thinking.

#### Major concerning points on higher-order thinking skills

1. Improving student thinking skills has been a recognized goal of American education for decades and still takes more significance today than ever before as a priority of instruction

in many American schools

2. Importance of promoting higher-order thinking is considered by the 1982 action of the Education Commission of the States in listing among its "basics for tomorrow"; evaluation and analysis, critical thinking, problem-solving.

3. Some educators have asserted that the teaching of thinking ought to be "the first order of business for [any] school (Sternberg, 1986)."

4. It is not possible to teach all the aspects and operations of thinking or their related dispositions as thoroughly as some might wish. Yet, teachers can accomplish a great deal by implementing a carefully sequenced curriculum of selected thinking operations in the classroom,

5. Higher-order thinking skills and habits in students are necessary to develop from an elementary educational level not just in higher educational level (Lawrenz, 1990; Stenberg, 1986).

#### Burning Questions on HOTS

Occasionally we hear some burning questions relating to the importance of HOTS: Is there anything new about schools trying to teach a higher-order skill? Haven't schools always hoped to teach students to think critically, to reason, to solve problems, to interpret, to refine ideas and to apply them in creative ways? How can it (HOTS) be done in classroom situations, e.g., social studies? Why is this thinking important for social studies? Thus, in the U.S., many curricula in the 1960s and 1970s were built emphasizing HOTS on a clear theory about learning and cognition, which were articulated for teachers in teaching guides or materials (Martin, 1989). Still, questions arose about the lack of advancements in HOTS (Newmann, 1990b; Brophy, 1991). Educators seem to agree that students do not adequately learn the higher-order cognitive skill. Perhaps the fact that schools have been less than successful at meeting these goals means that we have simply given up the old truths in education. Or, more pessimistically, perhaps we should conclude that decades of trying unsuccessfully to teach HOTS in schools

### ... Contd' from Teaching for Conceptual...

show«. That such goals are not reachable, perhaps HOTS develop elsewhere than in school, and it would be wisest for schools to concentrate on the "basics," letting higher-order abilities emerge later or under other auspices. To consider these fundamental questions, we need to understand the definitions of HOTS. It is also necessary to know the differences between higher-order thinking and insight to teach social studies and other subjects.

#### **Purposes of HOTS**

To become proficient enough in thinking so that children can learn and act responsibly;

To encourage their habit of scientific inquiry;

To elevate and regulate creative imagination;

To help children develop better skills of reasoning,

Critical thinking, and complex problem solving;

To help them to be thinking citizens in their society, nation, and outside world as well;

#### **REVIEW OF THE LITERATURE**

Major recent articles on the topic of HOTS in social studies teaching and research are by Resnick (1987a, 1987b), Brophy (1988), Newmann (1990a, 1990b), Glaser (1984), McGuinness and Nisbet (1991), Rowe (1991), Whimbey (1984), and Pogrow (1985). Although Armento (1986) provides elementary ideas for the research on social studies teaching. Resnick; Brophy; Newmann; Glaser; McGuinness and Nisbet; Whimbey; and Pogrow's studies are more germane to the topic of this paper.

Resnick (1987b) provides helpful ideas on HOTS as she explored in greater depth two important issues:

(a) how the school environment can be manipulated to maximize opportunities for children to succeed in learning, and (b) how children learn reasoning and other complex thinking skills.

According to Brophy (1988), most of what is said in the social studies literature on higher-order thinking and problem-solving concerns application of knowledge in the process of critical thinking, decision making, and citizen participation activities. Further, it is essential that students connect knowledge with beliefs and action. To accomplish this, thinking skills can be developed systematically throughout the years of formal schooling.

Brophy suggests four major categories for the fundamental goals of social studies education to create HOTS: a) data-gathering skills; b) intellectual skills; c) decision-making skills, and d) interpersonal skills. However, Brophy have not discussed the specific process or strategy to attain the goal of HOTS.

Today, many scholars suggest that the failure to emphasize higher-order thinking is creating failure to think critically. Such problems arise due to the lack of emphasizing higher-order thinking (Brophy, 1988). Other studies of Newmann (1990b, and 1991 in press) are on classroom "thoughtfulness" for promoting higher-order thinking in high school social studies instruction. Also there are some more studies on the development of thinking citizens (Rowe, 1991), and information processing theory (Bjorklund, 1989, Bjorklund and Zeman, 1990). Nevertheless, these studies are not explicitly directed to the study of higher-order thinking, but indirectly.

In the findings of Glaser (1984), teaching thinking has been a long-term aspiration, and now progress has occurred that brings into reach. The cognitive skills developed by people in a society are profoundly influenced by the ways of knowledge and literacy are taught and used. Knowledge and skill become objects of interrogation, inquiry, and extrapolation.

Whimbey (1984) concluded that the key to higher-order thinking is precise processing, so Title can make refined analyses of any relationships. Content area teachers can focus on thinking skills by having students describe their mental processes and giving them feedback on erroneous or incomplete reasoning. As students develop this detail and precision of thought, they change from ordinary thinking habit to scientific thinking habit.

A computer-based instructional program for school students has enabled them to learn higher-order thinking skills, improve communication skills, and increase self-esteem, dispelling the myth of their limited intellectual capacities.

Thus, various authors have various findings on various kind of studies of HOTS. On the whole, the

... Contd' from Teaching for Conceptual...

literature of HOTS is found as a new idea in the field of education. Most of the literature trying to provide solutions for HOTS. Some HOTS scholars advocate thinking as a process, and some support it as a special intellectual ability (Pogrow, 1991). However, most psychologists claim thinking as a process than an intellectual ability

**WHY IS THIS TYPE OF THINKING IMPORTANT FOR SOCIAL STUDY TEACHING?**

Knowledge without understanding is limited; Too easily forgotten, quickly out of date, not readily retrievable and applicable, applicable only in the context in which it was learned. Thus, promoting HOTS in teaching is an essential element.

Although more people are required in information processing, social skills, and other technological jobs that require HOTS, these skills are not routine outcomes of the U.S.A.'s existing education system (NAEP, 1981; Mullis and Jenkins, 1988). Every effort needs to be made to improve students' reasoning ability. As discussed in Project 2061

(American Association for the Advancement of Sciences (AAAS), 1989), social studies teachers are in an ideal position to promote the development of HOTS.

**How a curriculum can be connected to the HOTS for the goals of the social studies and How can this HOTS) be done?**

Here, in this section, some examples of the curriculum are included that illustrate a shift toward teaching HOTS. The two main themes here about the curriculum are: (1) "The idea of thinking citizen curriculum" modifying teaching and learning across the whole curriculum to give greater emphasis on thinking and understanding; and (2) a growing thinking — attitudes, motivation, and disposition — and of social factors in helping to establish appropriate habits of thought.

Specific programs to teach HOTS in social studies tend to be limited to small and relatively isolated groups (Lawrenz, 1990; McGuinness and Nisbet, 1991). A widely held view is that thinking should be part of all subjects in the curriculum. "The Thinking Curriculum" is an emerging thing in American education (Resnick, 1987b). Thinking, problem-

solving, critical reasoning, understanding rather than memorizing — these are seen as both a better method and a desirable goal of teaching and learning.

Therefore, Figure 2 exemplifies a connection to HOTS in a specific subject area of tenth-grade social studies showing a strategy of a curriculum plan to teach. The tasks that are required in social studies also are mentioned in the figure as follows:

Figure 2: Examples of HOTS in Social Studies	
<b>1. Analyze</b>	Analyze components or elements of an event (Example: Event of Soviet intervention in Afghanistan)
<b>2. Compare</b>	Compare causes and effects of separate events; compare social political, economic, cultural, and geographic features (Example: Compare Soviet intervention in Afghanistan and the U.S. intervention in Grenada,....)
<b>3. Infer</b>	Predict, hypothesize, and conclude (Example with clues: prediction – growing hegemonic-strength of super powers ....., hypothesis – military strategies, conclusion – the balance of power ....)
<b>4. Evaluate</b>	credibility of arguments, decisions, and reports; evaluate significance (Example with clues: the role of international law on its violation ....., international attempts and significances to solve situations ....)

Thus, a teacher needs to develop a broader range of tasks that present significant problems or events, require sustained reasoning, and require component information to be integrated to form a conclusion.

**General approaches and evidence that they work for HOTS**

Although experts may have different opinions about the approaches for HOTS, here, according to studies of McGuinness (1991), Bloom (1984), and Resnick (1987b), I am providing the following general approaches with examples and evidence that they work for HOTS:

A. Cognitive Approach To a cognitive approach to strategic thinking, there is no more recent approach than

... Contd' from Teaching for Conceptual...

the Bloom's taxonomic strategies (Pogrow, 1985; Bloom, 1984; Martin, 1989).

Bloom's taxonomy continues to be the most frequent guide for classifying the type of higher-order thinking (Nicely, 1985). These strategic levels are helpful for ^OTS basing on the use of information to solve the problem than a mere classification of thinking (Pogrow, 1985). Bloom's taxonomic Strategy is an effective approach by which develop thinking strategies from the simple to the complex level. Specific examples for each level are discussed in the following section.

**Examples of specific topics) developing HOTS in a class of geography under social studies curriculum**

Social studies teachers can enhance the higher-level thinking skills in their classes according to their level of mental age and chronological age. Although there are many criticisms about 'gloom's taxonomy, it is still successfully applied in classrooms (Pogrow, 1985). The levels of thinking, as defined by Benjamin Bloom, are applicable for higher-order thinking as follows:

**Figure 3:** Bloom's Taxonomy and HOXS Strategy with Examples

Subject: Geography; Curriculum Content: Sources of Energy; Grade: Ten

Levels	Defining Word	Examples
Knowledge	recall	Name the sources of energy in the country.
Comprehension	explain	Explain the sources of energy in your country.
Application	solve	Determine the best sources of energy.
Analysis	compare	Compare the cost, benefit, and availabilities.
Synthesis	combine	Plan how the energies can be better utilized.
Evaluation	judge	Evaluate the impact of each source of energy in your country's economy.

The levels which are summarized in Figure 3, are explained as follows: 1. **Knowledge.** Knowledge is the ability to recall facts and ideas such as remembering or recognizing something previously encountered thing.

2. **Comprehension.** Comprehension is the ability to take facts and ideas. 3. **Application.** The application is the ability to take the fact or idea and use it in a new situation. 4. **Analysis.** The analysis is the ability to break down an idea or fact into parts and to detect the relationship and organization of the parts. A student can be able to understand the relationship between the components and reorganize the principle that organizes the structure or the system. (As we see, it becomes increasingly difficult to describe the levels of higher-order thinking as we move from the simple and concrete to the complex and abstract.) 5. **Synthesis.** Synthesis is the ability to put together elements of an idea with facts to form a unified whole. This means making something new, bringing ideas together to form a new theory, going beyond what is now known, providing new insights. 6. **Evaluation.** Evaluation is the ability to make judgments about quality, values, or procedures, by using the appropriate criteria. Students can develop the ability to create standards of judgment, to weigh, to examine, to analyze, and most of all to avoid hasty judgment. Evaluation requires a lengthy process of higher-order thinking or scholarly care, of minute examination.

These levels of Bloom can be taken as categories of thinking than a sequence to get to a depth of thinking (Pogrow, 1985). Sometimes, these levels may not proceed sequentially. For example, the level of application may include the task of evaluation level. When students are asked to decide the best source of energy for their home, they have to evaluate the utility of a certain energy before they determine which energy source to use. However, some experts (McGuinness, 1991; and, Rowe, 1991) argue that application level is just a practice and operation level to conclude. In my opinion, application level is a process of an experiment that helps to come to the higher levels, analysis, synthesis, and evaluation. Thus, a teacher can develop and enhance children's higher-level thinking skills by asking questions to promote development at the appropriate level. To do this, the words and examples that are mentioned in Figure 3 will be helpful in each concerned level of thinking.

### ... Contd' from Teaching for Conceptual...

#### **B. Metacognitive Approach**

Simply, metacognition means cognition of cognition or thinking of thinking. This approach refers to an understanding of knowledge, an understanding that can be reflected in either effective use or clear description of knowledge in question (Brown, 1978). To promote thinking skill through raising meta-cognitive awareness; classroom lessons on training meta-cognitive strategies in text comprehension, written composition and science problem solving have been successfully introduced. In an experiment of problem-solving tasks, Hae-fele (1981) found that the students who used metacognitive thinking approach were better able than the students who didn't use this approach to describe their thinking approach

#### **Example - 1: Science problem solving**

Mettes et al. (1987) and Mettes (1989) developed a higher-order thinking model (science problem-solving heuristic) in thermodynamics for first-year university students, called the Systematic Problem-Solving Approach (SPA). They first developed a descriptive model using verbal explanations of SPA and model worksheets and charts, which are embedded into the normal teaching routines of the course. Computer-assisted versions of the heuristic are under development. Similar SPAs have been designed for another science course (magnetism and electricity) and social science course in policy design (Kramers-Pals and Pilot, 1988).

#### **Example - 2: Text comprehension**

From comparison studies of good/poor learners<sup>^</sup> many writers have developed comprehension and problem-solving heuristics with the explicit purpose of enhancing metacognitive knowledge and HOTS. These aids often begin as checklists or flow diagrams and may then be converted to computer-assisted learning packages (McGuiness, 1991).

From their theory of self-regulated learning, Simons (1989) reported on the development of a heuristic for HOTS in the form of a flow chart with rules for regulated learning and reading from a text. To increase self-regulation on HOTS, students answer questions related to the following elements:

1. Orientation (Check what I have to do? Make a plan?),
2. Monitoring (Do I still understand what I am learning? what not?), and
3. Directing (What? How? Why? Who? Where? When? how?).

In comparison to a control group, this method increases students' comprehension of text on probability. However, a computerized version of the heuristic was less successful with lower ability students (McGuiness, 1991).

#### **Example - 3: Induction and deduction**

Does the following problem involve inductive and deductive reasoning? Observe a learner's thinking processes as he solves it: Learner probably observes solving this problem involves both inductive and deductive approach to reasoning. For example, as part of the solution, a learner may observe that the first, third, fifth, and seventh positions have letters. Then the learner may employ the following deductive argument:

First- All odd-numbered positions have letters.  
Second- The ninth position is an odd-numbered position. Third- Therefore, the ninth position must have a letter.

Additionally, the learner may compare the first letter with the third to see what change occur between them, or what operation allows him to move from one to the other. The learner then may compare the third with the fifth, and continued with inductive and deductive steps until he fills the blanks.

#### **CONCLUSIONS**

Higher-order thinking is difficult to define but easy' to recognize when it occurs. Higher-order thinking is the hallmark of successful learning at all grade levels. Good thinking depends on specific knowledge, but many aspects of powerful thinking are shared across various disciplines. It is true not only in elite education but also in mass educational systems.

The teaching of higher-order thinking skills can help students to make decisions which will assist them to achieve their personal goals ^becoming more serious and responsible people. Furthermore, the teaching of higher-order thinking in social studies helps schools to prepare future leaders, responsible decision makers, and thinking citizens of their countries. Higher-order thinking ability is not an inborn quality but created. Therefore, the teaching of HOTS is an important part

### ... Contd' from Teaching for Conceptual...

of instructional programs which is neither old nor new but always an essential cognitive factor in reasoning for human beings. It does not merely start from a complex level but from the simple to the complex level.

Although such approaches to the study of thinking are so diverse, this study found two effective approaches to HOTS: cognitive and metacognitive. In this study, the cognitive approach is founded on a meaning-making procedure from the simple to the complex level by employing the Bloom's taxonomic strategy. On the other hand, the metacognitive approach is used in problem-solving, text comprehension, and induction and deduction in HOTS. Finally, cognition and metacognition are two different dimensions of classroom thoughtfulness to achieve the goal of HOTS.

Finally, higher-order thinking is the thinking that occurs when students are required to organize, manipulate, analyze, evaluate, or interpret information in some new way because a question or problem cannot be solved through the routine application of previously learned knowledge.

A clear, valid assessment also is essential to help teachers and students in promoting HOTS. Newmann (1990b) also suggests that an instructional plan with a clear objective and evaluation procedure could be designed not only to equip students with knowledge but also to provide them with the abilities to comprehend, applying, analyzing, synthesizing, and evaluating. The end, developing a high degree of proficiency in thinking requires more than simply making students think. It needs more than questioning and discussing, more than stimulating and challenging. It needs to have integration and evaluation of pro cons going higher than the factual knowledge. As individuals acquire knowledge, they also should be empowered to think and reason.

#### References:

- Armento, B. (1986). Research on Teaching Social Studies. Handbook of Research on Teaching. New York; 1986, pp. 942-951.
- Beck, Isabel L, et al. (1989). Learning from Social Studies Texts. Cognitive Instruction. 6(2). 99-158.
- Beyer, B. K. (1987). Practical strategies for the Teaching of Thinking. Boston: Allyn and Bacon, Inc.
- Bjorklund, D. F. (1989). Children's Thinking. Pacific Grove Cole Publishing Company.
- Bjorklund, D. F. and Zeman, B. R. (1990). Children's Organization and Organization and Metamemory Awareness in their Recall of Familiar Information. Child Development. 61. 799-810.
- Bloom, B. S. (Ed.) (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals. Hand Book I. New York: Longmans, Green & Co.
- Bloom, B. S. (1984). The search for methods of group instruction as effective as one-to-one tutoring. Educational Leadership. May Issue.
- Brophy, Jere. (1988). Teaching for Conceptual Understanding and Higher-Order Applications of Social studies Content. The Center for the Learning and Teaching of Elementary Subjects.
- Brophy, Jere. (1991). The De Facto National Curriculum in Elementary Social Studies: Critique of a Representative Example. Elementary Subject Center Series. No. 17. (Unpublished Article).
- Brown, A. (1978). Knowing, when, where, and how to remember; A problem of metacognitin. In R. Glaser (Eds.) Thinking and Learning Skills; Current Research and Questions (Vol. 2). New Jersey: Erlbaum.
- Gallup, A. (1950). The Gallup poll of teachers' attitudes toward the public schools. Part 2, Phi delta Kappan. 66(5), 323-330.
- Glaser, R. (1984). Education and thinking: The role of knowledge. American Psychologist. 39(2), 93-104
- Greenberg, R. (1991). Image Processing for Teaching. Tucson: The University of Arizona.
- Haefele, J. W. (1982). Creativity and Innovation. New York: Reinhold.
- Lawrenz, F. (1990). Science teaching techniques associated with higher-order thinking skills. Journal of Research in Science Teaching. 27(9), 835-847.
- McGuinness, C. and Nisbet, J. (1991). Teaching Thinking in Europe. British Journal of Psychology. 61, 174-186.
- Mettes, C. T. C. W., Pilot, A., & Roosink, H. J. (1987). Linking factual and procedural knowledge in solving science problems: A case study in thermodynamics course. Instructional Science. 10, 333-361.
- Mettes, C. T. C. W. (1989). Factual and procedural knowledge: Learning to solve science problems. In De Corte, E., Lodewuks, H., Paramentier, R., & Span, P. (Eds.). Learning and Instruction. Vol. 1, Oxford/Leuven: Pergamon/Leuven University. Miller, S. (1988). The Bhaavad-Gita. New York: Bantam Books.
- Newmann, F. M. (1988a). The Assessment of Discourse in Social Studies. Madison: University of Wisconsin, National Center on effective Secondary Schools.
- Newmann, F. M. (Ed.). (1988b). Higher-Order Thinking in High School Social Studies: An analysis of Classrooms. Teachers, Students, and Leadership. Madison: University of Wisconsin, National center on Effective Secondary Schools.
- Newmann, F. M. (1990a) Higher-Order Thinking in Teaching Social: A Rationale for the Assessment of Classroom Thoughtfulness. Journal of Curriculum Studies. 22(1), 41-56.
- Newmann, F. M. (1990b). Qualities of Thoughtful Social Studies Classes: An Empirical Profile. Journal of Curriculum Studies. 22(13). 253-275.
- Newmann F. M. (1990c, in press). Higher-Order Thinking in the Teaching of Social studies: Connections Between Theory and Practice, in D. Perkins, J. Segal, & J. Voss (Eds.), Informal Reasoning and Education. Hillsdale, New Jersey: Erlbaum.
- Nicely, Robert F. (1985). Higher-order thinking skills in mathematics textbooks. Educational Leadership. April Issue.
- Oliver, D., & Shaver, J. (1966). Teaching Public Issues in the High school. Boston: Houghton Mifflin.
- Pogrow, S. (1991). A validated approach to thinking development for at-risk populations. In Collins, C. & Mangieri, J. (Eds.). Building the Quality of Thinking In and Out of Schools. Lawrence Erlbaum Associates, Inc. (unpublished).
- Pogrow, S., and Buchanan, B. (1985). Higher-Order Thinking for Compensatory Students. Educational Leadership. (September Issue).
- Prawat, R. et al. (1991). Expert's Views on the Elementary Social Studies Curriculum: Visions of the Ideal and Critique of Current Practice. Elementary Subjects Center. Series No. 14. (Unpublished Article).
- Resnick, L. B. (1987a). The Development of Mathematical Intuition. In M. Perlmutter (Ed.), Minnesota Symposium on Psychology. Vol. 19, pp. 159-194.
- Resnick, L. B. (1987b) Education and Learning to Think. Washington, D. C.: National Academy Press.
- Rowe, J. W. (1991) To Develop Thinking Citizens. Educational Leadership. Vol. January, 1991
- Shiffrin, R. M. Schneider, W. (1987). Controlled and Automatic Human information processing. Psychological Review. 94, 127-190.
- Simons, P. R. J. (1989). Modifying the regulation process of learning: two exploration training studies. Canadian Journal of Educational Communication. 18, 29- 48.
- Stenberg, R. J. (1986). Intelligence Applied. New york: Harcourt Brace Jonavich.
- Whimby, A. (1984). The key to higher-order thinking is precise processing. Educational Leadership. September Issue.

\*\*\*\*\*

## Miscellaneous Report

### Gun Violence in the United States of America

Gun Violence in the United States of America

1. October 1st, 2017. Las Vegas Concert Venue. 58 killed. Over 400 injured.
2. June 12th, 2016. Pulse Nightclub. 49 killed. 50 injured.
3. April 16th, 2007. Virginia Tech University. 32 killed. Over 50 injured.
4. December 14th, 2012. Sandy Hook Elementary School. 27 killed.
5. November 5th, 2017. Church in Sutherland Springs. 25 killed. 20 injured.
6. October 16th, 1991. Luby's Cafeteria. 23 killed.
7. July 18th, 1984. McDonald's in San Ysidro, California. 21 killed. 19 Injured
8. August 1st, 1966. University of Texas. 16 killed. 30 injured.
9. February 14th, 2018. Marjory Stoneman Douglas High School. 17 killed.
10. December 2nd, 2015. San Bernardino, California. 14 killed.

These are the top ten biggest mass shootings in modern United States history. For most of us, we have been alive for seven of these. Each time we have heard the devastating details of a shooting, who the shooter was, what guns were used, how a gun got through security if there was any, whether or not it was predictable, or even if the shooter was alone. Our response to these? Thoughts and prayers. To our country, thoughts and prayers can heal bullet wounds. Here's the reality: Thoughts and prayers can't heal the PTSD some survivors may experience due to being in a near death experience or from watching their peer bleed out from a gunshot. Thoughts and prayers can't heal the anger and sorrow of losing someone's brother, sister, daughter, son, best friend, lover, father, or mother. Thoughts and prayers can't provide a bullet-proof shield that will magically fix everything. Thoughts and prayers can't bring back our children. Thoughts and prayers are just that. They are not actions. They cannot be seen or touched; they are given from people all around the world who cannot physically console those affected.

Here are the facts I have gathered to share.

96 deaths. Not in a year, in one day. That is how many deaths occur on average in the United States from gun violence. In a span of 24 hours, an average of 192 legs stop walking, 96 brains stop thinking, 192 eyes stop seeing, and 96 hearts stop beating completely.



**Susan Dhakal**

**Grade: 11th**

**Westchester Country Day School  
High Point, North Carolina**

Of these 96 deaths, 48 children and teenager are shot, and seven of them die on an average day.

Children who are beginning to learn how to read or to multiply, children who are fantasizing about being an astronaut or firefighter, children who go home to play with their neighborhood friends and to share with their family what they learned that day in school. Their lives are cut short, because of a bullet. Teenagers, who are enrolling into AP courses, who are deciding on what college to go to, teenagers who just got their first job, teenagers who are thinking about their future because its just around the corner, never get to see it because of a bullet.

In 2015, 2016, and 2017, the number of gun deaths were 13,519, 15,093, and 15,577, respectively. This is the number of verified deaths.

Of these statistics, an average of 60% are from self-inflicted gunshots. These include suicides and accidental shootings. A child could have gone snooping around his parents' closet, picked up a gun and out of curiosity pulled the trigger while looking down into the barrel. A person who suffers from suicidal thoughts and depression who owns a gun have easy access to end their life.

If you chose not to listen to any of these statistics, I want you to think of this. The people you are sit next to at school not be there tomorrow. Tomorrow is not a certainty, because according to safehaveninternational.org, the number one leading cause of death in a school environment is gun shootings, topping fire fatalities, transportation fatalities, severe wind related fatalities, and suicides. Your best friend that you eat lunch with everyday may have their life cut short due to a bullet. Your favorite co-worker may face an experience and not live to see the next day. Your favorite teacher may not be able to cover the next chapter in your textbook, and why?

The most likely possibility is because of a gun bullet. I don't

**...Contd' from Gun Violence in the United ...**

know about you all, but that gives me goosebumps. And I know what you're thinking, "My school/work place is safe." Well let me ask you this, did not those Stoneman students believe they were safe? Did not the parents of the students who lost their lives feel as though as their child was safe? At my high school, we have two huge, open gates on campus, a big forest, and an open neighborhood surrounding us. On Wednesday morning, my school had a lockdown drill. We all sat in the same positions as the students in Marjory Stoneman Douglas High School did. The only thing that separated them from their death? A seven foot door. They sat in the same positions as we did, texting their family and friends "Mom, if I don't make it I love you and appreciate everything you did for me." "Kaitlyn [sister of a survivor], I am not joking they just shot through the walls one of my classmates are injured. I am so scared. Tell Mom and Dad that I love them." "Ma, I love you, but we're having a school emergency... I don't know what's happening, but if anything happens to me no matter what I love you. Don't text back, I kinda want to live."

This should not be a political issue. This is a matter between life and death for thousands of Americans everyday. A 19 year old should be walking into school with his books and pencils, not an AR-15. A man or woman should be walking into nightclub with their ID and a drink, not an AR-15. A man should be walking into a concert with his venue tickets, not an AR-15. The worst part about all of this that the deaths were legal. They died from a legal gun bullet, in a legal zone, with a legal gun owned by a legal owner.

We should not have to grow up in a place where a hindering question in our minds is "Will I be next?" Because, truthfully, no one can say with certainty that we will be here tomorrow and that a gunman will NOT be present on school grounds.

Our feet are still growing, our brains are still learning, and our minds are young. We are the face of America as we know it, and we demand change NOW. Our voice is small but its amplified with thousands of others, and I strongly support and encourage those of you with me today to not give up, and not to lose this fight. One day, our brothers and sisters will be okay again, one day we will walk into school thinking about that AP Bio test or that Algebra quiz, and not whether or not a gunman will show up on our campus. One day, it will be stay illegal to bring guns to schools and this talk of arming teachers will be over. Teachers earned their teaching degree because they want to help children learn and grow, not to take someone's life. One day we will be safe again. Until that day comes, I will proudly stand with you all, and the thousands of other young adults that protest for better gun control.

\*\*\*\*\*



**NEPALI NATIONAL CONVENTION 2018**  
**CHICAGO, ILLINOIS**  
**HILTON ROSEMONT/CHICAGO O'HARE**  
**AUGUST 31 – SEPTEMBER 2**  
**Come Join us and Enjoy!**

VIP Lodging



Delicious Food



Cultural Showcase



Sports



Concert, Fashion Show, Women/Children/Academic/ Many other Fun Filled Programs, Forums,...

**Register Today at [nepalnationalconvention.org](http://nepalnationalconvention.org)**

We are on the web  
[www.naseaonline.org/](http://www.naseaonline.org/)  
[www.facebook.com/nasea.America](https://www.facebook.com/nasea.America)

**NASeA Executive Committee**

**President**  
 Madhav Dhakal, NC

**Vice President**  
 Ambika Lohani Sharma, GA

**General Secretary**  
 Krishana Shrestha, FL

**Joint Secretary**  
 Mohan Bista, GA

**Treasurer**  
 Nirmal Paudel, Ph.D., NC

**Executive Members**

- Manoj Jha, Ph.D., NC
- Thakur B Karkee, Ph.D., NC
- Bishal Bharati, NC
- Namita Ghimire, GA
- Arun Shrestha, Ph.D., NC
- Bhim Prasad Timilsina, NC
- Prashim Poudyal, NC
- Binita KC, Ph.D., TN
- Rama D Ghimire, GA
- Manish Shakya, NC
- Chet Bhattarai, NC
- Pammi Dhungana Parajuli, NC
- Krishna Raj Devkota, GA
- Binaya Aryal, NC
- Suman Silwal, Ph.D., AL



**NASeA Task Force Committee 2017-2019**

<p><b>Information Technology Committee:</b>                  Chair, Ambika Lohani, GA                  Co-Chair, Abinash Phuol, GA                  Ramesh Paudel, TN                  Manish Shakya, NC                  Suman Silwal, Ph.D., AL</p>	<p><b>Publication Committee:</b>                  Chair, Dilip Panthee, Ph.D., NC                  Co-Chair, Ambika Lohani, GA                  Binita KC, Ph.D., TN                  Shankar Parajuli, Ph.D., NY                  Kiran Manike, GA</p>	<p><b>Emergency Aid Management Committee:</b>                  Chair, Madhav Dhakal, NC                  Co-Chair, Bishal Bharati, NC                  Nirmal Paudel, Ph.D., NC                  Dev Bhandari, NC                  Anila Neupane, FL</p>
<p><b>Membership Drive Committee:</b>                  Chair, Thakur Karkee, Ph.D., NC                  Basnata Khadka, NC                  Tara Pun, GA                  Bhim Timilsina, NC                  Chooda Khanal, Ph.D., FL                  Satish C Gupta, SC                  Bidhya Gurung, GA</p>	<p><b>Literature Committee:</b>                  Chair, Binita KC, Ph.D., TN                  Ambika Lohani, GA                  Krishna Shrestha, FL                  Bharati Gautam, FL                  Kiran Manike, GA                  Januka Dhungel Khanal, FL                  Gita Kadel, NC                  Tika Ram Poudyal, KY                  Nirmala Sharma, TN</p>	<p><b>Woman and Children Committee:</b>                  Chair, Rama Ghimire, GA                  Binita KC, Ph.D., TN                  Namita Ghimire, GA                  Ambika Tiwari, MS                  Kalpana Ghimire, NC                  Shobha Devkota, FL                  Roshani Pokhrel, TN</p>
<p><b>Cultural Committee:</b>                  Chair, Bishal Bharati, NC                  Pradeep Krish Ghimire, FL                  Suman Bhattra, NC                  Bharat Barailee, VA                  Ashok Aryal, NC</p>	<p><b>Professional Committee:</b>                  Chair, Nirmal Paudel, Ph.D., NC                  Pratima Adhikari, Ph.D., MS                  Rajendra Shakya, Ph.D., FL                  Nirdesh Sharma, MD, GA                  Rama Ghimire, GA</p>	<p><b>Media Committee:</b>                  Chair, Binaya Aryal, NC                  Bijaya Thapa, VA                  Hom Lamsal, TX</p>
<p><b>Public Relation Committee:</b>                  Chair, Prashim Paudyal, NC                  Nar Kaji Gurung, Ph.D., AL                  Ambika Lohani, GA                  Anila Neupane, FL</p>	<p><b>Blood Donation and Health Awareness Committee:</b>                  Chair, Niroj Basnet, Ph.D. GA                  Co-Chair, Nilam Joshi                  Bhabindra Basnet                  Suraj Sijapati                  Susan Dhakal</p>	<p><b>Finance Committee:</b>                  Chair, Rabindra Karki, NC                  Dipak Ranabhat, NC                  Baburam Sharma, GA</p>
<p><b>Inter-State Coordinating Committee:</b>                  Chair, Suman Silwal, Ph.D., AL                  -                  -                  -</p>	<p><b>Youth and Student Committee:</b>                  Chair, Arun Shrestha, Ph.D., NC                  -                  -                  -</p>	<p><b>Academic and Affairs:</b>                  Chair, Manoj Jha, Ph.D., NC                  -                  -                  -</p>

**NASeA Advisers 2017-2019**

<p><b>Advisors:</b>                  Nar Kaji Gurung, Ph.D. AL                  Prahlad Pant, Ph.D. FL                  Shailendra Bajracharya, GA                  Sushma Barakoti, GA                  Bishwa Adhikari, Ph.D., GA                  Basu Phulara, Attorney, NY                  Padam Bishwokarma, CO                  Santosh Pahari, GA                  Bijaya Kattel, Ph.D., FL                  Raj Acharya, NE                  Bibhor Rimal, NC                  Pasupati Neupane, GA                  Ganesh Basnet, SC</p>	<p>Sushma Barakoti, GA                  Basanta Khadka, NC                  C.K. Parajuli, GA                  Susma Pradhan, Ph.D., NC                  Deepak Pahari, GA                  Rewati Raj Adhikari, NC                  Ram Krishna Wagle, NC</p>
<p><b>Legal Advisors:</b>                  Gyanendra Gadal, CO                  Madhav Mainali, AL                  Rudra Aryal, Ph.D., NH                  Chiranjibi Bhattarai, Ph.D., NC                  Prem Adhikari, Ph.D., TX</p>	

Please give us your feedback to improve the quality of this quarterly publication as far as possible. Please help us by sending your articles regularly at [naseapublication@gmail.com](mailto:naseapublication@gmail.com).