



2015

THE LAMP

ANNUAL COLLEGE MAGAZINE



Shillong College

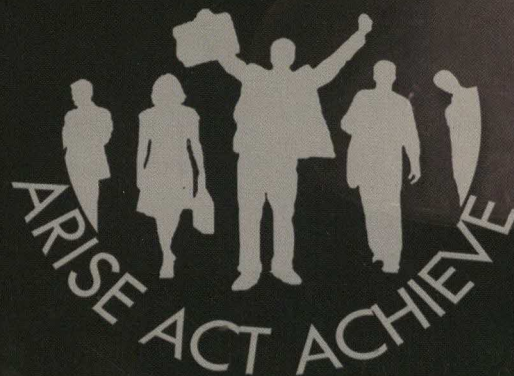
Boyce Road 793003



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The Lamp

The decision to christen our Annual College Magazine 'The Lamp' was taken after much thought in the preceding year. The significance of the nomenclature is symbolic of the light which effuses from the lamp. Similarly the College Magazine reflects and illuminates the various facets of college life. It is an open book which follows the yearly trajectory of the various activities of the college thus providing a window to all interested readers. For some of us the college magazine is a revelation as we discover our creativity and vivid imagination from the poets, writers and artists with a liberal mindset with the Shillong College family. It brings us closer together and the barrier between the student and the teachers dissipates through such articulations. The magazine is also a constant reminder of the achievements and laurels that the college has triumph in its quest for success and accomplishments. It allows us to sit back and contemplate on the trails left behind and motivates us to forge ahead with a new set of vision.

The light from the Lamp never stop glowing if we continue to refill the oil to sustain the glow. In the same way the College Magazine continues to exuberate to the kind of excitement from the faculty and students who are its constant source of support and strength.

I take this opportunity to remind all members of the Shillong College family of our responsibility to keep 'The Lamp' burning always as we forge ahead to reach another milestone.



Editorial board

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Mr. Iohbyntalang Sanglyng (Student)

Foreword

Dr. K.D Ramsiej, Principal, a Shillong College



*A*t the outset I expressed deep appreciation to the convener, Dr (Ms) Lucy Mary Jyrwa with her team and all those responsible in preparing the Annual College Magazine 2015. The theme “Awake Arise Achieve” encapsulates the sincerity and persistency of Shillong College to consistently raise the bar and aim for the stars. The theme resonates the aspiration of not only the Shillong College fraternity to raise the bar and aim for the stars but more importantly it reminds us of the huge responsibility that we have to mould the mindset, goals, dreams of the new age generation which are caught in various myriad of life’s ever changing challenges. In the process most of them are demotivated and discouraged. Educational institutions have an ever increasing role to play beyond imparting education. And I take this opportunity to ask all of us to come together and realized this social responsibility entrusted to us.

The college has grown by leaps and bounds and we are thankful for all those who have been part and are still part of the college’s endeavour to make an upliftment in whatever way possible. The yeomen service of the Shillong College family, which is the only public institution in the city, to serve the poor and the marginalized have been lauded far and wide. Imparting quality education for the weaker section of the society was the primary objective why Shillong College came into existence. In the ever competitive rat race those who are unable to compete are unfairly denied the privilege of dignified living. In striving to impart affordable and qualitative education the college remains committed in its endeavour to serve all sections of the society.

The college Magazine is an important mouth piece for all stakeholders to express themselves. Each one of us has some kind of creativity. The mind is a fertile ground of imagination and ideas which needs to be utilized progressively for the benefit of the society. The college magazine offers such an opportunity and I am glad to see the Management, teachers and students earnestly taking part to make the College magazine a colourful enterprise. It bodes well for the college to see such display of co-operation and bonhomie. The future is ours for the taking. Let’s ‘Awake, Arise and Achieve’ for the betterment of thyself, the college and the society.

From the teacher in charge



Dr (Ms) Lucy Mary Jyrwa

As Dan Brown said in his novel, that knowledge is a tool, and like all tools, its impact is in the hands of the user. From history, we have seen the impact of knowledge that was bestowed on mankind. Knowledge can be defined as all types of understanding gained through experience or study, whether indigenous, scientific, scholarly, or otherwise non-academic. Man utilised the knowledge he gained in his lifetime which has an impact on the future, be it bad or good. From the invention of a needle to the invention of an atom bomb knowledge has a lasting impact on human life.

Early knowledge that was passing in a family or community and so on from generation to generation is called traditional knowledge. Such knowledge usually benefits the society without much harm to the surrounding. One such example in Meghalaya is the "Living Root Bridges" where traditional knowledge that was passing on from generation to generation of the Khasi War people led to the making of sustainable "Root Bridges" that have left the world in awe of this traditional knowledge. In a busy world of today how do we preserve such type of knowledge? It therefore becomes very important that traditional knowledge should be spoken in classrooms so that learners can preserve traditional knowledge. Mawlynnong a remote village which is 90 kms away from Shillong is famous for being the cleanest village in Asia. When asked from the locals of how they receive such wisdom, they would simply say that this has been passing on from generation to generation but when pursue a little deeper it was learnt that it was the knowledge of one person who was a teacher that drove the whole village to attain the title. Such lasting impact knowledge can have and which can illuminates the society in which we live.

Shillong College which is 60 years of existence was set up with a mission to provide knowledge to learners who want to learn and acquire knowledge without being judgmental of the background of the learners. In its humble start the college begins its journey in imparting knowledge to the learner. However, during the past few decades the college have awaken with new set of goals. As vision by our founders the aim of the college is to strive for the better, to make knowledge immortal as shown in our motto. The vision is to build and rebuild strong foundation in knowledge that every learner in the campus carries this priceless knowledge and to act accordingly as they embark on their new journey in life. The best facilities are being provided to the learners. The college have witnessed several learners embarking their journey of life from this place where they arose to a summit, then they act on the knowledge given to them by the teachers or "Gurus" and many of them have achieved contentment in their life. Through the years, there is no denial that the college as a whole have left no stone unturned to act upon its vision and I believe that in no time the college will achieve the fruit of labour, if we who are part and parcel of the college work together. Thus, looking at the momentum at which the college is striving its goal it justifies the theme for the magazine entitled "Arise, Act and Achieve". As members of the college we are all learners and as learners we pursue towards achieving our goals only when we act on our cumulative knowledge that we have gain in our lifetime that will have a lasting impact on the society as a whole. Our college magazine provides a platform to every member of the college to pool resourceful information, talents, creativities which will benefit every reader in all aspects of their lives. I take the opportunity to thank the Principal of the college who had instilled a word of encouragement and supporting the members of the editorial board for publishing the magazine. I thank the members of college for rendering their support by pooling their wisdom in making of the magazine. I congratulate all the achievers during the year 2014-2015 and wish you all the best for your future goals. I know that your achievements have inspired each one of us to give our best. I show my sincere gratitude to our young and budding photographer, Melam Rangad, from Department of Sociology for rendering your service in photography that was required for the magazine. You are truly talented. I also show my sincere thanks to the members of the Students' Union Shillong College, especially Vice President, Barikupar Paswett and General Secretary, Daryl Khongwir for taking the responsibility to make all the arrangements and assisting Melam during photography session. Last but not the least I sincerely thank the members of the editorial board for without teamwork it would be impossible to publish the magazine. The magazine itself reflects the team spirit of all members of the college. In the end, I take full responsibility of any errors and mistakes that may have occur during printing in spite of our best efforts and I appeal to every reader to bear with the same. I wish everyone "A Happy Reading".

Thank you

Be more dedicated to making solid achievements than in running after swift but synthetic happiness-Dr APJ Abdul Kalam.

A REAL LEADER



Dr K.D Ramsiej
Principal, Shillong College



A Leader is a person who has a strong determination with an aim to achieve the goal. When we say a 'leader' it refers to a human being living in a society and is always in the fore front among them all. He or She is a role model and all eyes and ears of the people are upon his or her behavioral performances. A leader strives to the target and never loses heart even when people criticize and turn back by not following him or her. He or She is firm, confident and positive in achieving and reach his or her purposeful destiny. A real leader is a trustworthy person who understands the problem of others and who accept others' advice and corrections. But his mind is fixed on the target and is committed till his dreams come true.

Many people want to be the leaders but most of them want to lead only when there is peace and prosperity. However, some continue to lead even in time of ease and hardship. A leader can be for self, for family, for clan, for community, for nation and for the world. A Leader cannot exist without the followers like we cannot imagine a king without the kingdom. Leaders are being groom, selected and appointed among the members within that particular group or community or state or country. Thus, a leader is a part and parcel of the team/ party in which he is accepted by the members. Leadership may be social, political, religious, and educational in nature. Leadership involves cooperation, willingness and trustworthiness among the members and the leader. Leadership is a power to convince and influence people to follow the common goal. A leader is a person who knows the way and he is to take the lead and invite people to follow him. If nobody followed him then he is not accepted as a leader.

Leaders are to follow certain standards and criteria. These are some of the main characteristics that a real leader has to possess:

1. He should be a man of discipline. Discipline is a character of self- control. It is a control over the bad habits and to abstain from misdeeds and evil practice. A disciplined life is important to both military and social services. A good leader is the one who maintains the act of discipline in all respects.

2. A genuine leader is to have a vision. A nation or a society without a vision shall perish so also a leader without a vision cannot reach anywhere. A farsightedness and a broad mindedness are essential for the leader to fulfill with mission and dedicated actions to achieve the goal.
3. Wisdom is another quality that a leader is to possess. Wisdom is a judgment between good or bad, right and wrong. A wise leader is a person who chooses the good deeds and shun from the bad practices. He is the one who is not proud of himself but he listens to the views and corrections of others.
4. A good leader is to give right decision. Decisions in time of crisis and in crucial situation are very important. A leader had to be prompt in passing and making policy decisions.
5. Courage is another characteristic of a real leader. Boldness and courage are to be in the blood of a leader. He is to be courageous enough to lead and to reach towards the goal.
6. Humility and calmness are necessary for a good leader because proudness and head hotness are not accepted by the followers. Humble and calm leaders always received the support and cooperation from the members.
7. Sincerity and commitment to the main agenda are the qualities of the leader. Unless and until the person is sincere and serious on his duty he cannot reach the target.

Besides the above, there are also other characteristics such as patience, trustworthiness, humor, friendship, diplomacy, executive ability, benevolence, confidence etc of a person with good leadership.

Let us work hand in hand to produce more and more leaders in our society. Shillong College has been producing leaders in every field. Let the teachers and students of this institution be the leaders of their own destiny, of the society and of the nation.

LIFE

An Unending Search



Dr. Malay Dey, Vice-Principal
Shillong College

How life began on earth is one of the biggest questions humanity has always asked. Asking this primary question leads immediately to a subset of questions such as how could earth, formed from the same cosmic building blocks, support life? What specific habitat conditions does life require to emerge from? How does organic molecules morph into living organisms- replicating, organising into cells, then grow and evolve? Until now earth is the only planet we know that supports life. Are we alone in the universe? Amazingly earth is made out of the same matter as other planets in our solar system, was formed at the same time and through the same process as every other planet, and receive the same energy from the common source- the sun.

There are many theories, but most have the same general perspective of how things came to be the way they are. Astrobiological estimates suggests that earth began to form over 4.6 billion years ago from the same cloud of gas (mostly hydrogen and helium) and interstellar dust that formed our sun, the rest of the solar system and even our galaxy. The process began about 13.6 billion years ago when the Milky Way Galaxy started its formation. The sun formed within a cloud of dust and gas that continued to shrink in upon itself by its own gravitational forces. This caused it to undergo the fusion process and give off light, heat and other radiation. The remaining clouds of gas and dust that surrounded the sun formed smaller lumps, which eventually took the shape of the planets in our solar system.

The earth went through a period of catastrophic and intense formation during its earliest phase 4.6 to 4.4 billion years ago. It began as a molten mass under extreme heat and pressure. The period of earth's formation is referred to as the pre-Cambrian period and is divided into Hadean, Archean and Proterozoic periods. During the Hadean period (4.5 to 3.8 billion years ago) earth was bombarded with remnants of dust and debris like asteroids, meteors and comets until it turned into a solid sphere and pulled into the orbit around the sun and began to cool down. It had no free oxygen. Intense heat prevented water vapour to settle as surface water. The atmosphere comprised of helium and hydrogen. By 3.8 to 4.1 billion years ago earth's surface began to cool and stabilize creating the solid surface with rocky terrain. The cooling process allowed cloud

formation and precipitation resulting enormous volume of rain-water that formed the oceans. For the next 1.3 billion years (3.8 to 2.5 billion years) called the Archean period, the first life began to appear in a highly toxic oxygen free environment. Towards the end of this period and at the beginning of Proterozoic period, about 2.5 billion years ago the first oxygen-forming photosynthetic organisms made their appearance on earth. Free oxygen began to build up around the middle of Proterozoic period- around 1.8 billion years ago- and made the way for the emergence of other forms of life.

A number of hypotheses have been put forward from time to time to crack the mystery of how and why, in a volatile inorganic earth, compounds required as precursors or building blocks of life have originated in a reducing environment. Geological studies on sedimentary primitive rocks indicates an anoxic atmosphere, for instance abundance of iron in the ferrous form as otherwise in presence of free oxygen iron would be in ferric state. Free oxygen is available in quantity from only two sources. One is photo dissociation of water vapour into hydrogen and oxygen. Hydrogen leaks out into space, while heavier oxygen is retained. It is commonly believed that bulk of free oxygen was produced by photosynthetic organisms. Thus it is presumed that the precursors of life must have originated in a reducing atmosphere. Abiotic synthesis of simple, small organic molecules were presumably commonplace in the then environment under certain physico-chemical conditions. In fact simulation of such conditions in laboratory resulted into synthesis of many such building blocks. Such synthesis is called pre-biotic. In this respect the key experiment of Miller-Urey (1953) suggest that lightning might have helped in the formation of amino acids in a gas mixture of water vapour, hydrogen, methane, ammonia. Other sources of energy were perhaps from ultra violet radiations, heat from volcanoes and hot springs. These pre-biotic organic compounds existed as monomers to polymers. It is further learned that such pre-biotic building blocks are by no means restricted to the earth but have also been detected in interstellar dust clouds. Intermediates in pre-biotic synthesis such as Formaldehyde that give rise to sugars, Hydrogen cyanide that give rise to amino acids and adenine, Cyanoacetylene that give pyrimidine bases were detected in stony meteorite and may occur widely throughout the universe.

Having convinced with the pre-biotic synthesis of the precursors we are left with the question –how could these compounds organised to acquire the properties of life? Several attempts have been made to answer this. Concentration of pre-biotic soup due to excessive evaporation of oceans and lakes led to polymerization of the building blocks. Secondly, freezing could be another mechanism for concentrating the organic compounds. Another possible mechanism for pre-biotic materials could be the formation of colloidal droplets of organic molecules called Coacervates (Oparin 1953), which dissolve or absorb other organic molecules and their interior provide non-aqueous environment wherein pre-biotic synthesis could proceed. Logically, it has a strong point but insufficient data deter acceptance. Out of the many other theories one suggests that mineral particles might have played important role in biogenesis. Most minerals occur as crystals and may possess ions that do not fit the ideal mineral structure which give rise to excess positive or negative charges on mineral surfaces. Further, crystals contain dislocations causing surface irregularities. Additionally, they absorb organic materials, including polymers, thereby providing sites of concentration of complex molecules. Still many and many more questions remains unanswered to draw a conclusion. For practical purposes, since proteins, nucleic acids and other simpler molecules are required to develop and reproduce an organism, an obvious question is which of these arose first. No clear answer is available.

In the recent years, there has been much discussion over search for extra terrestrial life, though there is no evidence yet. Much attention has been drawn towards the search for planetary conditions supporting life. Mars has been the focus for a very long time because it has a thin atmosphere, water exist in vapour and solid form, though not in abundance. The temperature and atmospheric pressure on Mars are too low to hold water in liquid form. In this context even the most optimistic view negates any sign of life on Mars as the thin atmosphere provides no protection from the solar ultra violet radiation, which is lethal to living organisms. The next best candidate is Europa, a moon of Jupiter. Life might be a bit strange, perhaps somewhat like the life forms similar to those found around hot vents in the abyssal ocean. Europa's surface is covered with ice. From the pictures taken by the space craft Galileo, its surface looks like broken glass indicating an icy crust that has been

severely fractured. These fractures have broken the crust into plates. Areas between the plates are filled with material that was probably icy slush contaminated with rocky debris. Europa may have oceans as deep as 50 km or more. Much of the evidence points to a mobile surface. Liquid water, scientists believe, could exist below the surface because of internal tidal heating from gravitational interactions with Jupiter and the other moons. Another possibility is Titan, the largest moon of Saturn. It has an atmosphere largely made up of nitrogen. The surface pressure is higher than earth, but the temperature is extremely cold. A rich assortment of organic molecules including hydrogen cyanide is likely to be present. However, life in that low temperature is unlikely.

Possibilities are immense, yet no concrete evidence of life on other planets, moons or in interstellar space. One obvious question is whether life could emerge in a condition radically different than earth. The answer seems to be yes, if we consider that even earth harbours life in extremes of heat, cold, toxins and in vacuum. In other words, these extremes, somewhat match the conditions of other planets and moons where life could be found. Though we have theories about how life originated on earth, it is still a mystery about how those complex molecules came together to form cells and evolved into what it is today. This mystery gets further deepened when we consider the theory called panspermia which suggests that life on earth arose due to life on other planets. It is presumed that simple, single-celled life arose elsewhere—perhaps Mars—and came to earth inside meteorites. Well, we still search for concrete evidence, a definite answer. We know a lot about the history of life on earth, but how it began is one of the greatest search.

It is wise to be optimistic. NASA chief scientist Ellen Stofan, on April, 7, 2015, during a panel discussion said “I think we’re going to have strong indication of life beyond earth within a decade, and I think we’re going to have definitive evidence in 20 to 30 years. We know where to look. We know how to look. In most cases we have the technology, and we’re on a path to implementing it. And so I think we’re definitely on the road.”

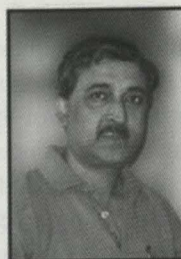
So, let us be patient. Someday, somewhere, in the universe we may find life in its formative state and we will then get all the answers that revolve round the greatest question: How did life begin on earth?

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Arise in STRUGGLE so to ACHIEVE



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"The soul of man has been given wings and at last he is beginning to fly. He is flying into the rainbow – in the light of hope"

- Charlie Chaplin

Government of India under the Ministry of Rural Development carried out the Socio Economic and Caste Census (SECC) between June 30, 2011 and December 31, 2011. The report of this Census operation has been released on July 3, 2015, which shows some startling facts. The data put in the public domain shows, among many others, that a mere three percent of rural households have just one family member who is a graduate. This revelation comes in the face of an International survey by UN agency that has described India as home for the world's largest number of hungry people.

Let us take another contrasting fact. Government of India has planned to set up 100 "Smart Cities" across the country to respond to increasing urban migration and to cater to the needs of the emerging "neo middle class". Whatever may be projections and planning, a moderate estimate shows that even with all the rapid urbanization programmes in our Country, around 50 per cent of India's population is still expected to live in rural areas in 2050. Urbanisation is usually spurred on by poverty and dearth of opportunities in rural areas which is, for example, a major reason for high rates of urbanization in Africa and Latin America. This phenomena brings in concentration of economic activity and social infrastructure indicating more inequality with rural people forced to live in sub-standard conditions.

With these backgrounds of recent developments we may look at the education scenario in our country. Despite having a number of governments sponsored programmes like Sarva Shikshya Abhiyaan (SSA), Mid-day Meal, Rashtriya Madhyamik Shiksha Abhiyaan (RMSA), Rashtriya Uchta Shiksha Abhiyaan (RUSA), Right to Education Bill, and many others and also recent move of designing of New Education Policy, the

privatization of education from primary to tertiary level is continuing with full vigour. There is now a systematic drive to ruin the public education system though India is constitutionally a 'welfare state', and this is done to increase the market share of public sector. Thus, a moderate estimate shows that the enrolment in private sector is about 68% now which far exceeds that in public sector that stands at about 32% only. In Indian context, private sector has always played a decisive role in education. But there is a significant difference. In the pre independence era, and also for about two to three decades, the private sectors were visionaries and had philanthropic approach. However, with advent of globalisation, liberalization and privatization since early 1990s, the private sector bid adieu to philanthropic concept and took profit as the primary motive. The successive governments are paving the way for this move and the laws are being amended to make the education, more specifically higher education, into a tradable service in the national and international market and to guarantee that the government would not be supporting or reduce supporting the public-funded institutions at the cost of for-profit providers. One need not be carried over by the setting up of few new IITs, NITs, IIMs, IISERs etc., since these are only few drops in the large ocean of ever-expanding private money-laundering private institutions. Further, it is more than often that the government is forced to open such institutions in the face of vociferous demands and struggles of the democratic and welfare minded students and general masses and not driven by magnanimity of the governments of the day.

Can we expect the private sector to drive their resources to expand education in rural areas? When philanthropy is a forgotten chapter and, profit is one and only one motive, the private sector will rather stretch all their resources



to keep rural sector in slumber for the sake of garnering cheap labour! In the absence of increasing funding in public sector, the rural population will continue to miss opportunities in education sector and hence the reap the benefits of education.

Often arguments are forwarded that the so-called 'quality' of education is deteriorating and so private institutions would be a boon to upgrade and enhance quality. This is probably farthest from the truth. For quality of education to be retained and enhanced, it is important that the policy frame-work of 'education policy' and its design be best left to academicians with decision making power. But for over two decades now, the decisions in education sector is mostly influenced by bureaucratic flavours and IMF-WTO manipulated political motives. For instance, the API scoring system introduced with regard to the Career Advancement System for college and a university teacher are acting as detriment to academic activities or teaching-learning process and is forcing the teachers to participate in programmes that will accrue more points under API provisions. This is totally nagging and utterly regressive bureaucratic procedure having very little academic purpose.

To further the cause of privatization, an argument is also forwarded by politicians, bureaucrats, some motivated social reformers or self-styled intellectuals and also, unfortunately, a section of corporate minded members of 'teaching community' that job opportunity in government or public sector is shrinking or limited, and so the upcoming generation of youth be motivated for alternative avenues and entrepreneurship. These alternatives are definitely to be explored and opportunities must be exploited. But the government cannot take refuge in this pretext and go on shrinking the possibilities in public sectors. Private sectors need to be complimentary to the government programmes and plans, not the other way round.

Too much stress is given presently in vocational and job-oriented courses. This may create skilled labours or professionals but what about the knowledge base of such individuals. Thus degrees are acquired without domain knowledge. Compartmentalized knowledge is nothing but catastrophic. Integrated learning approach is to be replaced if we are ever interested in quality. Over simplification of curriculum, on the pretext various reasons, leads to lowering of quality of education. Learning outcome need not always be related to employability but more necessarily be evolve around intellectual development of the learner with more of thinking capabilities and philosophical base. In an era when 'market forces' determines every aspect

of life, professional education is attracting the cream of the students at the expense of 'general education'. It is important to focus on the fact the soul of the nation is its culture which is built and nurtured through its people. This makes general education through liberal arts and basic sciences of paramount importance. General education is precursor to the professional education and when this aspect is given its due place new knowledge is generated which ensures creating a progressive scientific society and progress of nation.

Present day students, like their predecessors, have to be aware of these developments and planning of their peers. It is said that students must develop the quality independent thinking, and for this to happen they must have the knowledge of the realities in social, economic, academic, scientific and also political maneuvers of the country and also of the globe, and hence they need to be motivated towards these concepts of 'excellence' by their institutions. Institutions need to demonstrate a strong commitment to excellence through its missions and purpose which again must be based on sound principle wherein the 'public welfare' and developing 'progressive scientific society' must form the central focus. Institutions has to demonstrate a resolute determination to strive for the highest standards of achievement. Even more important is that the institution, through its facilitators, should be effectively able to inculcate these qualities and principles to its students and hence transform them as philanthropic citizen of the world. For the institution to retain and enhance its mission, vision and quality of teaching must be backed by vibrant academic staff who along with being involved in their academic discipline must also engage in academic debates and ready for united democratic struggles in case of any drift in principle from the part of the institutions itself or the society, in general. This is the actual guarantee of the institution in asserting its role to promote and sustain social, economic and cultural developments, meeting the needs of the local and regional community and fulfilling its mission through curriculum development, applied research, knowledge transfer and social welfare. Academic establishments, particularly higher education institutions, must start reassuring the society that they are meant for 'social good' fostering intellectual development, technical skills and promoting values of equity, inclusion and citizenship, and not subservient of modern day International Finance Capital and 'market economy'. For asserting its role as 'social good', the institutions and the 'education workers' must be ready forge ahead with determined struggles to defeat the designs corporatized market forces.



How does students come up with these emerging situation? Students have a number of compulsions. They are to build their career, meet their own aspirations and also of their parents. Market forces make their career more competitive which, more often than not, is mostly an unhealthy and unequal competition based not on the skill and excellence but finding faults with others and taking advantage of this turning them into 'opportunistic' lots in the society of unequal's. Students are under excessive stress in the demanding situations wherein they need to develop generic skills, application skills and life skills to face global competition. In this 'mad-competition', the real purpose of education and developing knowledge base get lost in the din. Thus we find that for last two decades new generations of intellectuals are coming up who act as marketing professionals of corporate sectors and privatization forces to garner profit, and for this purpose values of life is only propagated but not meant to be practiced. To meet their needs, the forces of neo-liberal agents along with their political sycophants do not hesitate to indulge in communal divide, retrograde superstitious practices, using scientific developments and facts to explain unfounded religious practices and myths, inciting traditional obscurantist practices in the name of 'self-reliance' of indigenous people particularly in socially and economically backward regions, and many others. These tendencies make the younger generation taking the route of 'individualism' and also confined to sectional interests. Recently, various academic regulatory bodies started emphasizing on 'Value Education'. Ironically values practiced by these same people are questionable and often contrasting, and hence learners get more dis-oriented than motivated. Further, this is now being in-

creasingly debated that that such 'so-called' value education lectures hurts the dignity of the young minds rather than adopting the qualities. Values need to be integrated with academic programmes, management practices and also through co-curricular and extra-curricular activities and not as a separate entity in the curriculum.

The emerging generation of students needs to develop skills to be employable and succeed in job competitions. Yet, the purpose of education is to bring out best in them and develop them to be true citizen of the country. Any truly educated citizen will have innovative approach and make a decent living. Students are not be thrown in the big wilderness of machines, factories and material wealth. Only 'power' cannot make the country and its citizen immortal. There has to be true synthesis of intellect based on knowledge and the developing culture. The student community needs to be alive to these requirements and hence realize that only simplistic studies to develop their career may not usher in great future for them as well as for their successive generation. They need to be aware of the social developments, economic conditions, about the cruelty and lies that are propagated, and forge larger struggle of life and society along with their studies. This struggle will never have any negative effect on their studies contrary common belief and projection that the students should concentration on 'pure' studies and develop career. Rather a proper blending of study and struggle will make them a progressive citizen ready to face any situation in life. So, "Study and Struggle" is the only slogan for a successful life and to create a scientific progressive society for welfare of all. Information creates knowledge - acquire 'knowledge' and then start flying into the rainbow - in the light of hope.



THERE IS NO SUBSTITUTE FOR HARD WORK

- Thomas Alva Edison



Arise to get Assessed,

Act to Improve more,

Achieve the Goal



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The theme of the College Magazine 2015, 'Arise, Act, Achieve' seems to be appropriate for the year by trying to fit into the three cycles of NAAC visit in the College, the first and second cycles have already taken place and the third cycle is yet to come in 2015. Shillong College had completed its 50 years of existence in 2006. Just 3 years before that It took courage and showed keenness to get assessed by the National Assessment and Accreditation Council (NAAC), Bangalore for the first time in 2003 so as to know its strength and weakness.

ARISE- First cycle of Assessment : The College made its decision to come forward to send the details of its activities in its strive to get assessed. In the event of the NAAC visit in August 2003, several observations/suggestions were made by the team of peers from the NAAC. In the overall analysis the NAAC team considered a number of features that the College is approaching to quality assurance. They had stressed on the need to introduce local need based academic programmes, professional and vocational courses, research activities, faculty improvements, and that teachers are to take up minor/major research projects, attend short term training programmes, participate in extension work. They also stressed on improving the canteen, to have sports facility, auditorium etc. The NAAC team explored the potential and possibilities of the college to improve more and the outcome of the assessment and accreditation is a Grade B (Score 70-75)

ACT- Second Cycle of Assessment : In August 2010, the second cycle of NAAC visit took place as the college showed keenness to get assessed for the second time, and had indeed acted on the various suggestions made by the NAAC in 2003. The NAAC modified the grading system from 2007 onwards based on the Cumulative Grade Point Averaging (CGPA) earned in the assessment process, and ultimately colleges will be graded as A, B, C or D. This time the College had started self-financing courses, need based courses, short term training courses and even took courage to develop a multi gym facility, girls' hostel and the sports indoor stadium. The college also made attempt to acquire a bigger plot of land in the outskirts of Shillong to develop a

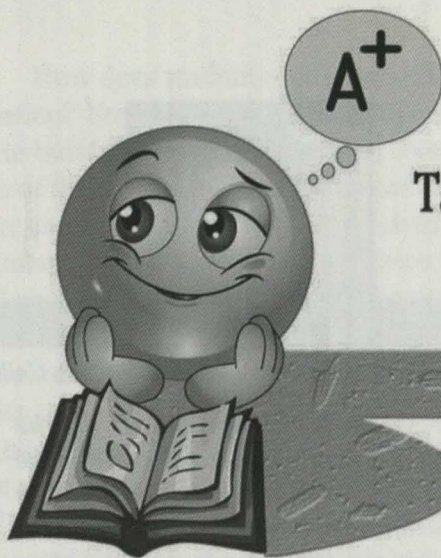
sports complex, swimming pool and boys' hostel. The college even showed improvement in research activity that from the year 2009 onwards the teachers and students alike are involved in projects sponsored by the UGC and also by the College. The academic performance of the students in the recent years seems to be improving compared to the previous years. The report of the NAAC was no doubt a commendable one but not without new demands and requirements like establishing Post Graduate units etc. The outcome of the assessment and accreditation is a letter Grade B with CGPA 2.92, college missed the Grade A by 0.09 as the Grade A starts from CGPA 3.01 onwards.

ACHIEVE- Third Cycle of Assessment : The year 2015 seems to be a race against time as the third cycle of NAAC visit is going to take place in October, lots of preparations were going on in full swing and the much awaited grade may or may not come its way yet the college is on its journey to quality enhancement in many ways. Nevertheless, the fact is that the college may reach some level of excellence and will find that on reaching that level there still remains something more to achieve, and so the journey to excellence will be a never ending one. No doubt, the College will be graded for the third cycle and may even climb the ladder of success only to find that on reaching that point, there is still another ladder to climb and achieve some more.

What lies next after the NAAC visit 2015 no one knows but one thing is sure, the college will have to move with the changing times, whether one likes or dislikes, the change is inevitable and there seems to be an urge to adapt to the changing system whatsoever.

"You can't stop the future, you can't rewind the past, the only way to learn the secretis to press play." - Jay Asher





Tang khyndiat kiba kylla long *Ki Khlur*

Shri Pynwandurlang Shabong,
Department of Khasi

Ka maitphang : Nyngkong ngi hap ban ioh jingshai ia ka jingmut khlur. Kane ka kyntien ka kit ar jingmut i.) u khlur ne star bad kawei pat uba pawnam bad ba tyngshaiñ lyngba ki kam metaphor. La ju fiiew bunsien ba kito ki briew kiba ioh ka kyrdan kum ki khlur ki dei tang kito kiba ka imlang sahlang jong ka Ri ne ka pyrthei ki da kheñ burom bad sien syntiew ia ki kam jong ki.

Ban kot sha kata ka kyrdan donkam ka jingmlen ba bha naduh dang rit ka rta. Ka jingkohnguh, ka jingsngewrit ka jingpyndem, ka jingkhuid mynsiem, jinglenlade bad ka jingkynmaw Blei ha ki por baroh. Ka proverb ka ong ka *jingsheptieng ia u Trai ka long ka jingsdang ka jingtip*. Kane ka kyntien ka jylliew sat haduh katta katta. Kiba bun ki khristan watla ki la pule bunsien ia kane ka laiñ hynrei kata ka jingpule ka shu shong kynrong ha ka janor jong ki namar kata ka jingsheptieng ia u ka shu long tang ha ka por ka jingjynjar bad por ba shitom. Ym lah ban len naduh ba u Blei u la phah ia ngi sha kane ka pyrthei lyngba ka kmie u la ai lang ia ka jingstad hynrei kaba sah ha ngi ka dei tang sa ka jingtip ban pule bad shah hikai ha kiwei. Dei na kata ka daw u myllung Soso Tham u ong; Baroh u briew bastad/ mano ba lah ban len/la khlem da plie ka lad/ kumno un lait ban kren. Ki bun ki briew kiba stad kumba ong mano-re hynrei sniew bok namar haba ki kmie ki kpa ki bym pule bad ka duk tasam kim shym ioh shong skul. Lada ngi phai sha u Thomas Gray ngin kynmaw ha ka poim **Elegy Written in a Country Churchyard** u thoh sngew synei kumne, *"But knowledge to their eyes her ample page/Rich with the spoils of time did ne'er unroll/Chill Penury repress'd their noble rage/And froze the genial current of the soul."* Ha ka juk mynta pat kata ka jingkren la bun ki longtiing kiba khylliap noh.

Ia ka jingangnud ym lah ban khang lad

Don kiba ong hana ba ka jingbymlah kot sha ka thong ka dei tang na ka daw ka jingduk. Lada shu sngap tang na sla ka sngew dei shisha hynrei lada iit na ki kam bad jingleh jong ki nongkren khlem pep lah ban ithuh. Ha iwei pa iwei ka don ka jingangnud naduh dang rit ba lashai la shisngi nga thrang ban long kumta kumta. Ka jingkut jingmut ba skhem ka lah ban wan urlong ha kawei ka sngi ha u ne ka. Don byllai ki khynnah samla ha kine ki sngi kiba tyngshaiñ kum ki mangkara, toi ha ka jingshisha ki dei ki briew kiba wan na ka longtiing baduk. Ka don ka jingong ba ka jingangnud ka dei ka kyrpien ne challenge pyrshah ia ka jingduk, katba nangbun ki jingeh katta imat ka nang phrang ka jingim long thik kumba thang ia ka ksar ha ding. Bunsien kito kiba la shu pynkoh ne shah pyntian ha kiba bun ki bynta kim ju poi shano shano. Ioh lei lei sa ki kmie kiba shu rah tang sha ki kynjang jong ki mangkashang da ki kyntien pynroh, ish u ne ka khun jong ngi te kiba kumne kumtai, tang katta ki khun ki la shu kylla balun bad per ha suiñ. U Edward Morgan Forster uwei na ki novelist u ong kumne, "Spoon-feeding in the long run teaches us nothing but the shape of the spoon." Shisha kane ka jingkynthoh jong une u nongthoh ka paw shynna ha kaba bun na ki khun ioh mon ki kylla long tang ki shamoit.

Haba don ka jingkut jingmut

Don ka jingong haba don ka mon ka don ka lad, nangta shuh shuh, ka jingkyrduh ka kmie ka shem lad. Lada phi don shisha ka thong ban jop ha kano kano ka jingiaikhun, kaba phi hap ban bat skhem triang ka dei ka jingkut jingmut baskhem ne strong determination. Wat sngewppher ha ki riewialeh kin don shibun ki mawjynthut ne ki diengpyngkiang.

La ki khraw kat u lum shillong ne ki iar kat ka pung umiam wat sheptieng namar kine hi kin nangiarap pynban ba phin san irat ha ka bor pyrkhat pyrdaiñ. U Myllung Simon Jenkin Duncan u rwai kumne; "Wei la kut jingmut kam neh ban shong khop/Ba jinghun ka mynsiem ka long ka jingjop." Nangne sha khmat lada phi hab ban trei kano kano ka kam, kynmaw wat shim sting ne trei pyndep rukom hynrei kut jingmut ba na kaba rit ban poi sha kaba khraw.

Katto katne ki riewkhraw

Don shibun ki riewkhraw ha ka pyrthei kiba ieh ia la ki matti lyngksiar ha ngi ki longmynta. Uwei napdeng kita u dei u Avul Pakir Jainulabdeen Abdul Kalam bad uba la iatip paidbah kum u Dr. A.P.J. Abdul Kalam. Une u riewkhraw u dei na ka longieng kaba duk bad u kpa jong u, u dei tang u nongking lieng. La iathuh ba ha ka por ba wan ka eriong ka la pynjot ia ki rud duriaw ka Rameswaram bad kumjuh ia ka lieng u kpa jong u. Haba kata ka lanot khop ka la wan lynshop ha ka longieng jong u kumta u khlem kynran ne sahnggeh jingpule. Haba u ioh jingtip ba ka don ka jingdawa ka iew ia ki shyieng sohkyntoi kumta u la lum bad die ia ki. Ym tang katta hynrei manla ka step phyrngab u leit die kot khubor ha steshon rel. Ka kyrteng ka kot khubor Tamil kaba u die ka dei **Dinamani**. To ngin shu iamutdur tharai u pyrta jam kumne manla ka step **Dinamani Dinamani Dinamani**, ka long thik kumba tyrwa khubor khasi shane, Mawphor Mawphor Mawphor ne Rupang Rupang Rupang. Lyngba ka jingtrei shitom jong u hadien u la kylla long u nongshna namding ka India, u President bad khatduh kum u Nonghikai ha ki University. Ka India ka salute ia une u riewkhraw. Ka jingkhlad kynsan jong u ia kaba la mang da u Nongbuh Nongthaw ba un wan pynhiar mynsiem khatduh hangne ha Shillong ka la long ka jingduh ym tang ia ka Ri India hynrei kumjuh ia ka Pyrthei baroh kawei. Baroh kiei kiei ki matti kordor ba u la ieh hapdeng jong ngi kin iai sah pyrto. Ka jingkylli ka long don mo ki ban bud ne bteng ia ka jingthmu jong u?

Sa kiwei pat ki saiantis bakhraw kata u Isaac Newton (1642-1727) bad U Micheal Faraday (1791-1867) ki dei napdeng kiba bun kiba wan na ki longieng ki baduk. Tang tiak shaphang ka jingim kine ki arngut. Ia u Isaak la kha khlem dap bnai bad ki Doktor ki khlem khmih lynti ba un im, nalorkata u kpa jong u ruh u iap noh lai bnai shuwa ban kha ia u. Ka jingim kaba sohsat bad kaba pynsngew myllung shi rukom. Phi tip ka kmie jong u hadien ar snem ka la shongkurim biang da uwei bad ia u pat namar ba u

kpanah u leh bein palat ka pynsah noh bad la ka kmie / Mei ieid. Ka jingbymioh jingieit na ka Kmie bad u Kpa ka la ktah shi katdei ia u bad donbok haba u la dap 10 snem u kpanah jong u, u la khlad noh kumta u la leit shong noh bad la ka kmie.

Naduh dangrit ha ka por ba u leit skul u ju sngewtynnad ban shna jingshna kai kum ki Pakha lyer rit, ki iing khunjakai rit bad ki kali kulai rit. Ha skul namar ba u long uba rit briew bunsien u kiar ban ialehkai bad ki khynnah kiba heh namar ki ju shoh bad leh tohmet ia u. Kumta u long marwei ka jingim. Haba u la dap 12 snem ka kmie jong u ka la pynsahnggeh noh na kaba phah leit skul namar ba ka kwah ba un iarap ha ka kam rep, kumta u la kohnguh. Hynrei u Headmaster bad u Kfi jong u kiba sngewthuh ki la pynbor ia ka kmie jong u ba kan phah skul biang. Ka jingbymilah jong ka kmie jong u ban siew bai skul kam pynkhaweit ne pynduh mynsiem ia ka jingangnud jong u, kumta u la kamai hi da kaba u ioh ban pynkhuid ia ki kamra bad ki miej bam ha kata ka kolej ba u pule/Trinity College. Uba don ka jingthrang ban pule um ju lehraiñ kum u Isaac.

Kum u samla ba sliang ia ka umpohliew jingstad, u minot bad shah shkor bha hapoh klas ia ki jingbatai jong ki nonghikai. Ka jingtrei shitom bad ka jingaiti lut jong u ha kaba wad ia kiei kiei ki jingphylla jong ka mariang ka la pynlong ia u, u bakhraw ha ka liang ka saian. Ka jinglap jong u ia ki 7 tylli ki rong VIBGYOR lyngba ka Prism, ka aiñ jong ka jingkhiih, ka bor tan bad kiwei ki la long ki jingmyntoi kaba khraw ia ka jingpule saian. Hadien u la shah pynkup burom ha ka Queen Anne kaba dei ka syiem Bilat da ka nam 'Knight' bad la tip ia u kum u Sir Isaac Newton.

Tang ban shu iatip u Dr. A.P.J. Abdul Kalam bad U Sir Isaac Newton ki iaiap ha ka rta ba kin dap 84 snem. Hynrei ngi sniewbok pat ba baroh arngut kim shongkurim namar ki la pynlut ia la ka jingim ha ka saian.

U Michael Faraday u dei sa u wei pat u Saiantis uba wan na ka longieng baduk. Mynba u dang khynnah u la pynlut ia ka por ha skul bad ha surok ban ialehkai namar ka iing ba ki sah ka long ka barit eh. Wat la u nonghikai ha skul u longuba dom hynrei u pat u minot bad ieit ia ka jingpule ha skul, katno u kmen bad shah shkor bha haba don ka jinghikai bathymmai. Naduh dang khynnah rit u thrang ban tip bad ban iohi ia kiei kiei da la ki jong ki khmat. Bunsien u leit peit sha ka jaka trei u kpa jong u ia ka rukom thaw ia ki juti nar kulai, ki wait, mohkhiew bad kiwei kiwei.

Haba u Michael u la dap 13 snem u hap ban pep skul noh namar ka jinghiran bad kyrduh ha kaba kim lah kyrshan



shuh na iing. Kumta u la hap leit noh kum u nongleit sam khubor ha ka dukan jong u George Riebau. Namar ka jingkohnguh sneng bad ka jingsmat la kyntiew da u trai ia u sha kam suh kot. Ka jingbang bad sngewtynnad jong u ban pule kot ha ka por ba u trei ka ai jingmyntoi shi katdei ia u. La iathuh ba u Michael u la hikai da lade ia lade bad suki suki u la ioh jingtip bad jingshemphang kat ban pynlong ia u, u saiantis bakhraw.

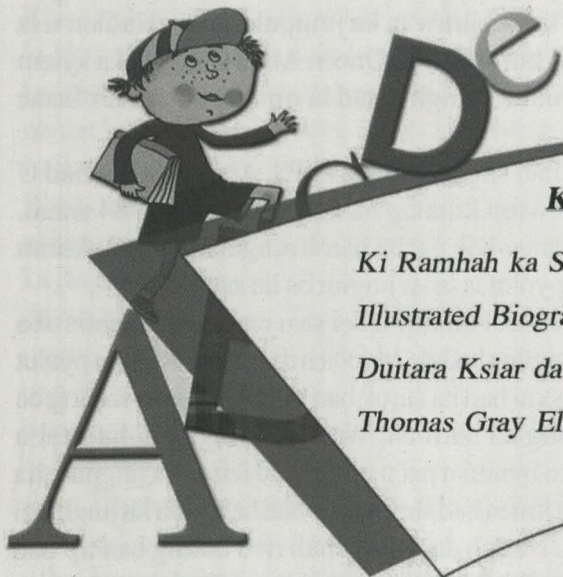
Shisien la iathuh ba u la ioh ban sngap ia ka lekshor jong u Sir Humphry Davy (saiantis) bad u la thoh 'note' bad suh bha ia ki. Haba u la dap 21 snem u la thoh shithi sha utei u Sir ba u kwah ban pule ia ka saian, slem slem hadien ba u ap u la shah khot bad kane ka la plie lad ba un ioh ban trei ha Royal Institution tang kum u nongsait bilor ka kam barit eh. Haba u Blei u plie ka lad ia u briew ki ju wan ki kabu khlem poi pyrkhat. La iathuh ba u Assistant u Sir Humphry Davy u la iashoh bad u para nongtrei kumta u la shah beh bad ha jaka jong u la thung ia u Michael. Ka jingtrei jong u bad une u saiantis ka la ai jingmyntoi shibun khamtam lei haba u ioh ban sngap ia ki lekshor jong u bad kiwei ki saiantis ha ka por ba la ialam sha kylleng ki ri Europe. Haba la wan phai sha la shnong u Sir Davy u la pynkiew tulop bad shah ruh ia u ban leh experiment ha ka laboratory. Kumta u la ioh ban phah pisa sha la ka kmie namar ba u kpa u la khlad.

Lyngba ka jingamdukhi khait ban tip ia kaei kaei kaba thymmai la iathuh ba u lap, ba lah ban pynlong um ia ki kas, nangta u lap ruh ia ka benzol lane benzene kata ka kynja hydro-carbon. Ka nam jong u ka la phriang ym kum u Assistant u Sir Davy hynrei kum u Saiantis ka Royal Institution. U dei ruh u nongshem ia ka electro-Chemistry nangne ka mih ka electrolysis ne ka jingpynpar ia ka ilektrik koren lyngba ka kynja um. Wat la u dei makna u Saiantis bapawnam hynrei um ju klet pat ia ka jinglong duk bad u juh pynshlur ia ki baduk.

Hato phim lah kot?

Lada kitei ki riew khraw ki dei ki briew kiba duk ba jynjar bad kiba mad lyngba ki jingshah tynjuh kiba eh bad ba tasam, kylli ia lade hato ym lah kot sha ka thong? Ha kine ki sngi la shem ba bun ki khynnah samla kiba shu pynsyrrwa kai ia ka por tang ha kiei kiei ki bymmyntoi ha ka jingim jong ki. Ka Ri ka donkam kyrkieh ban mih ki riewkhraw ki ban noh synñiang sha ka Imlang sahlang bad lyngba jong ki kan rah joit sha ki kynjang jong ka nam bad ka jingkhraw haka pyrthei solansar.

Ha kaba thain pynwai ia kane ka jingthoh ai mynsiem bad pynshlur ngam don ei ei ban ong da kumwei pat hynrei to tip ba khlem ka jingminot yn ym don u ne ka briew ki ban poi sha ka thong.



KI KOT SYLOK:

Ki Ramhah ka Saian da u T. Mark

Illustrated Biography of Dr. A.P.J. Kalam Edited by A.K. Menon

Duitara Ksiar da u Soso Tham

Thomas Gray Elegy Written in a country Churchyard by S.C. Agarwal

YOUTH AND ENTREPRENEURSHIP



*Dr (Mrs.) E. Kharkongor, Associate Professor
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India's economic success of attaining an 8.9 percent growth rate in recent years is market driven and the entrepreneur is at the centre of India's growth. The significance of the entrepreneur has been aptly noted by our Honorable Prime minister Narendra Modi when he stated that the strength of India lies in the entrepreneurial abilities of her people of which the youth constitutes a significant proportion of the population (CNN Interview with F. Zakaria, on 21st September, 2014).

Economic projections have shown that India is expected to become the 4th largest economy by 2025, contributing about 5.5 percent to 6 percent to the world's GDP only after the USA, China and Japan (12th Five year plan Document, Volume 1). While most of these countries face the risk of an ageing workforce, India is projected to have a favorable demographic profile. Its population is expected to exceed 1.3 billion by 2020 and the composition of India's population would be in the age group of about 29 years as compared to 37 years for China and 48 years for Japan. This demographic potential offers the country an unprecedented edge in attaining and sustaining higher economic prosperity and progress.

The National Youth policy 2014, have envision a holistic approach that is, "to empower the youth of the country to reach their full potential and through them enable India to find its rightful place in the community of nations". This policy has laid down specific and well defined objectives that require action in a number of priority areas. One of the main objectives is the creation of a productive workforce that can make sustainable contribution to India's economic development. Herein, lies the challenges of higher educational institutions and that is to equip the educated youth with necessary skills and competencies that would provide them the opportunity for doing something new and different and which offers scope for innovation. In other words, higher educa-

tional institutions must become agents of change so that they can provide a platform and strategies to develop potential entrepreneurs enabling and equipping them to establish and successfully manage their own enterprises.

The significance of Entrepreneurship Development is that, it brings with it a multitude of changes in outlook, attitude, mindsets etc. that enhanced competencies and life-long learning. In other words, entrepreneurs amongst others act on opportunities; seeks information, have commitment; is efficiency oriented and plan systematically. Further, entrepreneurial competencies, mindsets and attitudes are necessary within one's existing workplace to enhance the work culture and efficiency.

This becomes more relevant in the various states of the North East which is characterized by the pervasive problem of unemployment, lack of motivation in entrepreneurial ventures, lack of necessary skills and competencies, lack of information and others. The absence of entrepreneurship in the North Eastern Region is the main factor for its underdevelopment, despite being endowed with a rich natural- resource base and the presence of comprehensive development packages and programmes adopted both by the central and respective state governments. This situation exists, because there is the absence of the much needed dynamism of entrepreneurial culture that will take advantage of the potentials that exists and the incentives that the government has to offer. In the changing economic scenario of the present day it is imperative to sensitize, motivate and trained the educated youths in developing private initiatives and generating self-employment opportunities. In the present context, there is immense opportunity for academic institutions to take up the challenges of becoming change agents and to chalk out strategies for developing a growth plan for Entrepreneurship Development.

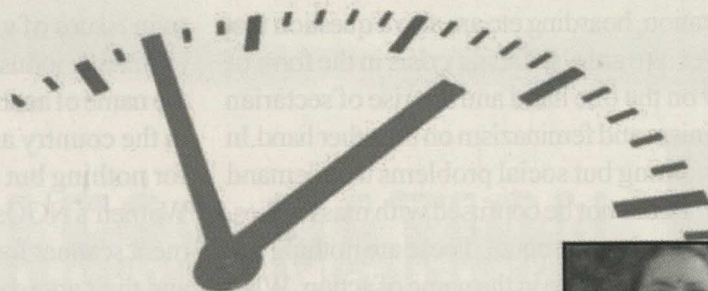


The opportunities and challenges for Entrepreneurship Development envisioned in the North East in general and Meghalaya in particular are briefly summarized below:-

- Awareness among the upcoming generations about entrepreneurship and its positive impact on individuals and the society as well is still in its nascent stage.
- Appropriate steps should be taken to generate awareness and information for entrepreneurship development.
- Concerted efforts should be taken up to tap talents from the grass-roots level.
- Assistance to first generation entrepreneurs in terms of entrepreneurial opportunities, government schemes, financial and legal aspects etc. for setting up a business venture.
- Organize training programmes and craft displays and exhibitions with emphasis in the rural areas.
- Encouragement in terms of financial support, idea generation and implementation and corrective measures to promote innovation and potential ideas.
- Promotion of green entrepreneurs and a green economy as they are the key to tomorrow's survival.
- Effective intervention mechanism for aspiring entrepreneurs to boost their enthusiasm so as to motivate and encourage them.
- Encouraging the development of social entrepreneurs.

Nolan Bushnell has summed up the dynamics of entrepreneurship as follows:

The critical ingredient is getting off your seat and doing something. It's as simple as that. A lot of people have ideas but there are few who decide to do something about them now. Not Tomorrow. Not Next Week. But Today. The true entrepreneur is a doer not a dreamer.



REAL-TIME

Endeavours Towards Accomplishment



By Smt. J Choudhary, HOD, Department of History

"Faith is about doing. You are how you act, not just how you believe." Says Mitch Albom, the author of Have a little Faith—A true story.

Belief, priorities and consequent action form an interconnected network of a hierarchial system. Our ideas and thoughts decide our priorities which are manifested in the form of action. Action perpetuates response which in turn is the causative factor behind stimulus or change. From the social point of view it is to be deciphered that ideology is an evolution in itself. One cannot jump to the conclusion or carry a particular mindset if he/she has not evolutionized his thinking in that direction for a considerable span of time. Hence, it is very necessary that our source of information which are the constructive ingredients behind the development of our ideas be verified, checked and asked to stand the test of reality. Once a person has a solid ideology, it will elicit action in him. Many of us may think that thinkers are not necessarily doers. But the crux of the matter is, random action directed along any element of the society is baseless and hence temporary or even destructive in its outcome. Every action must have an intention and likewise every intention must necessarily qualify to be clear and constructive as against it being odd and ambiguous.

Yet the present day world is accustomed to the conspicuous presence of charlatan thinkers who are nothing but the product of the hunger for publicity caused by the gargantuan competition rocking the world in every sphere. These pool of thinkers have almost no standing in the world of social sciences excepting the fact that they may seek the limelight better than the counterparts of their yesteryear. Critical reviews and criticisms keep pouring at the confluence of controversial issues in a country like ours

but only a handful can paint a clear solution to our problem and elicit answers to the questions that a particular issue raises. It has been seen that debating over a negative issue is easier than battling out the negative elements in the society. The easier path, as always offers less resistance, and hence more than half of our populace traverse this path by snubbing at politicians and political systems and a host of other issues of national or social interest. Yet as is said, "Action speaks louder than words", it is to be realized that reprimanding the existing system is secondary to acting and achieving the desired result.

The above fact holds true in every other stream as much as it holds for the society. A student will fail to achieve his or her goal if he confines his limits to planning alone. Likewise an axiom will never develop into a theory if the writer, scientist or research scholar stops thinking and waits for the situation to speak for itself. Every duty or service is a result of direction of our energy into constructive action. Sitting back and waiting for the things to change never yields any result. Hence action is the key to achievement. And a solid ideology is the key to action. A weak spirited outlook is lethargic in totality and it also disseminates indolence in the decision-making for action. Yet the present day world is at the receiving end of many critical questions each of which pertains to a crisis. Environmental pollution like global warming, industrial waste management saturation, river body pollution, sea level rise, etc. are among a host of problems that jolts our day-to-day life.

Additionally the growing technology explosion that has made the youth of our society a victim to bad lifestyle, and incorrect and misguiding information is also a cause of concern. Radiation from network towers and transmitters, food-



poisoning, adulteration, hoarding etc are also a question that demands an answer. We are also facing crisis in the form of gender inequality on the one hand and the rise of sectarian and fanatic chauvinism and feminazism on the other hand. In totality these are nothing but social problems that demand action. Yet, action should not be confused with mass rallies, processions, strikes, and movements. These are nothing but shallow and superficial pretence in the name of action. What we need is constructive action that yields result. Nowadays, it is a common notion to confuse awareness to be the only result of action. Causing awareness about an issue is of no use until this knowledge is put to use and something substantial is obtained out of it. For instance, cleanliness of the city is an issue raised by many schools across the city and country. Students from different institutions, walk the streets shouting slogans and displaying placards. Once the rally is over, the situation bounces back to square one. Nobody is bothered to change the habit and actually bring about a change. This is because change should be desired by oneself and not imposed on oneself. And the desire for change affects everyone in the population provided our priorities are checked and corrected. Priorities in turn are a result of education, not really at the school level but the education that one receives within the four walls of the home; as the adage goes, "Charity begins at home". Hence action, and consequent achievement of a goal is directly linked to whether we have arisen or we are asleep. Parental role is a role that is the first priority in nation building. Drug abuse, sexual abuse and a host of other heinous criminal inclinations found in the society often spring from parental negligence and basic failures in parenting.

Yet another sphere of concern would be the sporadic emergence of Non-governmental Organisations that seek to address social evils and taboos, but are often found to devour the government aids and grants and are seen chasing the shadow instead of the substance. A large number of NGOs have already become the conduits of foreign intervention in matters of national importance and have questioned the sovereignty of this nation. The IB had formerly reported Dutch government-funded NGOs have slowly shifted focus from human rights (issues) in Kashmir to the

twin issues of violence against women and prevention of extractive industries in the Northeast. Many such NGOs in the name of action have simply added to squandering wealth in the country and stand as corruption hubs that are good for nothing but in leading the public astray. A handful of Women's NGOs have also been brought under the government scanner for the vacuity spotted in the issues they raise and their approach in demanding public sympathy in irrelevant issues.

Action has always been deemed in high esteem in the pages of our history. The pages of our books are replete with instances wherein action has resulted in achievement. The Russian Revolution, the French revolution, the struggle for Indian Independence from British colonialism, the fight against apartheid and racial discrimination, women's franchise etc, are only a few examples in this domain. In recent times, the change in the incumbency at the national level in India, and the new government being ushered in with an overwhelming two-thirds majority is also the result of action against injustice and corruption. In every field action is the crying need of the day. The journey of the economic boom in China is also a result of constructive economic strategies and plans. The success of Mangalyaan 2014 launched by India to study Mars is also nothing but one of the many efforts of our Indian Space Research Organisation. The International Yoga Day and the world wide recognition that India has reaped from the success of the latter is also the result of persistent struggle and effort by the Hindu spiritual fraternity and the like-minded brethren in unison with the present government of India. Action is the basis of result. And result is the basis of change. Hence it can be rightly said that to achieve anything, one needs to direct the energy towards constructive action after full-fledged planning and strategisation.

Therefore, to wind up one can conjecture that action is not everything but the idea of action is more important than action itself. It can hence be surmised that effective action is the key to change. Pseudo-activity can seek the bubble reputation but long term benefits are stored in the accurate comprehension of events and correct implementation of plans to achieve the desired goal.

"Every action we take has a consequence. Sometimes it's best to consider the consequence before we take action."

— Pkarpicz

BORDERLESS NATION



Dr. Jayanti Biswas
HOD, Department of Philosophy

Now-a-days the media (both electronic and print) is a buzz with turmoil in different parts of the world. As one watches news on television or reads newspaper, one is struck with a foreboding thought.

Humans are supposed to be the highest form of life on this earth. Every holy book exacts the fact that man is the exact image of his creator. He has the ability to think reason and come to a definite tangible conclusion. He has the power to extrapolate, predict to reasonably correct presumptions. He has the power to achieve the seemingly, impossible once he determined. He is kind, considerate, and benevolent. Even science stops short when it comes to analyzing human nature and behavior and sometime science is wonderstruck and tongue-tied to explain some of the exploits of human kind.

Yet, this angelic, God sent being is capable of stooping to the lowest levels imaginable. Its unjustified actions sometimes dwell on the periphery of demonic acts. Take for example the beheading of two innocents American journalists by ISIS goons or shooting down of Malaysian airline with a load of happy unsuspecting passengers by Russian Henchmen. These acts are completely out of ordinary and are utterly inexplicable.

Many would brush off and erase impalatable incidents as "isolated". But, then my question is why even these so called "isolated" incidents happen, if one regularly follows the events happening, then he/she would observe that such incidents happens rampantly all over the world and particularly in our country with frightening frequency.

Now, where from such capacity of stooping into domestic act takes root inside such a God-like benefacting being? What inspires this gregarious companionate being to suddenly transform itself into a rabid, dragonade unimagi-native being?

One thing that comes to my mind is territory. Like any others animal, Man too, is very territorial; He cannot tolerate

any infringement into his territory and will defend "what is his own", with ferocity and frenzied action.

This trait has motivated man to divide this earth into continents, countries, states and regions. He used his unlimited imaginative power to divide territories based on same ideas and values, which again was essentially developed by him and for his own benefit.

In order to lend legality to his action, he drew maps, fenced border and fought corrective wars. But, still his unquenchable thirst for expansion of his territory did not get satisfied. Every now and then we hear about bickering nations quarrelling over a piece of land and sometimes initiating armed action on one another. Limited or unlimited, every armed action results into death and desolation. And for what? Almighty never intended what man has created.

Another parameter that can be factored into the whole equation is "desire". Desire for more. Man's inherent need for more and evermore has already landed him into a very perilous situation both in health and psychology and it may ultimately lead to his nemesis. The desire, to eat more, achievemore, live in the cusp of luxury, drive on many lane roads, etc. This desire makes a nation devolve into a quandary. The exponential growth of population, especially in less fortunate nations coupled with limited resources pushes these nations between devil and deep sea.

In order to provide these so called "desirous" needs to its population, it enmeshes itself into a vicious net of financial debts which shrouds these nations so completely that it is left with no other avenues of wriggling itself out.

No, I am not against the concept of development, but what I mean to say is that we should cut our coat according to our size. Development, of course is necessary, but not at the cost of that fraction of population, who live not in poverty but below poverty line. We should understand that development has to commensurate with available resources, other-



wise these unfortunate nations have to come out with begging bowl.

Now, all said and done, do we have a permanent solution to all these problems? Can we by some means witch away all these problems and make this world a better living place for one and all. I do not see any answer to this problem which is basically ancient and inherent as human civilization is. Man cannot do away with his failings. Neither the world cannot change all the rules and regulations that it has enacted for itself from time immemorial. So, if a solution has to be sought then it has to come from the system and should work within the system.

One such solution that comes to my mind is the concept of borderless nation's. Now, I do not mean to say that overnight all the borders of nations around the world should be erased and removed. What I mean to say is that the nations should encourage more people to people contact. Removing border will not help to solve the problem but may turn out to be more detrimental.

Laws governing movement of people from one country to another should be made lenient. The best example of such an arrangement is India and Nepal. One do not require any travel document in order to visit Nepal from India and vice versa. Yet, both are separate sovereign nations with properly demarcated border. The citizens of both the countries do business and visit each other without posing threat to each other's existence. Till today India and Nepal never fought war with each other and history has been a witness to it. On the contrary in case of catastrophes one rushes to help the other.

People to people contact removes the ideals of expansionism. It allows people to learn more about each other and their customs. It helps the people to exploit more avenues for doing business and helps in all round growth, resource not available in one country becomes available to other for exchange of some other goods.

Misunderstanding and misjudgment are removed; citizens of both the country do not look at one another with jaundiced eye. For instance Nepalis in India are considered as our brethren and they contribute greatly to our defense and busi-

ness. India in turn is helping Nepal in its quest for development by building roads, railways, hydel power projects etc.

Now, again one may look at this arrangement as an exception. But, I want to add here that such arrangement exists all over Europe and did existed all over the world before the first great war. It was only after first world war that the concept of passport was standardized by the league of nations. It was only after the First World War that travel document like passport has been made as a "must have". The Second World War consolidated the concept and stringent law was enacted everywhere thereby making people to people contact a thing of the past.

Today, the situation has become so serious that Pakistan looks at an Indian with suspect and considers India as a potential foe. Though before Independence both these countries were one country. Both have already fought four wars (including Kargil).

Suppose, a similar arrangement like that exists between India and Nepal were put into place right at the inception between India and Pakistan, we would not have to draw blood of each other and create an atmosphere of hatred and suspicion.

Now take the case of India and China. Though China has a huge country it still considers Arunachal Pradesh as a part of its territory. To this effect we have already fought a war in 1962. Is this expansionist idea of China justified? Why do we live in constant fear of another Chinese aggression. Buddhism travelled from India to China in the historical era China turned into a Buddhist country? Huein Tsang and Fa-Hien the two great Chinese traveler visited India studied in Indian university (Nalanda), Wrote books in Chinese about India. Then why do we fear.

It is because in the older days border did not existed. There were more people to people contact between China and India. Borders were open for doing business for both the parties. As a results China never thought of expanding its border toward India. It considered India as its spiritual master.

So, in conclusion, I would like to put forth this idea of borderless nation as a very apt concept that can solve many of the world's existing problems to a great extent.



***I am not an Athenian or a Greek,
but a citizen of the world. -Socrates***

Alumni





Release of Documentary Film by Smt. L.D. Marak

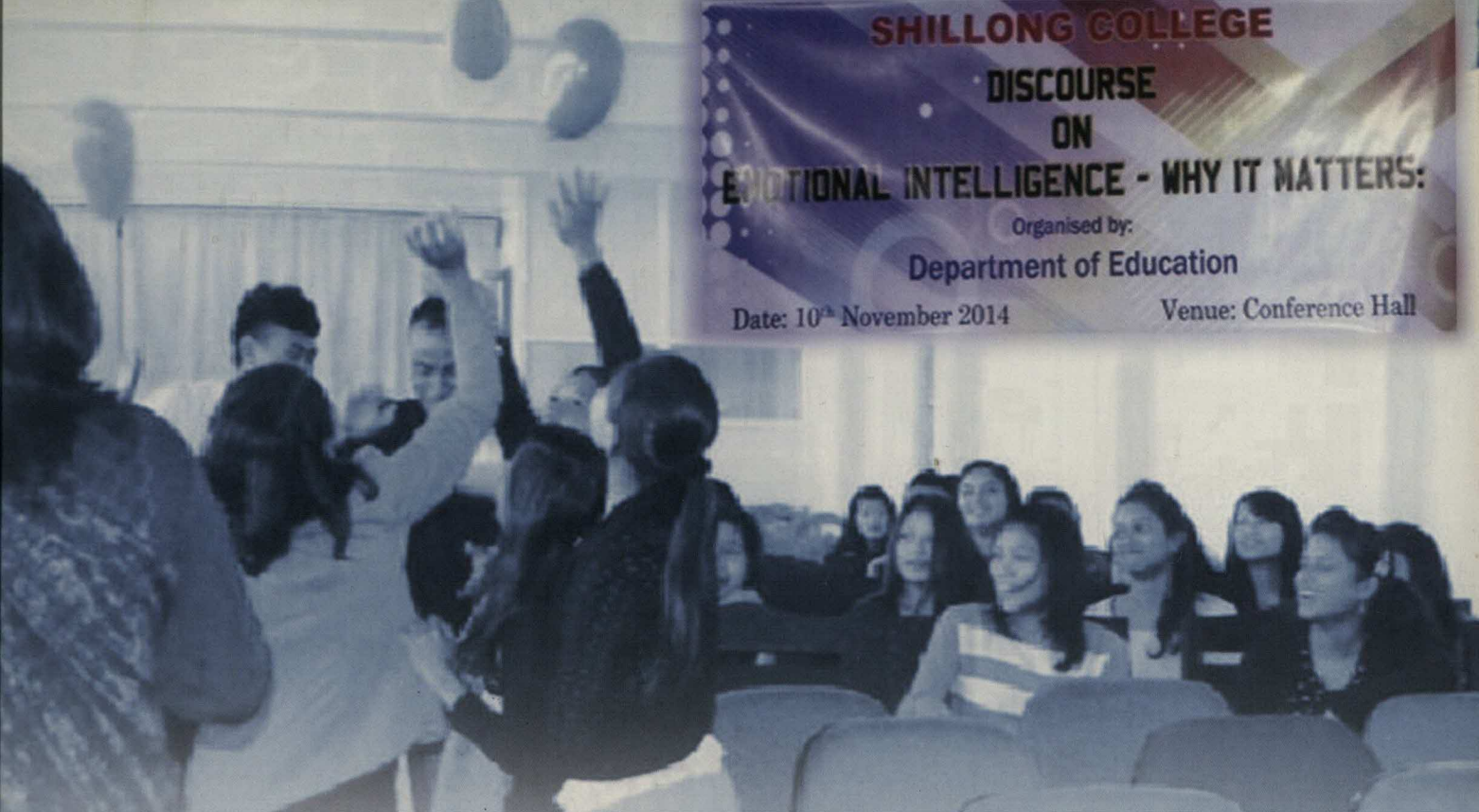
Talk on **CHOICE-BASED CREDIT SYSTEM**





VARIOUS EVENTS ORGANISED BY

Entrepreneurship Development Cell



World Environment Day



bio-TOILETS!!!!

A Complete Solid Waste Management Solution



*Smt. Mary Diengdoh, Dr. Ibandarisuk Lyngdoh and Smt. Pynhunshisha Kharkrang
Department of Microbiology*

According to WHO and UNICEF estimates, 60% of Indian population defecates in the open. Annually 2.4 million Indian children die of diarrhea, caused by open defecation and GOI spends INR 12 billion on rectifying ailments resulting from improper sanitation. 78% girls in rural India drop out of school owing to inadequate sanitation facilities.

Untreated human waste leads to:

- Aesthetic nuisance
- Contamination of food, fruits and vegetables
- Organic pollution of water bodies
- Diseases – Viral Gastroenteritis, Typhoid, Cholera, Jaundice, Diarrhea, Viral Hepatitis, Malaria and Chicken-Gunya

The best solution for a complete solid waste management programme for disposal of solid human waste is Bio-Toilet. It is an innovative technology for disposal of solid human waste in an eco-friendly, economical and hygienic manner.

WHAT IS A BIO-TOILET?

Bio-Toilet is a decomposition mechanized toilet system which decomposes Human Excretory Waste in the digester tank using specific high graded bacteria further converting it into methane and water, discharged further to the desired surface. The Bio-digester is total maintenance-free system, which does not require any sewage system. The inoculums bacteria used in these bio-digester procreate & generate new bacteria in an anaerobic environment & does not require repeat dosing.

Bio-toilet technology is based on anaerobic biodegradation of organic waste by unique microbial consortium and works at a wide temperature range. The bacterial consortium degrades night soil at temp as low as -20 degree C and produces colorless, odorless and inflammable gas containing 50 – 70% methane. This bacterial consortium has been made through acclimatization, enrichment and bio-augmentation of cold-active bacteria collected from Antarctica and the other low temperature areas.

Components required for construction of residual biogas/ bio-toilet

- Pre-fabricated shelter: Toilet structure built above the ground
- Bio-Digester tank: Installed below the ground.
- Bio Toilet Variants: Bio Toilets are available in Fiber Reinforced Plastic (FRP) or Mild Steel
- Stationary Toilet (ST) Series: Customized configuration available
- Mobile Toilet (MT) Series: Cluster of toilet cabins (up to 10 cabins), as per requirement, is mounted on Trailer
- Each mobile toilet has a 1,000 litre Syntex Water Tank mounted on the trailer to supply water to all the cabins

COMPARISON BETWEEN BIO-TOILET AND NORMAL TOILET

Composition	1) Pre-fab Toilet 2) Bio-Digester Tank	1) Normal Toilet 2) Septic Tank
Space	1/3rd of Septic Tank & Soak Pit	3 X Bio-Toilet
Technology	Tank contains Bacterial Inoculum to decompose Waste	No Technology
End Product(s)	Water & biogas	Sludge & Nitrates
Waste emptying	Not Required	Quarterly
Maintenance	No Maintenance for minimum 50 Years!	Annual Repairs
Decomposition	90%	30%



How does bio-toilet work?

Bio-digesters have 3 anaerobic chambers that treat Human wastes effectively, and don't require any cleaning or emptying the tank because of its unique systematic structural arrangements.

To start with the very first chamber, where in, the Human wastes arrive from the toilet's outlet, consequently the solids drop to the bottom of the tank because of the systematic structure of the bio-digester tank and the high graded pre residing bacteria (i.e. anaerobic bacteria, which can survive in the absence of oxygen) rushes for their job (i.e. eating away organic waste and decomposing entire occurring pathogens).

When this chamber is filled, the water overflows to the second chamber where more of the same happens, except at this time most of the biological/solid/sludged matter has been left in the first chamber. When the water overflows into the third chamber, it is almost 90% clean and hence the final stage of digestion takes place.

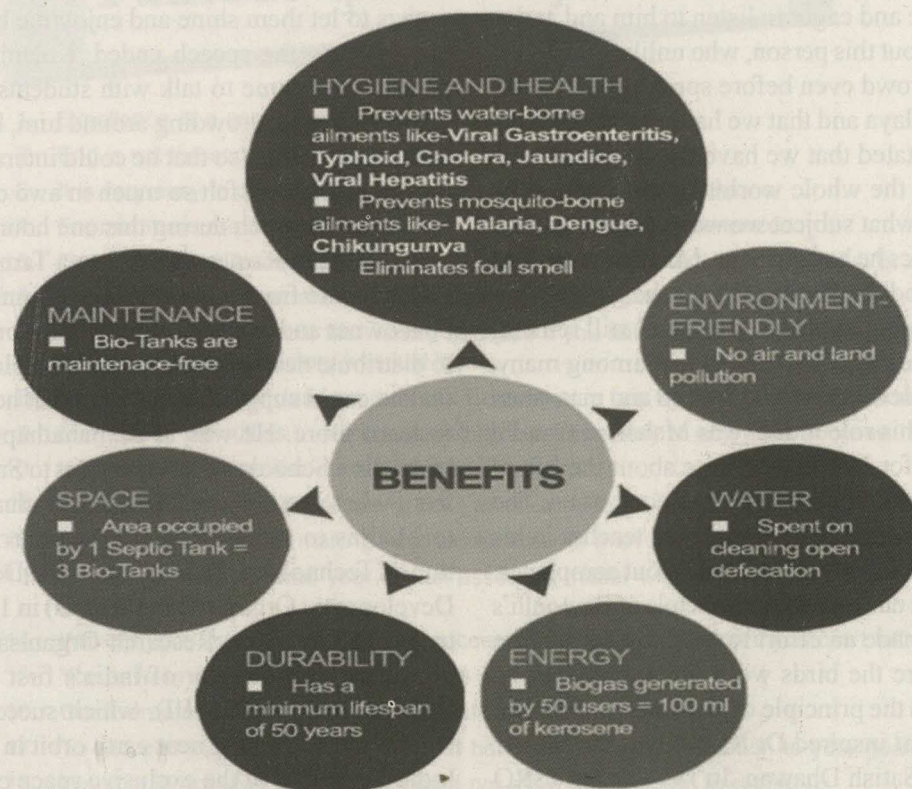
The treatment, the task of cleansing water is continuously carried forward from the start to the end point, till the water exits the bio-digester. When the treated water finally comes out from the bio-digester and into our irrigation pipelines (optional if required), it is 98% clean and free from entire pathogens. This water is now safe to be used for underground irrigation via pipes buried below the surface. However, the treated water should not be used for human or animal consumption, or for household cleaning without going through additional treatment.

Installation and Post Maintenance of Bio-Toilets

Bio-toilet are suitable for sub zero temperature of Himalayan Region, Railway coaches, Buses, Highways, Remote areas, seaports, Mining area, Industrial areas, Educational Institutions, etc.

It is very easy and quick process to install a bio-digester because it does not require any special equipment or any kind of sewage system. It only needs to dig a trench (in accordance to the Bio-digester tank size) into the desired ground/surface and place the bio-digester tank into that trench, further fixing of inter-connections (i.e. from the commode's outlet till the Bio-digester tanks outlet).

Bio-toilet systems as the systems are totally maintenance free. This is why these systems are in huge demand all over the country.



Dreams

is not what you see
in sleepis the thing which
doesn't let you sleep

A. P. J. Abdul Kalam



A MAN WITH A MISSION

Dr. APJ Abdul Kalam



Dr. L.M. Jyrwa, Department of Zoology, Shillong College

The first time I heard the name APJ Abdul Kalam was when I was doing my Post Graduation in NEHU in 2003. I was so excited to know that along with one of my juniors, we were chosen to attend a National Academy Sciences India (NASI) symposium that was held in the campus and that the President of India, His Excellency Dr APJ Abdul Kalam was the Chief Guest. As we waited for an hour for his arrival, I thought to myself that this would be another boring session where a VIP would read through a note that his personal secretary had prepared for him. After the President's vehicle arrived, a man of small stature came out smiling from the car and he was His Excellency, Dr APJ Abdul Kalam. I still remember vividly when I saw the President of India for the first time. There was a gentleness that radiated from his face and who would have thought that this was the face of a 'Missile Man' of India. When he stood up to give a speech, everyone was so enthusiastic and eager to listen to him and at that moment I wondered about this person, who unlike other VIPs was able to draw the crowd even before speaking. He spoke so fondly about Meghalaya and that we have the best natural resources. He further stated that we have the best quality of ginger and turmeric in the whole world. He then asked the audience to choose on what subject we wanted him to speak from a few selected topics he had given us. Many of us wanted him to speak on role models. The speech that he gave on this subject on that day has stayed in my heart and I still remember what he said 12 years ago. He told us that among many, three people were his role models that inspired and motivated him. Of course, one of his role model was Mahatma Gandhi and there was no need for him to elaborate about the life of our "Father of the Nation" that inspired each one of us. The other person that inspired him was his science teacher in his school who saw Kalam's interest in learning about aeroplanes. Kalam, as a kid could not understand the principle of Bernoulli's theorem. His teacher made an effort to teach by taking him to a nearby beach where the birds were flying and then he explained young Kalam the principle of Bernoulli's theorem. His other role model that inspired Dr Kalam was the former chairman of ISRO, Dr Satish Dhawan. In 1979, when ISRO was launching the Satellite Launching Vehicle, Dr Kalam was the project director of the group and during the launching of the satellite the computers in the control rooms had indicated

that there is something wrong with the SLV. Still, Dr Kalam took the leap and launched the SLV. The vehicle did not reach the orbit but plunged into the Bay of Bengal. During the press conference, the chairman of ISRO did not allow Dr Kalam to speak but took all the responsibility upon himself and assured the media and the entire country that ISRO had the best quality of scientists. He made a promise that one year from that time; ISRO will launch the SLV rocket. In 1980, ISRO fulfilled the promise and launched the SLV rocket under the direction of Dr Kalam. There was jubilation in the country and when the media came during the press conference, the chairman of ISRO asked Dr Kalam to speak to the media. That incident made Dr Kalam realise the quality of a leader in which he saw in the chairman of ISRO. When there was failure, the chairman took all the responsibility upon himself and when there was success he stood behind his fellow scientists to let them shine and enjoy the beauty of success.

When the speech ended, Kalam got down from the podium and came to talk with students. When some of the professors were crowding around him, he requested them to make way for him so that he could interact with the students. Never ever have I felt so much in awe of this man, who had taught me so much during this one hour speech.

Born in Rameswaram into a Tamil Muslim family Dr Kalam came from a humble background where his father, a boat owner and mother, a housewife brought him up. He used to distribute newspapers after the completion of his school so that he could support his father. What he had was a yearning to learn more. He was in Ramanathapuram Schwartz Matriculation School and later he went to Saint Joseph's College from where he became a physics graduate. In 1955 he went to Madras to study aerospace engineering in Madras Institute of Technology. Kalam joined the Defence Research and Development Organisation (DRDO) in 1958. Later he moved to the Indian Space Research Organisation (ISRO), where he was project director of India's first indigenous Satellite Launch Vehicle (SLV-III), which successfully injected the Rohini satellite in the near earth orbit in July 1980 and made India a member of the exclusive space club. He was responsible for the evolution of ISRO's launch vehicle programme, particularly the PSLV configuration. He rejoined DRDO in 1982, and planned the programme that produced a number of





successful missiles, earning him the "Missile Man" nickname. Kalam took up the responsibility of developing indigenous weapons as the chief executive of the Integrated Guided Missile Development Programme (IGMDP). He was responsible for the development

and operationalisation of Agni and Prithvi missiles. From 1992 to 1997, Kalam was scientific advisor to the defence minister, and later served as principal scientific advisor (1999-2001) to the government with the rank of cabinet minister.

After retiring from the post of scientific adviser in 1999, his main mission was to interact with as many as 100,000 students. He felt the joy in meeting with the youth of the country particularly the high school students. He found a way to ignite their mind for the development of India. Even when he became the President of India in 2002 it did not stop him from interacting with young minds. Till his last breath Dr Kalam was doing what he loved most, and that was delivering a lecture on "Creating a Livable Planet Earth" on the 27th July 2015 at IIM Shillong. Just after five minutes of his lecture he collapsed due to a massive heart attack where he was pronounced dead at 6:35 p.m. in Bethany Hospital, Shillong. It was the darkest moment for the youth of India to have lost this Great Teacher who inspired them to become good humans but then his inspiring words are immortal.

Famous quotes by Kalam

1. Excellence is a continuous process and not an accident
2. End is not the end, if fact E.N.D. means "Effort Never Dies".
3. It is very easy to defeat someone, but it is very hard to win someone
4. For me, there are two types of people: the young and the experienced
5. Dream, Dream Dream, Dreams transform into thoughts. And thoughts result in action
6. Failure will never overtake me if my determination to succeed is strong enough
7. Don't take rest after your first victory because if you fail in second, more lips are waiting to say that your first victory was just luck.
8. All Birds find shelter during a rain. But Eagle avoids rain by flying above the Clouds.
9. Man needs difficulties in life because they are necessary to enjoy the success.
10. If you want to shine like a sun, first burns like a sun.
11. All of us do not have equal talent. But , all of us have an equal opportunity to develop our talents
12. Be more dedicated to making solid achievements than in running after swift but synthetic happiness
13. Thinking should become your capital asset, no matter whatever ups and downs you come across in your life
14. Without your involvement you can't succeed. With your involvement you can't fail
15. You have to dream before your dreams can come true.
16. Great dreams of great dreamers are always transcended.
17. To succeed in your mission, you must have single-minded devotion to your goal.
18. We should not give up and we should not allow the problem to defeat us.
19. Those who cannot work with their hearts achieve but a hollow, half-hearted success that breeds bitterness all around.

Shikhung ki Jingieit bad ka Jingim



Translated by
Dr (Smt) Ailynti Nongbri
Department of Khasi

Haba ki lyer kseh ki sdang ban beh ka met baroh ka wei ka par suh jer. Don ki ban bakla, pynshrai ia kiwei, hapdeng ki jingma ban ap iano re iano ha ki jaka kyndong. La shisha ki diengkseh kim lah ban ai ka jingshngain bad ka jingkitkhlieh ia kaei kaba la jia ne ka ban sa jia ia ki nongshong shnong ka sor Shillong.

Ka don ka jingsngew hapdeng ka jinglong marwei ban don nong synran hynrei ym don ba pynleit jingmut pat ia kane. Hapdeng ba kum kane ka por ka Kong Dutt ka la iehnoh khnang iaka shatri jong ka ha iing u Reuben, ka Annie pat ka dang phone sha uwei u briew bym lah ithuh, ha khmat jong ka iingmane bah ha Laitumkhrah, la don arngut kiba dang iakren, U Kharmawphlang u kylli ia ka Nancy hato phin shongkurim noh ia nga? Kine ki long ki jingjia ba lah ban iohi ha ka Sor bah Shillong. Lada don mano mano ba leh bakla ym ju don ba salia. Ha ka jingshisha pat, la dei ban ai jingsngeng da u dieng sympat.

"Nga maham ia phi ba phim dei ban leh biang kumne"

"Sngewbha map"

Katto la biang. Kiei kiei baroh ki la long jai jai biang. Klet noh bad to ngin iaid kawei pat ka bynta jong ka jingkmien ha ka jingim.

Hynrei ki jingbakla ba ka Vaishali ka leh kawei hadien kawei pat ka long ka jingmaham bajur. Ka Vaishali ka shong ka sah bad la ka kmie ha kawei ka iing shongwai ha Laban Kench's Trace, man la ka janmiet ju don katto katne ki rang samla kiba ju iaid lyngba kane ka iingshong, ju don ka jingiakren siaw siaw hapdeng jong ki. Teng teng ki ju wiat rymmuin. Kine ki rukom leh kam da pynsngewtynnat ia ka kumta ka la long ka jingwit bakhrav. Nga la maham jur ia ka Vaishali. Nga la adong ruh ia u Bah Baruah uba la pyrshang ban kylli shaphang ka poikha poiman bad ka. Tang kum ba hadien lai sngi eiei uta u briew da la ka mon sngewbha la jong u la leit phai noh sha la shnong. Dei na kane na ka daw ba ka Vaishali ka kwah ban wan iakynduh ia nga ha ka ophis treikam kaba don ha Oakland man ka janmiet por san baje, nga sngew khuslai, nga sngew sheptieng palat. Kam long kaba suk ban ia kynduh markhmat bad ka Vaishali. Ha ka jingshisha ka por kam long ka ba jlan ia ka ban shemphang kumno u Bah Baruah u tip shaphang kiei kiei. Hynrei ka biang mo ba ngan kren palat? U babu Banerjee uba trei ha ka ophis treikam jong u bah Baruah u la iohi ia ka shisien liak ba ki ia shong kai bad uwei u samla lud halor mawsiang ha ka jaka jngoh kai-ka kshaid Lai Pateng Khohsiew (Elephant's Fall), ka da jyllum icit ia ki shympriah 'ti jong u samla. Shisien ka la leit jingleit lang bad uwei u engineer uba kyrteng u Anik Banikya da ka bus sha Kiewhati, artaiew hadien pat ka la leit

jngoh biksop (cinema) ha Dreamland. Ka pyrkhath ba ym don ba iohi ia ka. Kumno phi lah ban buhrieh ialade ha i Sor kum ka Shillong, khamtam ha iew Pulit?

Katba ka jaka pule ha St. Anthony's pat ka la ju ialeh jem leh jan bad uwei u para klas jong ngi, uta u dei u Rajiv Tamuly. Palat kumba sanspah ngut ki khynnah pule ki tip ia ka jingiajan kine ar. Na kita ki sanspah ngut, la kumno kumno sanphew na ki ki dang shong dang sah ha Sor Shillong. Hato ka Vaishali kam long kaba peitngor ia kine ki nongbuh jingkhein.

Ha kine ki phra snem ka Vaishali ka la pynlut ia ka por jong ka kumne. Ka la pynkhreh lypa ia prokram ban iashem uno uno u engineer thymmai u ban poi trei ha ka nongbah da ka ba khot sngewbha sha la iing ban wan dihsha da ki jingbam ba kham kyrpang kum u 'pitha', 'namkeen', 'payash' ha ka por 'biyu' (kine ki long ki jingbam ba kham kyrpang jong ki Assamese). Haba ka leh kumne, I kum ba kam pat ju leh mynno mynno ruh ha ki por ba kham mynshuwa. Man baka pynkhreh, la i thik kum ka jingsdang thymmai. Ka kabu kaba biang eh dei -ba kam ju leh jubor. Ka shu pynlong tang ban pyntip ia ki jaka-Ngam pat ju leit biskop, ym ju don ba pynleit shim tiket ia nga. Ka da sngewbabe ia la ka jingshem katba ka dang iathuh ha u briew uba sdang tian ia u jingbam, kumno une um pyrkhath ban buh sngi ia ka jingleit?

'Hato phi lait ha kane ka Sngi Saitjain'

'Balei?'

'Phim pat ju poi sha Umiam ha ki por ba kham mynshuwa'

Ka kmie ka Vaishali ka pynshlur ia la ka khun ha kum kine ki jait kam. Ha kito ki sngi, wat ma ka hi ruh ka bun kam ban wad pyrsha kurim. Ka la pynkhreh ia u jingbam 'idli', ka bujli da kiwei pat ki kushon ha kamra pdeng bad ka wah artylli ki dur ha ka kynroh kiba kham pher, bad ka leh mynleh ban pynitynnad ia kata ka karma. Ynda haba ka khun ka wan phai slem sha iing ha ka por janmiet, ka kmie ka ju iathuh ia ki nong wan kai ba ka Vaishali ka dang don ha ka kamra kot (Library).

Shisien mynnor ka Vaishali ka la leit shata. Ka la leit sha ka jaka buh kot sorkar (Central Library) katba ka dang wanphai na St. Anthony's. Katba ka dang sei artylli ki kot rben jong ka kitab Colin Encyclopedia, marjan bad ka la don u Rajiv, ki la leh mynleh pule kot, ha kane ka por u Rajiv u la ai iwei i kot lyngkhot bad u thoh kumne-'Ngam lah shuh ban bteng ia kane ka jingidei lok'.

Ka la lynniar, 'Balei?' Kane ka jinglynniar ka la ngam ha ki kynroh bad ki kamra pule kot kiba don ha ka jing jar jar.

'Baroh la thoh hangne'-ka Vaishali ka kren ha ka sur

hajem bad ka mih noh artat.

Kaei kaba jia? Lai sngi hadien ki jingshisha ki paw pyrthei. U engineer jong ka koit ka khiah u leit kai ha iing ka Vaishali. Hato um tip ei ei shaphang u Rajiv Tamuly? Kumno ka lah ban long? U dei ban tip.

U dei ban tip la kumno kumno shaphang ka jingiadei kine arngut, u engineer ka koit ka khiah um long mo uba peitngor ia kane. U samla khasi u tip shaphang u engineer jong ka koit ka khiah, U Anil Banikya u tip shaphang u Tamuly hynrei ym ia kito ki arngut pat- U Baruah um tip ia ka kyrteng jong ki, hynrei ha ki or ba kham ha shuwa ka Vaishali ka la don paralok lypa, u la ju iohsngew ia kane. Ha ka por ba la ih bha ka jinglong samla, ka la iapmat ia uwei u samla haduh ba kam lah shuh khlem da pynngam ha ki thwei ka jingphohsnew. Pynban u Baruah um da shim khia ia kum kine bad um pynsalia hi ruh. Hynrei shibun ki shynrang bad shibun ruh ki jingjia u Baruah u sdang ban kyndit bynriew. Em, em ym shuh ia kane. U dei ban mih noh shisyndon na ka jaka sah, ban leit shawei, jngai jngai bah.

Kumno pat ka Vaishali kan lah ban buhrieh ia kine ki jingshisha baroh. Ym slem kumba nga tip ar snem mynshuwa ka Vaishali hadpeng ki khyndiat por ka la iajuh iajem bad hynriew ngut ki shynrang. Ka la pynlut ia ka por rakhe miet Krismas na uwei bad ki, ka la leit sha Upper Shillong bad arngut, ki la iashondur ha uwei u mawsiang ha ka kshiad lai pateng khohsiew (Elephant Falls), ka la pynleit por ha kaba thoh shithi khyllah la kumno 25 sien, phah ia ki kad (cards) kitbok kitrwiang, bunsien ka la ju kren phoun (phone) bad ha ki ar janmiet ka la phla ia ki jingshem ba sngewsih ha arngut ki shynrang. Ha kito ki ar snem, ha ki jingjia bapher bapher ka la kyntait ia saw ngut ki shynrang bad lai ngut pat ki la kyntait ia ka. Lai ngut na ki ki mih noh na Shillong namar ki daw bapher. Lait na u Baruah, ym don uwei ruh na ki u ban shim khia na ka bynta jong ka. Kane ka la jia long- bad baroh ka la jia ha syrngiew diengkse.

La shisha, nga sngew khuslai than ia ka jingim jong kane ka khynnah. 'Phi la iaiaid sha ba palat, hato phim sgew lwait? Hato phim sngewthait?' - nga la kwah ban kylli ia ka. Hynrei ngam shlan ban leh ia kane ka kam, ngam don hok hi ruh. Nga la ju leit kai bunsien sha iing jong ka ha Kench's Trace. Nga la pynbit pynbiang arngut ki nongiashimbynta ha kawei na ki janmiet jong ka Kolshoral prokram ha Bishnupur bad ban sah miet ha iing jong ka. Na ka bynta ki phra ngut ki khynnah ki ban iashim bynta ha ka jing rwai, nga la bthah ia ki ba ki lah ban pyndonkam ia ka jaka leit 'bar ha iing jong ka. Wat la ngam ju poi khah khah ha iing jong ka, hynrei shisien ha kawei ka por ka kmie jong ka Vaishali ka la kyntu ia nga ba ngan long 'men suh syntiew na ka bynta ka khun jong ka. Hateng hateng ka ju kylli ia nga 'katno ka rta jong u Anil Banikya?

Hynrei ka Vaishali ka ialeh ban burieh ia shibun ki jingtip ba ngi la tip. Katba ngi dang ia jngoh kai ia ka jingialehkai phutbol ha polo nga la iohsngew ia ka jingiakren- 'Hynnin ka sngi ka Vaishali ka leit kai sha Umiam'. U trai jong ka dukan die kot ha Iew Pulit u kylli- 'Uei uto u khynnah uba ia leit ryngkat bad ka Vaishali? Hato ki ialeit klas ha Sohra hynnin ka sngi?' U paralok

ba ia trei lang u iathuh ia nga- 'Ha une u 'Nai Iaiong, ka Vaishali ka la ioh kawei ka jait thymmai- Baruah.'

Ha u Iaiong, ym dei tang ka Vaishali, hynrei baroh kawei ka Shillong ki pynkhreh ia kaei kaei, kata ka long ka jingitynnad. Ki jingshat phymai bad ki syrngiew ki rich tngen iwei ia iwei, ka pynlong ia ki jaka kum ba long madan kiba thiang bad ba i phyla. Ka ingiwbiha ba ki diengkse bilat (Eucalyptus) ka pynkhih ia ki thliew khmut. Katba ki khynnah pule ha ki jain riam skul bapher bapher bad ba iphuh. Ka kong kaba dang kit la i shang ha ka lynti bad kyllai. Ka jingialuh bad iakut samla ka sdang ha u 'nai Iaiong, ha trai ki diengkse ki baieit ki iaphylliew jingieit hadpeng jong ki.

Ha u Lber, nga la kwah tip ioh don ka khubor shongkurim ha u Iaiong, hynrei lai sngi ha shuwa u Baruah u la mih noh na Shillong. Hato u la iathuh ia ka Vaishali shaphang kiei kiei kiba nga la iathuh ha u? Yn sa ia peit.

Katba nga dang jngoh na ka jingkhah iit jong ka ophis trei kam na ka mala balai, nga iohi ba ka Vaishali ka la poi tiap. Haleh ka la dei ka por 5 baje prem miet. Nga la hiar shapoh da ka kor pynhiar pynkiew (lift). Nga la pynkhreh ialade ban iakynduh kane kaba kut. Ka Vaishali ka ieng ha khmat jong nga hajan ka khyrdop. Ngam kwah ban long ka jingshah rkhih bein ha ka karma trei kam. Kumta nga ong- 'ia ngin jam shaphrang, phin lah ban dumok ia nga katba phi mon'.

Ka la mynjur. Ha shiliang ka surok la don ka pung um ba la shna da u Sahep Ward. Hamar pdeng ka pung um la don ka pynnon dieng na shiliang sha shiliang, kumto kumba la iohi ha ki Kalendar. Ki briew ki ieng kai na ka pynnon bad ai jingbam ia ki khaiong bad kiwei ki jait dohkha da ki shana. Ki dohkha ki pynkhih iaka um katba ki kynrup ia ki shana. U nongap ia ki lieng u pynriew ia ka baje khadsaw sien na ka bynta ka lieng ba don u nombor 14. Nga lah ban iohi kyndiang ia ki shijur ba ki shong aram ha ka ben.

Nga pynphai la ki khmat bad nga ong ia ka Vaishali- 'mynta phi lah ban ong ei ei ia nga'.

'Kaei?'

'Ka kam kaba phi kwah ban ia kren bad nga'.

'Ym dei hangne'.

'Phi thmu aiu'

'Wat leh mynleh. Wan klas ha iing teng teng. Phim pat ju wan poi kai ha iing jong ngi la kham slem mynta. I mei i ju kylli shaphang jong phi'.

Nga peit shlip sha ka. Ka jingsian buit tuh la buhrieh shijur ki mationg, bad ki rmiang shyntur. La katta ruh ka dang sngew skhem ha ka jinglong samla. Ka sangeh shiphang nangta ka bteng - 'Ngam ju ia kynduh shuh ia phi ha kine ki sngi. Phi lait ha kane ka sngi saitjain?'

'Hooiid. Phi pyrkhath ban leit sha Umiam?'

'Hooiid.'

Ka jing pyrsad jong ki lyer kseh ka paswut nador khlich jong nga. Nga la pynbujai shibun ki sngi saitjain ha ka jing im jong nga. Tang kum ka jingkylla, ka Umiam- Kampher. Ne phi ong kumno?

पूर्वोत्तर का भाषाई परिदृश्य

(Languages of the North East)



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भारत का पूर्वोत्तर क्षेत्र अपने भाषाई वैविध्य के लिए पूरे विश्व में 'भाषा के प्रयोगशाला' के रूप में प्रसिद्ध है। इसी भाषाई विचित्रता के कारण पूरे भारत के लिए यह क्षेत्र बहुत कुछ अबूझ भी समझा जाता है। रहन-सहन, खान-पान, चेहरा-मोहरा ही अलग नहीं, बोली-भाषा भी इस हद तक अलग है कि नये व्यक्ति को लगता है मानो वह किसी दूसरी दुनिया में ही आ गया है। भारतीय भाषा समूह से भिन्न प्रकृति की भाषाओं के कारण अधिकांश भाषाओं के उच्चारण की ध्वनि इतनी अलग है कि कुछ भी समझ में नहीं आता। इस पूरे पूर्वोत्तर क्षेत्र में सैकड़ों जनजातीय समूह और उनकी अलग-अलग भाषाएँ प्रचलित हैं। इन भाषाओं को मुख्य रूप से तीन भाषा-परिवारों में विभाजित किया जाता है— 1. तिब्बती-चीनी परिवार 2. आग्नेय परिवार और 3. भारतीय आर्यभाषा परिवार। इनमें तिब्बती-चीनी भाषा परिवार के तिब्बती-बर्मी उपपरिवार की भाषाएँ संख्या में सबसे अधिक हैं। इस क्षेत्र में प्रचलित भाषाओं को निम्नलिखित समूह में रखा जा सकता है —

1. हिमालयी या पूर्वी-तिब्बती समूह की भाषाएँ—लेपचा और मोनपा।
2. पूर्वोत्तर सीमान्त समूहकी भाषाएँ — अक, डफला, आबोर, मीरी, आदी, मिश्मी, आपातानी, गालोंग आदि।
3. बोडो समूह की भाषाएँ —बोडो, त्रिपुरी, राभा, गारो, दिमासा, देओरी, लालुङ्, कार्बी या मिकिर, कछारी, कोच, जमातिया, रियाङ्, आदि।
4. नागा समूहकी भाषाएँ — आओ, अंगामी, लोथा, साङ्तम, यीमचुङ्, माकबारे, रोंगमेङ्, ताङ्सा, वाङ्चो, बोङ्नी, सेमा, तिरखिर, जैमी, चाङ्फोंम, ताङ्खुल, लियाङ्मेङ्, चाक्री, खेजा, पोचुरी, खियाङ्गण, माओ, काबुङ्, कोन्यक चोखेसाङ् जेजिफेयाङ्, आदि।
5. कुकी-चीन समूहकी भाषाएँ —कुकी, हमार, थाडो, पाइते, मणिपुरी, विष्णुप्रिया, लुशेङ्, लखेर, वाङ्फे आदि।
6. बर्मी समूह की भाषाएँ —मध
7. काचिन समूह की भाषाएँ — सिङ्फो।
8. उत्तरी थाई समूह की भाषाएँ —खामती, आहोम आदि।
9. आग्नेय परिवार की भाषाएँ — खासी—जयन्तिया।
10. भारतीय आर्यभाषा परिवार की भाषाएँ—असमिया, बंगला आदि।

अरुणाचल प्रदेश में पच्चीस के आसपास जनजातियाँ हैं। कुछ जनजातियों के अंतर्गत कई उप-समूह हैं तथा प्रत्येक उपसमूह की अपनी बोली है। ये समूह हैं— मोनपा शेरदुक्पेन खोआ, अका, निशि, सुलुंग, बंगरु, तगिन, मीरी, अपातानी, आदी, मेम्बा, खम्बा,

मिशमी, खामती, सिङ्फो, नोकटे, नोमछो, तांगसा । आदी के अंतर्गत कई जनजातियाँ हैं जैसे गालोंग, मिन्यांग, पादम, पासी, बोरी, बोकार, पईलिबो, रामो तथा मिलंग । मिशमी के अंतर्गत इदु, दिगारु और मिजी समूह हैं।¹ कुछ क्षेत्रों में भाषागत वैविध्य इतना अधिक है कि ये भाषाई द्वीप जैसे लगते हैं । जैसे तिरप, सोहा, नोकटे, कामेंग आदि के कुछ क्षेत्र । इन जनजातियों में किसी के पास अपनी लिपि नहीं है । खामती इसका अपवाद है । मोनपा तिब्बती लिपि का प्रयोग धार्मिक लेखों के लिये करते हैं । भाषा-परिवार की दृष्टि से खामती के अतिरिक्त अन्य भाषाएं तिब्बती बर्मी भाषा परिवार की हैं । इन भाषाओं में तान का प्रयोग होता है । अलग-अलग तानों के प्रयोग से अर्थ में भिन्नता आती है यद्यपि वर्तनी का रूप वही रहता है । उदाहरण के लिये काचिन समूह की सिङ्फो भाषा में 'न्गा' शब्द अलग अलग तानों के प्रयोग से मछली, भैंस और जिंदा रहना ये तीन अर्थ देता है । सिङ्फो भाषाभाषी खामती जनजाति के पास बसे हैं । सिङ्फो की आबोर भाषा से काफी समानता है । आबोर के पश्चिमी, क्षेत्र में मीरी जनजाति का क्षेत्र है । आबोर और मीरी में बहुत समानता है । मीरी असम घाटी में लम्बे समय से रहते आये हैं । ये अब दरांग, नौगांव , शिवसागर और लखीमपुर में बसे हैं । डफला मीरी क्षेत्र के पश्चिम की पहाड़ियों में रहते हैं । मीरी तथा डफला भाषाओं में स्वर-वर्णों का अधिक प्रयोग होता है ।

असम घाटी के उत्तर की पहाड़ियों में दिबांग नदी से लामा घाटी तक मिशमी जनजाति का क्षेत्र है । ब्रह्मपुत्र के दक्षिण में स्थित मिशमी गाँव खामती और सिङ्फो से घुलमिल गये हैं ।

तिब्बती-चीनी भाषापरिवार की शाखा थाई-चीनी उपपरिवार की प्रचलित भाषाओं में खामती और अहोम प्रमुख हैं । अहोम जन असम में सन् 1228 ईस्वी में पटकोई पर्वत के दर्रे को पार कर आये । सन् 1253 ईस्वी के लगभग उन्होंने शराइदेव नामक नगर बसाया और वहीं बस गये । असम राज्य का नाम भी 'अहोम' शब्द से ही विकसित है । अहोमों ने धीरे-धीरे पूरे असम में अपनी सत्ता स्थापित कर ली और कई शताब्दियों तक असम पर शासन किया । बाद में उन्होंने स्थानीय जीवन-शैली को स्वीकार कर लिया । धीरे-धीरे अहोम भाषा और लिपि लुप्तप्राय होने लगी । आज अहोम भाषा और लिपि को जाननेवाले बहुत कम लोग रह गये हैं । अहोम की लिपि बुरंजी थी जिसका अर्थ है 'अविदित ज्ञान का भण्डार' । अहोम वर्णमाला खामती, शान, बर्मी तथा चकमा की वर्णमालाओं का मिलाजुला प्राचीन रूप था जिसमें 41 वर्ण थे ।

पटकोई पर्वतमाला से होते हुए ब्रह्मपुत्र घाटी में आने वाले अन्य कबीलों में नारा, एतानिया, फाकियाल, तुरुंग, खामजांग और खामती हैं । इनमें खामती सबसे महत्त्वपूर्ण हैं । ये मूल रूप से उत्तरी शान कबीले के थे जो ऊपरी बर्मा के निवासी थे । ये पहले आकर जोरहाट के निकट बसे । बाद में इनमें से कुछ समूह नारायणपुर और इसके आसपास एवं कुछ लोग अरुणाचल प्रदेश के लोहित जिले के चौथम में जाकर बस गये । खामती भाषा में बौद्धधर्म से संबंधित पुस्तकें मिलती हैं जो नारायणपुर और चौथम में स्थित विहारों में प्राप्त हैं । खामती में रामायण की रचना 'लिक् याओ लामाङ्' नाम से हुई है । खामती की अपनी लिपि है जिसमें 30 वर्ण हैं । यह बर्मा की शान लिपि से मिलती है ।

बोडो समूह की भाषाएँ असम के मैदानी भाग, गारो पहाड़ियों और त्रिपुरा में बोली जाती हैं। इनमें से सबसे महत्वपूर्ण बोडो भाषा है। इस समूह भी भाषाओं में अब उनकी अपनी लिपि का प्रयोग नहीं होता। बोडो के लिये पहले असमी लिपि का प्रयोग होता था। सन् 1975 में असमी के स्थान पर देवनागरी लिपि का प्रयोग होने लगा। बोडो भाषा और साहित्य के विकास में 'बोडो साहित्य सभा' की भूमिका बहुत महत्वपूर्ण है। सन् 2003 में संविधान की आठवीं सूची में बोडो भाषा को सम्मिलित करने का निर्णय लिया गया। आज बोडो भाषा में प्रचुर मात्रा में साहित्य-रचना हो रही है।

बोडो समूह के अंतर्गत लालुंग, दिमासा, गारो, राभा और त्रिपुरी आदि कई भाषाएं आती हैं। कार्बी में 'साबिन आलुन' नाम से रामकथा का प्रचलन है। कार्बी के लिये भी देवनागरी लिपि का प्रयोग होता है। कार्बी को मिकिर नाम से भी जाना जाता है। लालुंग समूह के लोग नौगांव जिले के दक्षिण पश्चिमी कोने में और कामरूप के कुछ हिस्सों में बसे हुए हैं। ये संभवतः जयन्तिया पहाड़ियों से यहां आये। दिमासा भी बोडो समूह की भाषा है जो कछार जिले के उत्तरी पर्वतीय क्षेत्र में बोली जाती है। दिमासा की एक बोली होजाइ, नौगांव जिले में काफी लोगों द्वारा बोली जाती है। राभा को दातियाल कछारी भी कहते हैं। बहुत से राभाओं ने अपनी मूल भाषा को छोड़कर असमिया को अपना लिया है।

तिब्बती बर्मी परिवार के बोडो समूह के अंतर्गत आने वाली गारो जनजाति गारो पहाड़ियों में तथा पहाड़ियों की तलहटी में बसी हुई है। कामरूप, गोआलपाड़ा, शिवसागर, दरांग, नौगांव तथा बंगलादेश के सिलहट, मैमनसिंह तथा ढाका में भी गारो जनजाति के लोग निवास करते हैं। ये अपने आपको मण्डे (मनुष्य) कहते हैं तथा अपनी भाषा को 'मण्डे कुसिक' या 'आचिक कुसिक' कहते हैं जिसका अर्थ है मनुष्य की भाषा या पहाड़ी मनुष्य की भाषा। मानक गारो के अलावा गारो बोलियों में आबेंग, आतोंग, (कुचु), आबी, चिबोक, रूगा, कोच आदि हैं। उन बोलियों में आपस में बहुत समानता है। उनमें से आतोंग या कुचु बोली अन्य बोलियों से काफी भिन्न है। गारो पहाड़ियों के पश्चिमी क्षेत्र में आबेंग बोली जाती है, मध्य में आचिक, पूर्वोत्तर में आबी तथा सोमेश्वर घाटी के निचले भाग में आतोंग। नितार्ई नदी के आसपास कुछ गाँवों में चिबोक तथा रूगा बोली जाती है। पूर्वोत्तर की अन्य अधिकांश भाषाओं की तरह गारो की भी अपनी लिपि नहीं है। मिशनरियों ने उसे बंगला और रोमन दोनों लिपियों में लिखा।¹ आज गारो रोमन लिपि में लिखी जाती है।

पश्चिमोत्तर सीमा पर स्थित त्रिपुरा राज्य में सबसे अधिक जनसंख्या बरक जनजाति की है जिसके अंतर्गत त्रिपुरी या देवबर्मा, रियांग, जमातिया, नोवातिया, मूरासिंग, उचई, रूपिनी और कलई जनजातियाँ आती हैं। इस राज्य की भाषाओं में बंगला और कोंकबरक मुख्य हैं। कोंकबरक का संबंध तिब्बती-बर्मी परिवार से है और यह बरक जनजातियों की भाषा है। 'कोंक' अर्थात् बोली या भाषा और बरक यानी मनुष्य। कोंकबरक को तिपुरा या त्रिपुरी नाम से भी जाना जाना जाता है। सुनीति कुमार चटर्जी ने कोंकबरक को तिप्रा और तिपेरा कहा। सर ग्रियर्सन ने Linguistic survey of India में इसे तिपुरा नाम दिया। त्रिपुरा के राजवंशों के इतिहास 'राजमाला' में इस भाषा के बारे में चर्चा करते हुए कहा गया है कि त्रिपुरा में एक

स्वतंत्र भाषा है जो लिखित भाषा नहीं है। वास्तव में बरक जनजातियों ने 1900 ई. के बाद अपनी भाषा को कोंकबरक के नाम से पुकारना शुरू किया। सन् 1900 में राधामोहन ठाकुर ने अपनी पुस्तक कोंकबरकमा (कोंकबरक व्याकरण) में इस भाषा को कोंकबरक नाम दिया। 1979 में त्रिपुरा राज्य की सरकार द्वारा कोंकबरक को द्वितीय सरकारी भाषा का स्थान दिया गया।

पूर्वोत्तर की अधिकांश अन्य भाषाओं के समान ही कोंकबरक का साहित्य भी वाचिक परंपरा के माध्यम से पीढ़ी-दर-पीढ़ी हस्तांतरित होता रहा है। स्वतंत्रता प्राप्ति के बाद से कोंकबरक प्रचार-प्रसार का व्यापक अभियान चलाया गया। 1979 के बाद से सांस्कृतिक नवजागरण के फलस्वरूप कोंकबरक में प्रचुर मात्रा में साहित्य रचना होने लगी है।³

नागा समूह की भाषाएं मुख्यतः नागालैण्ड में बोली जाती हैं। नागालैण्ड में निम्नलिखित जनजातियां निवास करती हैं — अंगामी, चांग, चिर, कोनयाक, फोम, रेंगमा, सेमा, जलियांग, चाखेसांग, आहो, खियामंगन, लोथा, पोचुरी, संगथाम, यिम चूंगर, नकवारे, कबुई, सूमी, कूकि, तिखिर, चिन, माओ।⁴ इनमें से प्रत्येक जनजाति की अपनी भाषा है जिसका नाम जनजाति पर ही आधारित होता है। नागालैण्ड में बोली जानेवाली भाषाओं की बहुलता के कारण इन जनजातियों के लोग एक दूसरे की भाषा को समझ नहीं पाते। ऐसा यहां की भौगोलिक पृष्ठभूमि के कारण है। दुर्गम पर्वतों और घने जंगलों के बीच बसे इन 'कबीलों' के बीच परस्पर संबंध नहीं था। अतः भाषागत भिन्नता का होना स्वाभाविक है।

ईसाई मिशनरियों के आगमन के साथ इन जनजातीय भाषाओं को व्यवस्थित रूप मिला। मिशनरियों ने ईसाई धर्म की पुस्तकों का इन भाषाओं में अनुवाद किया। इन भाषाओं में पाठ्य पुस्तकों की रचना भी की गई। नामसांग नामक गाँव में सन् 1840 में मिशनरी सबसे पहले आए। नामसांग भाषा के शब्दों का संग्रह किया। इसके कुछ दशक बाद मिशनरियों ने कुछ नागा भाषाओं में प्राथमिक पाठ्य-पुस्तकें तैयार करने का काम भी किया।

1963 में नागालैण्ड राज्य बनने के बाद संपर्क भाषा के रूप में नागामी भाषा का उद्भव हुआ। इसमें 30 प्रतिशत शब्द असमी भाषा के हैं क्योंकि पड़ोसी राज्य होने के कारण नागा जनजातियों का असमी भाषा से पुराना संपर्क रहा है। अंग्रेजी के शब्द भी नागामी में हैं क्योंकि नागालैण्ड की राज्यभाषा अंग्रेजी है। साथ ही हिन्दी के अनेक शब्द भी इसमें आ गए हैं। इस प्रकार नागामी एक पिजिन भाषा है⁵ जबकि सर जार्ज ग्रियर्सन ने नागामी को असमी का एक पुराना रूप माना है।⁶ नागालैण्ड में अधिकांश व्यक्ति द्विभाषी हैं और मातृभाषा के साथ-साथ नागामी भी जानते हैं। परन्तु नागामी शिक्षा का माध्यम नहीं बन पायी है और न इसमें साहित्य रचना संभव हो सकी है।

कूकी-चिन समूह का क्षेत्र उत्तर में नागा पहाड़ियों से लेकर बर्मा तक फैला हुआ है। कूकी तथा चिन शब्द पर्यायवाची है। 'कूकी' असमिया या बंगला शब्द है जो कई पर्वतीय जनजातियों के लिये प्रयुक्त होता है जबकि 'चिन' बर्मी शब्द है। ये जनजातियाँ संभवतः काफी समय तक घुमंतू थीं। ऐसा प्रतीत होता है कि पिछली दो शताब्दियों से ये लुशाई तथा चिन पहाड़ियों में बसी थीं और इसी क्षेत्र में रहते हुए उनकी भाषा का विकास हुआ। कूकी चिन का बर्मी से तो संबंध है ही, तिब्बती भाषा से भी संबंध है। बोडो भाषाओं तथा नागा समूह की

बोलियों से भी इसका संबंध है। कुकी-चिन समूह की भाषाओं में लुशेई तथा मणिपुरी घाटी की मुख्य भाषा मैतेई प्रमुख है। मणिपुरी भाषा मणिपुर राज्य में शासन, शिक्षा और संपर्क की भाषा है। यह साहित्यिक दृष्टि से समृद्ध भाषा है।

ईसा की प्रथम शताब्दी के आसपास चेङ्लै नामक स्थानीय बोली से मणिपुरी का विकास माना जाता है।⁷ प्राचीन समय में इसे कई नामों से पुकारते थे जैसे मैतैलोल, मैतैरोल, मीतैलोन आदि के रूप में पुकारते थे। प्राचीन काल में मंगोलिया तथा अन्य स्थानों से जब लोगों का प्रव्रजन मणिपुर राज्य में हुआ, तो यह अलग अलग समूहों में हुआ जिससे इन समूहों की भाषा में भिन्नता थी। दूरी के कारण यह भिन्नता बढ़ती गयी और बोलियों का विकास होता गया। बाद में इन्हीं बोलियों से मणिपुरी भाषा का विकास हुआ। मणिपुरी भाषा के विकासक्रम में प्राचीनकाल इस भाषा के निर्माण का काल है। इस दौरान मणिपुरी ने विभिन्न बोलियों के अलावा चीनी और बर्मी की कुछ बोलियों का प्रभाव भी ग्रहण किया। मध्यकाल सन् 1731 से 1890 तक का समय है जो मणिपुरी भाषा का विकास काल था। इस काल में मणिपुरी संस्कृत, बंगला और मैथिली की शब्द संपदा से संपन्न हुई। आधुनिक काल मणिपुरी के परिमार्जन और व्यापकता का काल है। कुकी-चिन समूह की अन्य भाषाओं में राल्ते, पड़ते, जहाओ, लखेर, हमार, लाई आदि हैं। लुशेई भाषा इस समूह की दूसरी महत्वपूर्ण भाषा है।

मिजोरम की लुशेई भाषा शुरुआती दौर में केवल मौखिक रूप अर्थात् बोली तक ही सीमित थी। अंग्रेजों के आगमन से पूर्व मिजो समुदाय की भाषा का लिखित रूप नहीं मिलता। 1894 में मिजोरम में मिशनरियों का आगमन हुआ। इसके साथ ही मिजो वर्णमाला गढ़ने का और भाषा को व्यवस्थित रूप देने का काम शुरू हुआ। फलस्वरूप भाषा के रूप में मिजो भाषा का तेजी से विकास होने लगा। 1971 में मिजोरम को अलग केन्द्र शासित प्रदेश घोषित किये जाने पर मिजो को राज्यभाषा का दर्जा मिला। आज मिजो भाषा में प्रचुर साहित्य रचा जा रहा है।

मानवशास्त्रियों तथा भाषाविदों के मत से मिजो तथा पूर्वोत्तर की कुछ अन्य जनजातियों का संबंध तिब्बत से था। ये जनजातियां सात दलों में तिब्बत की तराई और घाटियों को पार पर बर्मा में जा बसीं। यह 800 ई. के आसपास का समय था। 1000 ई. के आसपास मिजो जाति वर्तमान मिजोरम की ओर चली गयी और 15 वीं-16 वीं शताब्दी में मिजोरम में आकर बस गयी। मिजो और साथ ही मिरु तथा मारु नामक जनजातियों ने अपने पूर्वजों द्वारा अतीत में प्रयुक्त चीनी-तिब्बती बर्मी भाषा की उपबोलियों की सहायता से अपनी स्वतंत्र बोलियों का निर्माण किया। मिजो भी उन्हीं बोलियों में से एक है। 8वीं से 10वीं शताब्दी के बीच इन जनजातियों द्वारा किस बोली का प्रयोग किया जाता था, यह भी विवादास्पद है। अपनी स्वतंत्र लिपि न होने के कारण संभवतः ये उस समय चीनी लिपि का प्रयोग करते थे पर यह भी बाद में कष्टसाध्य घुमंतू जीवन के कारण धीरे-धीरे लुप्त हो गया।⁸

मिजो भाषा के वर्तमान रूप का विकास 10वीं से 19वीं शताब्दी के बीच बर्मा में इरावदी नदी की घाटी में छिनलुङ् में निवास के दौरान हुआ। उस समय इसे लुशेई नाम से जाना जाता था। कहते हैं कि छिनलुङ् सरदारों के परिवारों में लुशेइअ नामक व्यक्ति के वंशजों ने

तिब्बती-बर्मी परिवार की कई उपबालियों की सहायता से लुशेई भाषा को जन्म दिया। 15वीं शताब्दी के अंत और 16वीं शताब्दी के आरंभ में जब मिजो लोग छीनलुङ् से चलकर मिजोरम में आए तो पाँच मुख्य दलों में बंट गये और इस आधार पर पाँच उपबोलियों का विकास हुआ— लुशेई जाति की बोली लुशेई टाङ्, रालते जाति का रालते टोङ्, हमार जाति का हमार टोङ्, पइहते टोङ्, और पोई जाति का पोई टोङ्। इन बोलियों के अलावा मिजोरम में अन्य उपजातियाँ भी हैं जिन्हें ओजिया कहा जाता है। ओजिया का अर्थ है भाषाई तानों का थोड़ा बिगड़ा उच्चारण करने वाले।

पूर्वोत्तर में ऑस्ट्रो-एशियाटिक भाषा-परिवार की खासी भाषा मेघालय में बोली जाती है। इस क्षेत्र के विभिन्न भाषाभाषियों के बीच द्वीप की भाँति ऑस्ट्रो-एशियाटिक परिवार की उपस्थिति आश्चर्यजनक है क्योंकि भारत में इस भाषा-परिवार की भाषा का प्रचलन सीमित ही है। मोनख्मेर परिवार के पाँच उपसमूह हैं। पहले में मीकांग क्षेत्र की भाषाएं आती हैं, दूसरे में पेगु क्षेत्र की भाषाएं तथा अनाम में बोली जानेवाली बोलियाँ, तीसरे में कंबोडिया में बोली जाने वाली बोलियाँ, चौथे में मांडले के पूर्वोत्तर में बोली जाने वाली फ्लांग-बा समूह की बोलियाँ तथा पाँचवें समूह में खासी की विभिन्न बोलियाँ हैं।⁹

भाषा वैज्ञानिकों ने मोनख्मेर की विभिन्न बोलियों तथा झारखण्ड क्षेत्र की मुंडा भाषाओं तथा निकोबार की बोली के बीच की समानताओं के बारे में चर्चा की है। मुंडा परिवार की भाषाओं की ऑस्ट्रलिया की आदिवासी भाषाओं के साथ निश्चित समानता है। खासी और मुंडा भाषाओं के बीच समानताएँ तो हैं परन्तु भिन्नताएँ भी काफी हैं। उदाहरण के लिए खासी भाषा एकाक्षरीय है परन्तु मुंडा भाषा नहीं। परन्तु भाषाविदों ने भाषागत संरचना के आधार पर माना है कि मोनख्मेर परिवार की ये भाषाएँ कहीं न कहीं एक मूल स्रोत से जुड़ी हुई हैं।

1849 में रॉबिन्सन ने खासी भाषा का पहला व्याकरण प्रस्तुत किया था। इसके चालीस वर्ष बाद जर्मन विद्वान प्रो. कुहन ने मोनख्मेर परिवार की भाषाओं के साथ इसके संबंध की चर्चा की। राजनीतिक रूप से खासी बर्मा से भी जुड़े माने जाते हैं। वे वर्मा के राजा को दाव (कुल्हाड़ी) आधिपत्य के स्वीकृति-चिह्न के रूप में भेजा करते थे। एक दूसरी परंपरा के अनुसार वे उत्तर से आये थे तथा सिलहट तक पहुँचे थे परन्तु बाढ़ के कारण वापस आये और खासी पहाड़ियों में आकर बस गये।¹⁰ खासी की उपबोलियों में वार तथा प्जार मुख्य हैं। वार निचली दक्षिणी घाटी की भाषा है। 'वार' शब्द का अर्थ है घाटी। यह जवाई तथा जयन्तियापुर के बीच बोली जाती है। इसके उच्चारण में पूरे क्षेत्र में एकरूपता नहीं है तथा पदों के क्रम में भी खासी से भिन्नता है। प्जार या सिन्तेंग जयन्तिया पहाड़ियों की भाषा है। इसके उच्चारण में खासी से पर्याप्त भिन्नता है। उदाहरण के लिए पत्थर के लिये खासी में माव शब्द है तो प्जार में मो। एक के लिये खासी वेइ शब्द है तो प्जार वि। ईश्वर के लिये खासी में बलेई है तो प्जार में बलाई। पदों का क्रम भी खासी से कुछ भिन्न है।

खासी की विभिन्न बोलियों के अंतर्गत भोई-खासी, नौंगलुंग, खिरियम तथा वार प्रमुख हैं जिनका रूप मानक खासी भाषा से काफी भिन्न है। मानक खासी भाषा सोहरा (चेरापूँजी) क्षेत्र में बोली जाती है। भोई तथा नौंगलुंग तो खासी से इतनी भिन्न हैं कि कई बार उन्हें अलग भाषा के रूप में पहचाना जाता है।

ऐसा प्रतीत होता है कि खासी भाषा के विकासक्रम में भारोपीय भाषाओं से उनका संपर्क आरंभ से ही रहा है क्योंकि इसमें तमाम ऐसे शब्द मिलते हैं जो संस्कृत, हिंदी, बंगला तथा अन्य उत्तर भारतीय भाषाओं के साथ-साथ अरबी, तुर्की, अंग्रेजी से सीधे गृहीत प्रतीत होते हैं। Aram (आराम) Artat (अर्थात्) Bor(बल/बड़ा) Bih (विष) Budom (बटन) Byndi (बंदी) Karai (कड़ाही) Thalki (खिड़की) Khanshi (कैंची) Khi(घी) Karni(करनी) Khun(खून) Khutia(फुटकर) Politic(पलिटिक्स) Jylla(जिला) Jubor(जबरदस्ती) Juk(युग) Myntor(मंत्र) Moina(मैना) stashan (स्टेशन)shuba (सुबह) sotti (सत्य) shun (चूना) shini (चीनी) shatri (छतरी) shabi (चाभी) sha (चाय) shuki (चौकी) syndok (संदूक) tusok (तोशक) isbad (इस्पात) paka (पक्का) tyrso(सरसों) आदि सैकड़ों ऐसे शब्द हैं जो अन्य भारतीय भाषाओं से सीधे लिये गये हैं परन्तु समय बीतने के साथ उनके उच्चारण और इसके कारण लेखन में भी इतना अधिक परिवर्तन हो चुका है कि अब वे पहचान में भी नहीं आते। खासी भाषा की प्रकृति अयोगात्मक है। संज्ञा में लिंग निर्धारण में पुल्लिंग के लिये U(उ) तथा स्त्रीलिंग के लिये Ka(का) प्रयोग होता है। उभय लिंग के लिये एकवचन में i(आइ) तथा बहुवचन के लिये ki(कि) का प्रयोग होता है। व्यक्तिवाचक सर्वनाम के रूप में मैं के लिए न्गा (nga), हम के लिए न्गी (ngi), तुम के लिए फी (phi), तू के लिए मी (पुल्लिंग) फा (स्त्रीलिंग) का (वह) की (वे) का प्रयोग होता है। संबंधवाचक सर्वनाम के प्रत्यय बा, एइ, नो, ता हैं। विशेषण में बा, ऊबा, काबा, ईबा, किबा (वह, जिसका) लिंग और वचन के अनुसार जोड़े जाते हैं।

कहते हैं कि खासियों के पास अपनी लिपि थी जो बाढ़ में खो गयी। लिपि से संबंधित इस प्रकार की किंवदन्ती पूर्वोत्तर के लगभग सभी भाषाओं के बारे में प्रचलित है। बाद में खासी गाँववाले मसोई नामक लेखकों को भोजपत्र पर लिखने के लिये बुलाते थे।⁸

सिक्किम की भाषाओं में हिमालयी समूह की भाषा भूटिया है जो तिब्बती लिपि में लिखी जाती है। इनका मूल निवास तिब्बत था। सिक्किम की मुख्य जनजाति लेपचा है जिनकी भाषा लेपचा है। उनकी लिपि तिब्बती लिपि से भिन्न है। रोङ् का अर्थ लेपचा तथा रिङ् का अर्थ भाषा है। अतः लेपचा अपनी भाषा को रोङ् रिङ् कहते हैं। सुनीति कुमार चटर्जी के अनुसार लेपचा भाषा तिब्बत बर्मी समूह की हिमालय शाखा से संबंधित है।¹¹ सिक्किम में कई नेपाली समुदाय रहते हैं जैसे भुजेल, थामी, दमाई, मंगर, राइ, सुनवार, आदि। मुरमी समुदाय की भाषा मुरमी तथा गुरुंग समुदाय की भाषा गुरुंग है। ये दोनों तिब्बती भाषा से संबंधित हैं। सिक्किम की भाषाओं के बारे में सरजार्ज ग्रियर्सन का कहना है, “सिक्किम में बोली जाने वाली बोलियों की विशेषता यह है कि उनकी व्याकरणिक संरचना बहुत ही सरल है।”¹²

भारतीय आर्यभाषा परिवार की असमिया, बंगला और हिन्दी का प्रचलन इस क्षेत्र में है। असमिया असम प्रदेश की भाषा तो है ही, पूर्वोत्तर के लगभग सभी राज्यों में इसका प्रभाव है। असम में यह संपर्क, शिक्षा और शासन का माध्यम है। अन्य आधुनिक भारतीय आर्यभाषाओं की

तरह इसका विकास लगभग दसवीं शताब्दी तक हो चुका था। इसका उद्भव भारतीय आर्यभाषाओं के पूर्वी समूह में मागधी प्राकृत तथा अपभ्रंश से हुआ। असमिया का साहित्य बहुत समृद्ध है। असम में वैष्णवमत के प्रवर्तक श्रीमन्त शंकरदेव और उनके शिष्य माधवदेव ने असमिया साहित्य तथा संस्कृति को बहुत ऊँचाई तक पहुँचाया।

पूर्वोत्तर क्षेत्र में आरंभ से ही बंगला का प्रभाव रहा है। यहां के विभिन्न राज्यों में बंगला भाषियों की संख्या काफी रही है। बंगला इस अंचल में बोली तथा समझी जाने वाली महत्त्वपूर्ण भाषा है।

पूर्वोत्तर में हिन्दी का प्रचलन लगभग सभी राज्यों में है। असम के अधिकांश नगरों और दूर-दराज के क्षेत्रों में सदियों से हिन्दी भाषी बसे हुए हैं। श्रीमन्त शंकरदेव की ब्रजावली का असम के जनमानस पर गहरा प्रभाव पड़ा। सन् 1934 से महात्मा गांधी एवं बाबा राघवदास के प्रयासों से हिन्दी का प्रचार-प्रसार आरंभ हुआ। आज यहां के लगभग सभी राज्यों में विश्वविद्यालय तथा महाविद्यालय स्तर पर हिन्दी शिक्षण हो रहा है। संपर्क भाषा के रूप में इसका प्रयोग सर्वत्र होता है।

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BIOREMEDIATION



Smt. D.N. Shabong
Department of Zoology

Exponential growth of human population coupled with ways to attain high standards of living through technological advancement has resulted in wide spread contamination of the environment at the global level. Human centric approach of development has already damaged the nature to a large extent. Development has been human oriented. They have touched the greatest heights of scientific and technological development, without realizing that this is having an adverse impact on the environment, which will ultimately leads to unsustainable development at the cost of the future generations. The air we breathe, the water we drink and the food we eat have all been badly polluted and if not taken care of at the grass root level, then in no time living beings will be deprived of their rights to a healthy, secure and ecological sound environment. To avoid such a situation, it is clear that there is a great need to minimize any future adverse impact on the environment. The solution to the problem can be achieved only by employing techniques which are low cost, ecofriendly and sustainable. One such promising environmental technology today, employing living organisms to clean up the polluted environment is Bioremediation.

Bioremediation relies on biological processes to minimize an unwanted environmental impact of the pollutants. In its simplest form bioremediation is a naturally occurring process in the environment that act without human intervention to reduce the concentration of the contaminants in those media. The microorganisms employed in this technique, have the abilities to degrade and detoxify organic and inorganic compounds. The typical organisms involved in this technique

include aerobic bacteria, anaerobic bacteria, cyanobacteria, fungi, algae. For example aerobic oil degrading microorganism employed in cleaning crude oil seeps, to land and water. This technology always competes with alternative technologies for achieving an environmental cleanup goal. It has an important advantage that in many cases bioremediation is a permanent solution to the contamination problem because the contaminant is completely destroyed. The technique also has the advantage that it can be relatively nonintrusive to the environment, that is, there is no waste accumulation after excavating. The Contaminant is not transported from its location and the process is less costly than conventional methods and there is no need for specialized equipments. It can sometimes be used in situations in which other approaches would be severely disruptive. For example, bioremediation has been used for hydrocarbon spills cleanup under buildings, roads, and airport runways without interfering with the continued use of these facilities.

Bioremediation has emerged as most ideal alternative, environment friendly and ecologically sound technology for removing pollutants from the environment, restoring contaminated sites, and preventing further pollution. The technology has the potential to be more socially acceptable when compared to physical or chemical processes such as thermal treatment, incineration, soil washing, chemical treatment or extraction processes and volatilization technologies. Research projects are being modified to expand the range of microorganisms used for bioremediation. Researchers have also been using genetic engineering to develop new microbial strains with new biodegradative capabilities.



Wish you a happy Retirement!





The Shillong College Football team won the winning cup of the 3rd Rev Fr. Joseph Arokiasamy Memorial Inter College Football Tournament for the second time organised by St. Anthony's College From 2nd to 4th July 2015 for the second time.



Study tour organised by Department of Management

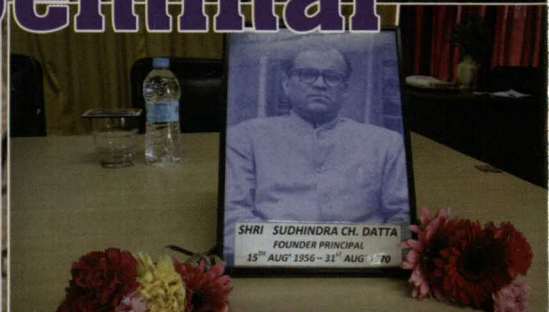


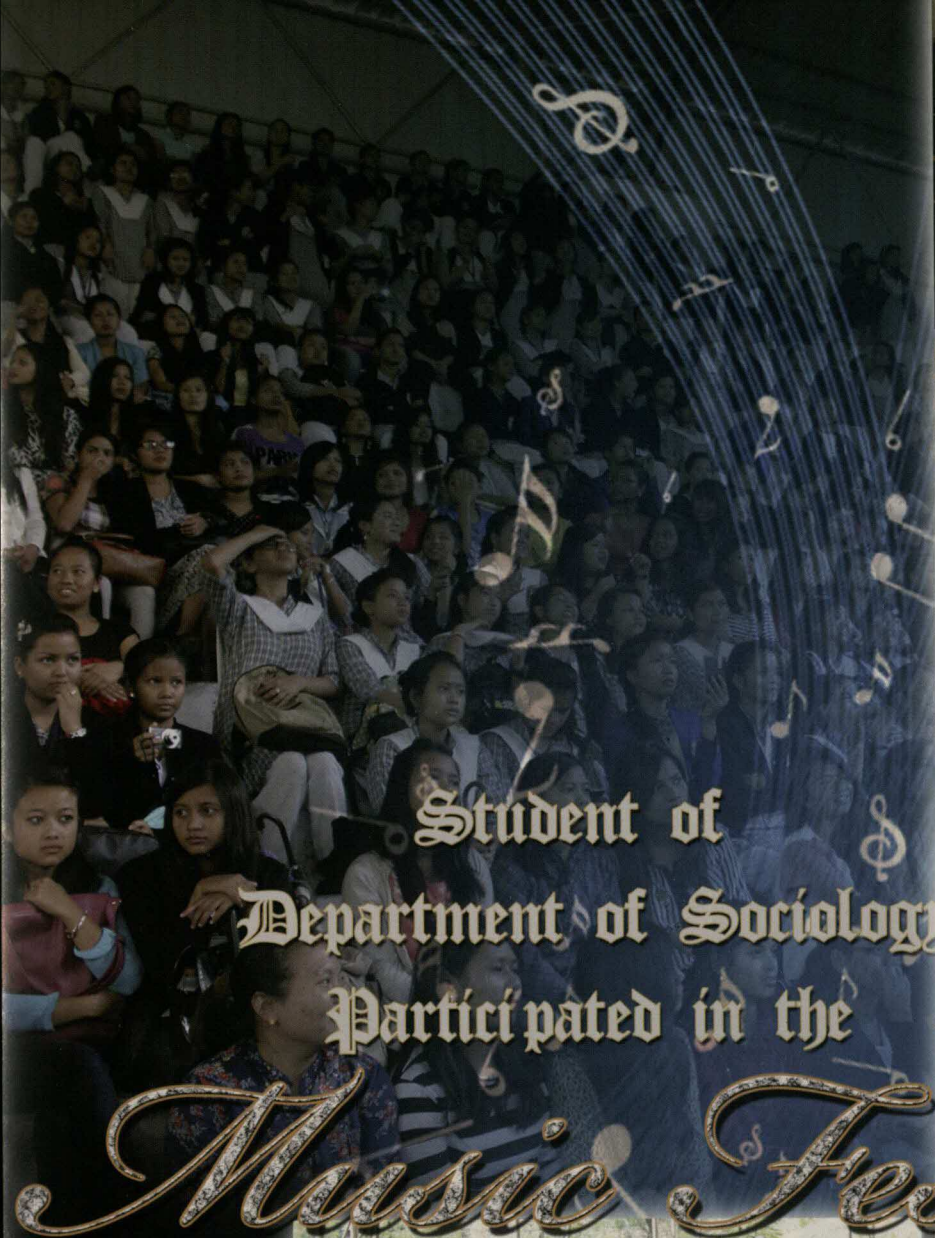
Visit to Magic Cement Factory

Department of Chemistry



Mathematics Seminar





Student of
Department of Sociology
Participated in the

Music Festival

AT LADY KEAN

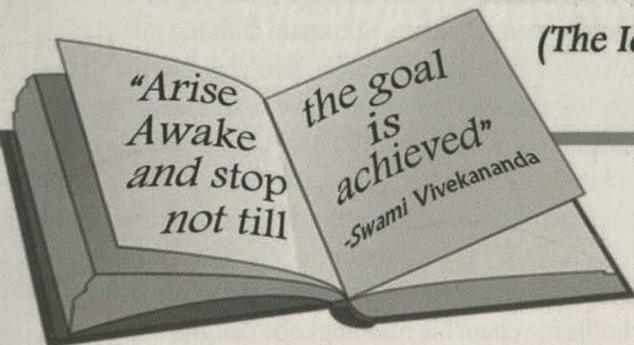


NCC



RAMATANGKO MA·SIANI

(The Identification of one's own path)



Smt. L. D. Marak,
Department of Garo

Africao matchokni ma·maloni mangsa bilakgipa singhoni chike cha·aoni jokpana pringwalni chakate gon·rake katsorongachim. Singhoba tusichipode me·sam man·rikskajawa aro salgimik okgimu chakna nanggen ine uie pringwalnian chakatskaaiachim. Na·a singhoba matchokba ong·ja maina wal pring seng·bahaode salni kamrangko a·bachengnan nangtelgnokchim. “Skia-pora maming saloba bon·changja, uan skiani,skie ra·roroani aro janggi tangani a·bachengani ong·a.” (No education process is ever the end. It always the beginning of more education, more learning and more living.)

Songre-songgabatna skangba songrenasigipa an·tangni ramako namedake u·ie ra·chengna nanga. Mande sakantion an·tangtangni janggi donga. “Janggi tanganira man·gimin cholrangko basee ra·anian ong·a, indiba pangnan kakket ramako re·na aro gualanirangoniko skie ra·na nanga.” Darangni janggi tangani gimin agansoani ba sesoani dongja, indiba sakantian saksa sakgipinni namgipa ja·kolko ja·rikja·sangiparang ong·na nanga. Beben ambi atchurangni ja·sane donanggiminrang kattachi aganjagenchimoba uarangko ja·rikanichi agan-mesokani cholrang bang·bea. Uamangni an·chingna ja·kol donanggiminoniko ba uamangni janggi tangbewalanichi mesokgiminrangoniko ja·rikanichi chu·sokgipa janggi tanganiko man·na amgen.

“Learn everything that is good from others, but bring it in and in your own way absorb it; do not become others.”

An·ching ia a·gilsako songreengonmikkangchi ong·gnirangko agansona man·ja. Mikkangchi janggi tanganira Nokgipani jakosan ong·a. Songreanioba an·ching basakoba a·bri·chiringrang ba basakobade nitobegipa barirang ba burung-bolgrimariko re·na nangnaba gnan. An·chingni

songreani bano bon·chongdikegen aro maidakgipa obostaona sokanggen darangba agansona amja. Basakoba na·a golap bibalarigipa bariko ba bu·suarigipa pangrangko re·pakangmannaba donga agansona man·ja. Songremitingo sanoniba ekgrikna aro badiaba biapo sakoba grongskanaba donga. Jedakgipa obostarang ong·genchimoba dongdikgija songreangkuna aro maming a·selrangba an·tangni miksongaona soka sokjana kingking dondikjana ine gisik ra·an baksa ku·mikchetna nanga. Je obostarang nang·ko gisikni aro be·enni gita nom·bokatgenchim, uarangko an·ching bisiko gita gelna nanga.

“Waves are inspiring,
Not because they
Rise and fall,
But because they never
Fall to rise again.”

Chipakkorerang tang·ona tang·doa dake mandena didianiko on·a; Maina uarang ga·akongenchimoba tang·dopiltaina maming saloba gualja. Darangkoba jumang nikanina aro bangbango killa rikanina beng·ja indiba an·tangni jumango niksogiminona, jahaskoba chona tariskana nanga. Dambemitingo mande sakantian an·tangtangni dal·gni chugnirangko jumang niksoa aro uanona sokna krenga. Basakoba uarang jumangsan, sokdopajawa ine chanchie watgalna jotton ka·oba uarang nang·ko watskaja, unode mandeba unona sokna draatako man·skaa. Uarang nang·baksan atchikapaha, uni gimin sakantian miksangani gnan jumang niksogiparang ong·na nanga. Basakoba mikbuanirangchi nang·ni ramao manderang rong·te dansonaba donga, na·a ua rong·terangchi pakma

dim·genma dolong rikgen? Gisik ra·bo na·a an·tangan nang·ni janggi tanganio 'Architect' ong·a. Rikna bagrue galaniba nang·ni jakon ong·a.

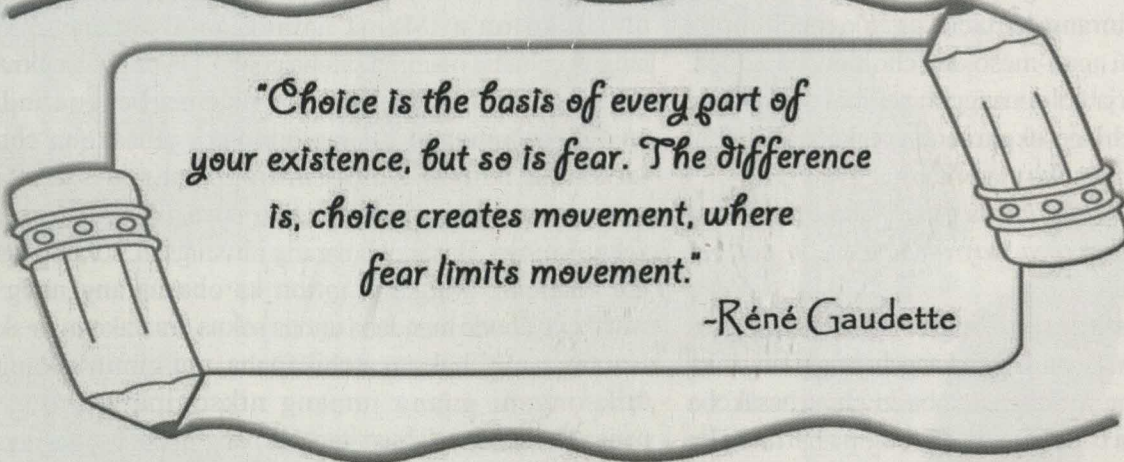
Je ramako na·a songreenga uan namama namja jera ra·e roani somoi dongjaha. Ua ramako watgale gipin ramako baseskana chol dongjaha. Je ramako na·a baseaha, mikkangchi re·mikkanganguon altubatgnok aro miksonganiba chu·sokbatgnok. Na·a saksan iandakgipa ramako re·a ine chanchinabe indiba dal·dal·gipa manderang jekai Indiani President Abdul Kalam Azad jean dal·drobamitingo songbadrangko rengrengsilo sualongachim, an·tangni tikkelanichi a·songko sason ka·gipa saksa ng·paaha.. Americani President Abraham Lincolnba kangal ong·aoni dal·gipa a·songko dilgipa mande ong·aha. " *Pushing through hard times by God's grace has its reward.* "

Nang·ni janggi tanganio minggni jumangrangko nikode indide chang Ritchasa kakket ong·anirang gnang. Jumang nikmangmange dongaigija uanona sokdona rakbee kamko ka·gipaba ong·skana nanggen. Aganme·apao " Mia misi wa·pango, rang gama biltango"ine agana. Mande jaktangchi bimchipe aro rake kam ka·anichisa nama biterangko man·na ama. Chibrim aro gukchruni golpoo chibrim ding·karini somoioba duk chakbee aro neng·beenok rikan baksa cha·aniko sin·karina chimongsoa. Gukchrude chibrimni kam ka·ako nike goka ine chanchie chroke kusi ong·e roe jamangaiaha. Jensalo sin·kari sokbaaha chibrimde ding·atako man·an baksa chu·onga gita cha·anirangko man·aha, indiba gukchrude kusi ong·e chroke roari sin·kari sokbahao duk chakskana nangaha. Dukko chake sukko man·gen ine aganani gnang.

Mingsa chanchianiko ra·e ukon jumang nike, chanchijringe aro ua gitan janggi tangnaba a·bachengna

nanga. Nang·ni taning, be·en bimang, ja·a jak aro gisik ka·tong gimikkon ua chanchianion pripate ukosan nisan ra·e tanggenode chu·sokgipa ong·na man·a. Somoi darangkoba sengja aro balwa darangni ku·pattianiko nangja, ua jechi balna sika uchin ua balanga; indiba somoiko jakkalna changani aro balwako bachina balangatna sika an·ching an·tangtangan pangchaktaia. Somoiaara chibima gita chacha ong·a. Changsa dangtapgimin chiko dangtaptaina man·jaha, maina jokanggimin chibimani chi jokbataijawa. Uni gimin man·gimin somoiko gamchatnikna nanga aro yko gimaatna nangja. Da·ode saktian kingkot jotton ka·e an·tangtangni miksonganiko chu·sokate mesokani somoi sokaha. Pilak bilrangan chu·gimik nang·on, na·a jeko sika ukon dakna ama. Da·ororo an·tango donggipa bilrangko nigija an·tangko bilgri, cholija ine chanchie mamingkoba dakgija dongronga. Salni gisepe na·a maming neng·nikanirangko chagrongjaode, indide na·a ong·gija ramaosa songreenga ine u·ibo; chong·motan apalgipa aro sronggipa ramajeon na·a srongstrong songrena man·achim.

Na·a an·tangan gisiktangko tarina nanggen, darangba nang·ko aganna –skina man·jawa. Gisiktangna bate dal·batgipa skigipa dongja. Na·a jeko chanchia uandaken ong·gen. Na·a an·tangko bilgrinikode na·a bilgrigen; Na·a an·tangko bilaknikode indide na·a bilakgen. Mande jeko sata ukon ragen. An·ching an·tangtangan rasongtangko basegiparang ong·a. Jahas chogiparang jahasni ba·rako badalatgija balwa jechi bala ukon ja·rike choa, mitamrang balwako ja·rikgija an·tangtangni sika aro namnikako daka; Uan balwani a·selma? An·ching an·tangtangan rasongkopalko basea. Uni gimin an·tangtangni ma·sianio pangchaknabe, indiba be·entangtangko tanggipa boli aro Isolni rasongna chu·gimik on·kange; Uni sika aro namnikanina pakwatna nanga.



*"Choice is the basis of every part of
your existence, but so is fear. The difference
is, choice creates movement, where
fear limits movement."*

-René Gaudette

A glimpse on THE KHASI TRADITIONAL POLITICAL ORGANISATION



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Shillong College*

The Khasi* have their own political institution. The Khasi polity was based on custom, tradition and usages. In the Khasi society, village is known as Shnong. Shnong consists of several domestic groups living in a definite area. These domestic groups belong to different clans. Oral tradition tells us that families who belong to the same Kur or clan live together in groups. But gradually as clans grew and expanded they amalgamated with other clans. Villages were formed by the biggest clan with the addition of more clans. Khasi villages are generally multi-clan in composition consisting of households with two-to-three generation depth. In the rural areas these households could be viewed as corporate groups, while this may not be the case in the urban areas.

Traditionally every village formulates a set of rules and regulations to maintain discipline and harmony amongst the residents. Violation of these rules is determined collectively by the Dorbar Shnong. The ideas of Dorbar shnong or the collective making decision is central to Khasi political system. Day-to-day problems of the village are looked into by a group of members selected by the Dorbar Shnong and who constitute a council.

The Dorbar Shnong is a very important political institution in the Khasi society. Each village has its own Dorbar Shnong headed by Rangbah Shnong or Tymmen Shnong (Headman) and his subordinates, who are selected

in the general assembly or Dorbar Shnong. All male adults of the village are members of the village council. The Rangbah Shnong alone has no power to decide on any issue. It is the general assembly who has the sovereign power and the will of the people at large is held at the highest in the political setup.

The Rangbah Shnong or Headman is the representative head of the village. He is responsible for the general well-being of the people living in the village. Peace and tranquillity is one of his main concerns. Apart from these, the Rangbah Shnong is also concerned with the protection of the natural resources (land, water and forest) and maintenance of law and order in the village. All cases of dispute over the sharing and the use of resources as well as cases of crime are brought to the notice of the village community in the form of the general assembly or the Dorbar Shnong for settlement or punishment.

This council gathering also exists at the different families which they call Dorbar Kur. Here they discuss matters relating to the management and administration of the clan property, the appointment of Rangbah Kur or Heads of the clans, settlement of family disputes, apportionment of property and various problems facing the clan.

Another form of political organisation of the Khasi was the Raid which comprises of several villages. Each Raid

*The Khasi is a matrilineal community situated in the state of Meghalaya, North-East India.

has its own General Assembly (consisting of all adult male members of the constituent villages) and a Raid council (consisting of representatives selected by the major clan of the area under its jurisdiction). At the level of the Raid, the Lyngdoh or the Syiem Raid looks into the administration with the help of his council members. Here the word Lyngdoh, denotes that he is also in charge in matters relating to the rituals at the Raid level. Each Raid too, has a Dorbar to manage inter-village affairs. These inter village affairs could be dispute over boundaries of neighbouring villages, use or sharing of natural resources i.e land, forests and water. These affairs could also be relating to the conduct of members of different villages or crimes.

All the male adults of the constituent villages participate in the meeting of the Dorbar Raid. Everyone present has an equal right of participation in the discussion. All matters concerning the Raid are transacted after full deliberations in the meetings.

However, the matters which could not be settled by the Dorbar Raid are referred to the Dorbar Hima. The Hima was usually formed by the voluntary association of a number of villages. Several villages would join together to constitute a Hima. Traditionally, there were twenty five Hima spread over the entire Khasi Hills. Hima Khyrim for example is one such Hima which is formed by six major Raid and a number of administrative unit.

At the Hima level, we find two institutions; one is the Syiem-in council, which consists of the Syiem and all the members of the Raid council within the Hima. The other is the General Assembly of the Hima or the Dorbar Hima

which consists of all the members of the Syiem-in Council and the representatives selected by the people of the village within the Hima. Again, it must noted that, as an individual, be he a Syiem, Lyngdoh or Wahadadaror Sordar, is never vested with any authority or power. The Syiem is not the head of the State (Hima) but he is a nominal head. He could not perform any act of importance without first consulting and obtaining the approval of the Dorbar Hima. The Syiem, however, presides over the meeting of the smaller committee i.e. the Syiem-in Council as well as the General Assembly.

The tenure for the Syiem is for a lifetime. Traditionally, a Syiem could be removed only by a decision of the General Assembly of the Hima i.e. Dorbar Hima if any serious charges or violations of the customs of the society or breaking of a taboo.

The British intervened in the traditional political institutions of the Khasi by deciding to confer Sanad on the Chief (Syiem) after executing agreements of good conduct with them. They also intervened in the process of nomination of the Syiem. The Sanad issued to a Syiem was a deed agreement on the one hand and a certificate of recognition on the other, through which the Syiem was recognised by the British Government as a tribal chief within an autonomous, independent jurisdiction.

The changes introduced by the British continued even after the independence of India. The Sixth Schedule to the constitutions of India provides for the constitution of the District Council and the Regional Councils. Khasi Hills and Autonomous District Council was created under this provision.



*M*emoirs of my visit to AUSCHWITZ AND BIRKENAU NAZI CONCENTRATION CAMP

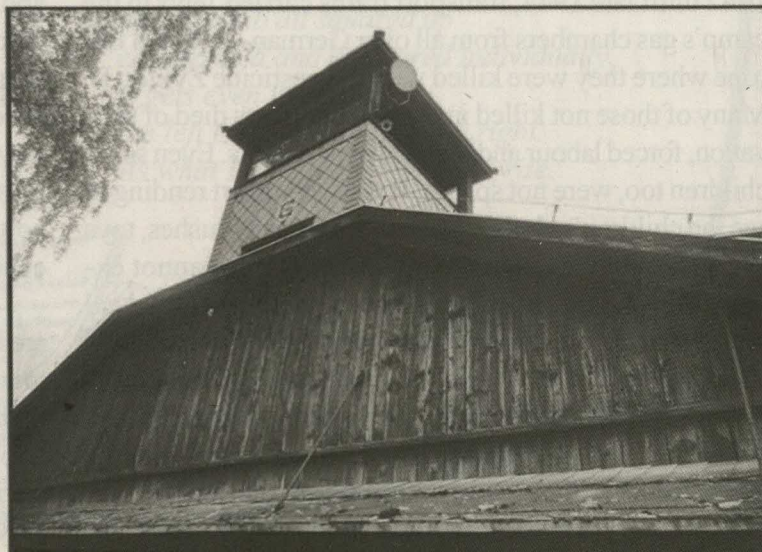


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Poland is a very beautiful country situated in Eastern Europe, but its scenic landscape belies the painful pages of its history. This picturesque country bears witness to memories of the worst sufferings of humanity where millions of Jews were persecuted and killed during the Nazi regime.

I consider myself fortunate enough to have been able to visit many European countries recently and Poland, in particular, and to visit the concentration Camps at Auschwitz and Birkenau, which was located in lesser Poland Province, about 70 Kilometers off Krakow. The eerie silence of the Auschwitz Camp in Poland tells a tale of extreme cruelty and barbarism and of astounding fall lower than the lowest beasts. The horrors of holocaust came alive as we walked through the Concentration Camps which are now converted into a mu-

seum, and to see with our own eyes the conditions of living of those prisoners who were imprisoned there.





During the daytime, the inmates were made to work at the construction sites of the Nazis at Auschwitz-II and at night they had to sleep on straw mattresses without any proper bedding and no warm clothes during winter. We were told by our tour guide (a Polish gentleman) that these prisoners were not given a proper meal, except for a loaf of bread and a bowl of soup in the morning and evening, and I had to stretch the limits of my imagination to think of the conditions of these helpless, hapless victims.

Nazi Concentration Camps were built in Polish areas annexed by Germany during World War II. From early 1942 until late 1944, transport trains carried Jews to the camp's gas chambers from all over German-occupied Europe where they were killed with the pesticide Zyklon B. Many of those not killed in the gas chambers died of starvation, forced labour and medical experiments. Even small children too, were not spared. It was very heart rending to see the children's clothes, shoes, combs and brushes, toys etc. being preserved at the museum. Words cannot express the torment and the anger at the merciless and cruel treatment that the Jews had to undergo during the World War II under Hitler. While I walked quietly through the long corridors of the Camps, I felt so numb and heartbroken at such inhuman suffering and barbarism of the Nazis under Adolf Hitler. I was so down and depressed that I did not take a single photograph inside the museum, but

only outside. It seemed to be impossible to take back home a slice of history.

On 27 January 1945, Soviet soldiers entered the gates of Auschwitz Concentration Camp and thus ended the largest mass murder in a single location in human history. The Soviet troops found grisly evidence of the horror and about 7,000 starving prisoners were found alive in the camp. Millions of items of clothing that once belonged to men, women and children were discovered along with more than 7 tonnes of human hair. The Auschwitz museum holds more than 1 lakh pairs of shoes, 12,000 kitchen utensils, 3,800 suitcases and 350 striped camp garments. Many tourists from other parts of Europe and from all over the world who visited the museum could not help the tears from rolling down their cheeks. After having read about all this in the pages of history, I felt like a dream to be able to see and experience the visit to these camps. The question comes to my mind as to how could a single person (Adolf Hitler) change the course of history.

Today it is a UNESCO World heritage site and there are hundreds of visitors who visit the site every day. With a mind pensive and sad, and with the heart heavy, I came out of the concentration camps, the helpless cries seemed to be trapped in the air. Few instances of barbarisms seemed as intriguing as the mass carnage site that I observed. I left praying for a saner world.



The Poetic Plight

*For someone who teaches literature;
Poetry does not come naturally.
It's as difficult as algebra,
where I forget the equating expressions.
Sometimes it's unknown to me as 'x'
the unknown algebraic entity.*

*So when I write,
Finding the muse to bemuse me,
is in itself an amusing situation.
Then to draw inspiration from
the well of emotions is even harder.*

*Even when I write,
Sometimes my voice betrays me
getting stuck in my throat,
and words that I know
are buried in forgetfulness.*

*Therefore, my poetry,
like my linear equations
are always wrong.
The a plus b all squared up
equates to a and b squared individually.
It gets even worse,
the left is never equal to the right.
As what I think is not what I write.*



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Women IN SCIENCE



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Women in today's world play a multifaceted role. In present times, we find that increasingly women are coming out to the fore in all realms of society. Academic institutions, medical fields, engineers, scientists, astronauts, chefs, writers, political leaders, you name it; women are at the front lines. Science has always been considered to be the forte of men. However, the contributions made by women are tremendous and cannot be easily disregarded although we rarely hear or acknowledge their achievements in the same breath as we do those of their male counterparts. Women have always dabbled in science since time immemorial. This small article gives a glimpse of a few noted woman scientist in the past.

One of the first woman scientists ever known lived as long ago as 350 A.D as recorded in *Historia Ecclesiastica* (or "Ecclesiastical History"), written around AD 415 by *Socrates Scholasticus*. Her name was *Hypatia of Alexandria*. She was a Greek mathematician and philosopher from Egypt. She attained great heights in literature and science for her time. She was well respected and admired for her intellect as well as dignity, and often made public deliberations on philosophy, not a common or frequent thing for women at that time. She was one of the last great thinkers of ancient Alexandria and one of the first women to propound on subjects such as mathematics, astronomy and philosophy. She lived in an era of

great sectarian and religious conflict which ultimately led to her tragic death at the hands of Christian zealots of the time who stripped, tore her body apart and burnt her.

We can irrefutably state that the last century produced the most number of women scientists who made significant and important discoveries that have changed the world. *Marie Curie* was the first woman to be awarded The Nobel prize and the only woman to win the award in two fields (Physics and Chemistry). Born in Warsaw Poland in 1867, she overcame many barriers in her quest for an education. She could not attend the "men-only" university in Warsaw but instead completed her education through a "floating university" that held underground, informal classes in secret. An active chemist, she coined the term *Radioactivity* and discovered the radioactive elements Polonium and Radium. The deadly effects of such elements were not known at the time and prolonged exposure to radiation ultimately led to her death.

Maria Goeppert Mayer was an American theoretical physicist and only the second woman after Curie to be awarded the Nobel Prize in Physics. She was an Associate professor at the department of Physics, University of Chicago. Despite her qualifications which included a doctoral degree, she began her career doing limited unpaid and unofficial work at university laboratories. During her time in Chi-

cago, she proposed the nuclear shell model of the atomic nucleus for which she won the Nobel prize. Her work explained how neutrons and protons are structured within the nucleus. The “shell model” also explains why the nuclei of some atoms are more stable than others and why some elements have many different atomic forms or isotopes.

Another noted woman scientist worth mentioning is **Barbara McClintock**. Her Research on mobile genetic elements or “jumping genes” won her the Nobel Prize in medicine. Transposable elements (TEs) or “**jumping genes**” are sequences of DNA that move (or jump) from one location in the genome to another. Her work has been of high value assisting in the understanding of human disease. “Jumping genes” help explain how bacteria are able to build up resistance to an antibiotic and there is some indication that jumping genes are involved in the alteration of normal cells to cancerous cells.

The pages of history show us that woman in sciences have not always been given the due they deserve. A glaring example of this is **Lise Meitner**. She was an Austrian physicist who made significant contributions to nuclear physics. She was part of the Hahn-Meitner-Strassmann-team that worked on “transuranium-elements”. During the world war

period of 1938, she was forced to leave Germany for Sweden. In her absence, Otto Hahn and Fritz Strassmann continued experiments they had begun earlier with Meitner and kept her informed of the results. In 1944, Hahn was awarded the Nobel Prize for Physics for his research into fission, but Meitner was ignored and her role downplayed despite having dedicated thirty years of her life to research in the field. The Nobel *mistake*, never acknowledged, was partly rectified in 1966, when Hahn, Meitner, and Strassmann were awarded the Enrico Fermi Award. In 1997, it was announced that element 109 would be given the official name *meitnerium* (Mt) in her honor.

These are but a handful of women in the past who overcame great odds in pursuit of their love for science. Their dedication, grit and thirst for knowledge led to incredible and ground breaking discoveries that shook the world. Their contributions and remarkable lives will forever be remembered in the annals of history. It is also a reminder and an encouragement to all women to inculcate the same zest and commitment not only in science but in whatever field of education they may pursue. There are many more mountains to be moved and oceans to be crossed. We have to only look back at the torch-bearers and pioneers to begin.



MARIE-CURIE



BARBARA MCCLINCKTOK



MARIA GOEPPERT MAYER



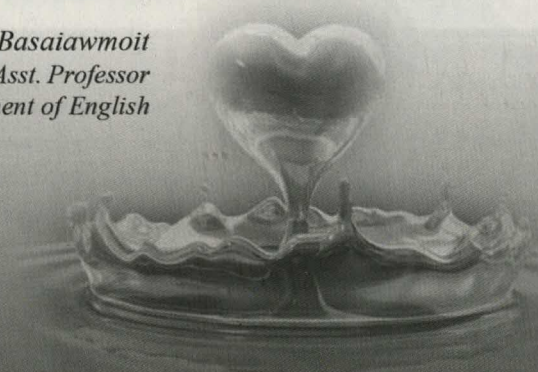
LISE MEITNER

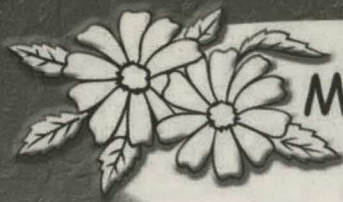


Tears

*It is not that I was made different;
Its not that I am born strong;
Its not that I do not feel pain;
Its not that I do not cry.
For every milestone, I tread
There lies a piece of hope,
And a drop of tear.
A human in every form;
Every moment deep within,
There rages an eternal battle.
These are tears that flow:
But alas! are my warriors.
Those that cry,
They that bleed,
That they are brothers,
Those whom I call my own;
That they were martyrs,
Those that sacrificed for peace.
They whom I buried in my courtyard,
with a rose on their stone
with tears for their blood
As I achieved another milestone.*

*Smt. Amanda Basaiawmoit
Asst. Professor
Department of English*





My Story

*Hear my story
Just listen to the silence
For it was there I found myself
There is music, there is pain
and there is silence beyond pain
Calloused hands with lines on the palms
Have wiped away the tears
which only silence teaches one
I stood on the beach
to hear the sounds of the waves
in silence
Instead I heard you bringing me
sounds and voices of my silence

I remember that day when you came to me
"Baracuda"
Tea was good and memories strong
There I stood this girl in love headlong
I saw him leaving, walking away
I see you hurt and betrayed
With the gift of life in the palms of your hands
Precious Life...
Can it be wasted or should I fight
I searched for answers within
When and where did I first see you
Yourself -In love with life
Beyond you, beyond him
Beyond that cup of tea
Hark a reminder
Remember
You are my Father's beloved
Whose faith is being tested
It is there I realized
My story which you heard in silence
My lines all inked in blue.
These words of captured moments.
Words which are about me from you.
Oh how I wish the hurt I could let out.
But words they fail and am trapped in and out
A situation, a silence, a stranger
An experience where the voice of silence
will help me the hidden rediscover.*

*Smt. Amanda Basaiawmoit
Asst. Professor, Department of English*





MODERNIZATION OF LIBRARIES



Bethbhalin Lyngdoh
Librarian, Shillong College

Modernization is a continuous process of change through technological inputs, which is taking place in every field due to extensive use of Information and Communication Technologies (ICT) applications. In a very simple way Information Technology can be defined as the technology used to store, process and disseminate information and computer is one of the major IT tool. ICT is one of the commonly used terms which is the extended form for I.T. where communication technology like telephone and wireless media are utilized for transmission and communication or exchange of information. IT and ICT has entered to all walks of life, Education, research, medicine, Games, Job searching etc. the magnetic world information technology has been enchanted in all corners of the global arena and been incorporate in organizational, managerial, development and marketing sectors. The service rendered with the help of ICT is faster and more effective.

A library is a collection of information resources and

services, organized for use, and maintained by a political body, institution, or private individual. In the more traditional sense, it meant a collection of books. This collection and services are used by people who choose not to — or cannot afford to — purchase an extensive collection themselves, who need material and no individual can reasonably be expected to have, or who require professional assistance with their research.

With the rapid development of ICTs and the advent of Internet, the whole Publishing world is revolutionized with print to digital environment. The transition had been reflected greatly in Library and information Centers, which are being transformed gradually from Traditional Library to Hybrid Library to Digital library and finally to Virtual Library. The developing countries are also slowly moving to the digital environment. Digital libraries had emerged as a leading edge technological solution to the persistent problems of enhancing access, enduring archive and expanding the dissemination of Information.

Libraries in ICT Era

Libraries which were considered only as the storehouses of knowledge have got a new outlook in the modern information communication technology (ICT) era. The activities which were carried out manually in libraries with so much of pain and strain are being carried out smoothly with the help of ICT with greater effectiveness. Library organization, administration and other technical processing have become easier and more quantum of work can be done effectively. Libraries are no longer restrict themselves to print media services such as collection development, cataloguing and classification, circulation and reference services, current awareness, selective dissemination, and other bibliographic services, but





have extended their efforts to interdisciplinary concepts like computer software, hardware, telecommunication and other technologies. Numerous creative and useful services have evolved within libraries in the digital age, providing quality learning spaces, creating metadata, offering virtual reference services, choosing resources, digitizing archival materials and maintaining digital repositories.

The major benefits of ICT to libraries and users are:-

- Pinpointed information delivery covering both current and retrospective information quick in e-form from various sources.
- More usage of internet and network based information sources.
- Development of databases and their integration for resources sharing.
- Online search facilities of international databases.
- OPAC and Web OPAC development.
- Preservation of the rare documents in e-form with hyperlinks.
- Consortium and e-journal subscriptions at economical prices
- Better and efficient management of information and information services to users.

Need for Modernization of Library

Libraries are constantly facing challenges due to technology acceptance and are forced to adapt it for providing better services. Now there is a need for the libraries to change the practices and maintain their status in the educational society and for this purpose modernization and re-engineering aspects are to be considered as a top priority. There is also a need to shift the activities from local to universal access of information so as to provide a strong base for developing the research concepts in users and increase the use of libraries

and this could be achieved by using information technology freely in the area of LIS. The developments of electronic resources, internet use as information provider are very beneficial and economical for procurement and storage, as well information retrieval. Hence there is a need to apply ICT and needs to gain IT based skills for managing and handling information by both users and library professionals. The benefit of the web enabled resources including e-journals, e-books, e-resources and access to information over networks in the libraries help in proper usage of information and also access to information globally.

Factors Influencing modernization of Libraries:

The following factors are considered for modernization of libraries:

- Increasing growth / information explosion of publications globally.
- Rising cost of printing publications.
- Limited and insufficient library budgets.
- Increase in educational and research activities.
- Increasing demands from users requiring pinpointed information on the subject of interest.
- Availability of infrastructure supporting applications of IT in economical and affordable cost to libraries.
- Globalization of the information and information resources, development of databases etc.

Trends of Modernization of Libraries:

Information technology made the drastic changes in the scenario of libraries. In the present context of ICT, information storage and retrieval systems, web technology, management techniques, internet usage, networks and networking technology, digitization all such technologies have already indicated the future trends, but still more advanced factors need to be developed like use of open system, cloud computing, standard-

ization, digital information services, development of digital and virtual libraries at mega level using consortium etc have tremendously made the library and its components to follow trends for the benefits to both libraries and users. With the ICT applications changes reported in the profession is the development of Electronic, Digital, hybrid and Virtual libraries.

Electronic Libraries:

The process of automation I.e. uses of electronic media in libraries makes libraries amenable for transformation

Digital library:

In the modern library, collection may be in any form but ensure efficient access to the best material from the collection. Automated libraries have developed fast using latest technology and the trends in LIS are now shifting towards digital library." A digital library is a collection of documents in organized electronic form available on the internet or on CD-ROM disks. A user may be able to access magazine, articles, books, papers, images, sound files and videos etc." the advantages of Digital libraries are maximum use of e-publications, internet resources usage, resources sharing, library network development, online searching etc.

The main characteristics of Digital libraries are:

- The storage of information in digital form
- Usage of communication networks to access and obtain information
- Copying either by downloading or online/ off line printing from master file.

Virtual library:

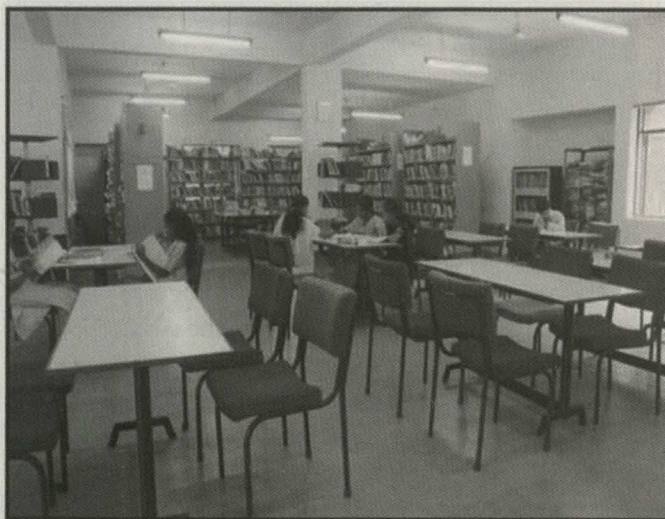
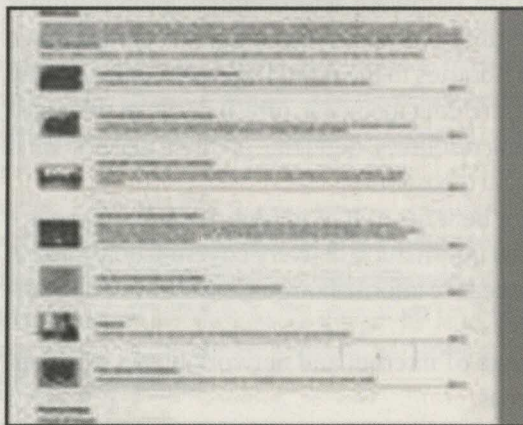
Virtual libraries are the libraries without resources but simply a collection of web sources. it is the library with little or no physical presence of books, periodicals, reading space or support staff, but disseminates information directly to the distributed users, usually electronically.



The characteristics of a virtual library are:

- There is no corresponding physical collection
- Documents will be available in electronic format
- Documents are not stored in any one location
- Documents can be accessed from any work station
- Documents are retrieved and delivered as and when required.
- Effective search and browse facilities are available.

from traditional libraries to electronic libraries. Using of computers and library management software, libraries become electronic libraries in which data is stored in computers and efficiently retrieved, whenever required. The automation phase is crucial and essential for the further growth, many libraries have completed the task but many are on the path of completion. Without automation it is not possible to modernize the libraries. Automation has many fold advantages like automating housekeeping operations, developing databases, saving manpower and maintenance etc.



How to Develop Modern Libraries:

The main purpose of any library is to deliver quality, user oriented services in response to information needs of the users and proper management.

To meet the mission of the libraries, there is a need to develop an action plan covering:

- Visiting libraries and learning from the experiences of other professionals
- Review of present lay out of the existing library
- Modern lay out of the library
- Develop modern library strategies (Desk top Libraries)
- Development plan for reorganization, for e-library system using technology
- Implement a phased approach to modernize physical library such as:
 1. Automation, RFID and infrastructure modernization
 2. Digital library initiatives, digitization plan
 3. Virtual library and remote access
 4. Networked libraries and use of social media

Issues and Challenges:

The following are some of the important issues and challenges faced during modernization of library:

- (a) *Technical Process*: One of the important issues is the technical process. Cataloguing and classifying the digital document is a real problem. Therefore, it's a great challenge for the library professionals to organized the digital documents and making them accessible to the users.
- (b) *Manpower*: Another serious challenge is the lack of sufficient and quality manpower. As the society is moving from print to digital environment day by days which needs skilled and sufficient manpower.
- (c) *Financial*: Financial problem is the main problem of

any library in developing countries. The budget allotted to any library is always insufficient and failed to comply with the demand of increasing number of users and tremendous growth of publishing literature.

- (d) *Archives*: Archiving the documents in any form is one of the crucial tasks of any library and information centre. With the influence of rapid changing technologies, it is a challenging task to the library for preserving the print as well as digital documents.
- (e) *Copyrights*: The copyrights of intellectual assets are another crucial problem. Before scanning the documents, it is required to take the permission from the authors to make it widely available. It's really a challenging task.
- (f) *Acceptability*: Librarians and many users have not yet accepted the electronic or digital media to completely replace the print media. The readers are still comfortable to use print journals, magazines, books rather than e-journals, e-books etc.

In the present era, modernization of library is very important, the usage of ICT in libraries has develop electronic and digital library systems and in the near future, the use of internet and virtual library systems may take positive shape. Library is no longer considered as a trinity of books, reader and staff or a storehouse of knowledge, but libraries have turned into information centers, knowledge centers or learning resources centers in which the library professionals perform as information professionals. To cope up with the changing trends in ICT environment, there is a need to develop competency like, effective technology use, finding users' needs, advance users centric services, development of library networks, library web page with links, use of web tools, digital library initiatives, library orientation and these will surely help in modernizing libraries.



The very existence of libraries affords the best evidence that we may yet have hope for the future of man -T.S. Eliot

FORESTS: OUR PROVIDER AND PROTECTOR

Are we saving them or killing them?

Today we are faced with a challenge that calls for a shift in our thinking, so that humanity stops threatening its life-support system.

- Wangari Mathai



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Many of us failed to realize the importance and value of our natural resources and continued to over-exploit them until they are completely depleted and we land up in grave crisis. It is our duty to take the responsibility in creating awareness among the people we come across every day, on how greatly these natural resources have contributed to our survival and well being, yet how unwisely we are using them to fulfill our selfish and greedy desires. Therefore, there is a need to instill in the minds of young students and all of us, to change the way we think about our natural resources and to be watchful in our actions so that we continue to get the benefit out of them. One such resource which is truly a "conservator of life", essential to the survival of all living things but has been ravagely exploited by humans is 'THE FOREST'.

Forests are biologically diverse systems which are very important for the existence of all living organisms. They preceded humans by billions of years and form an integral part of man's life by providing them innumerable products and

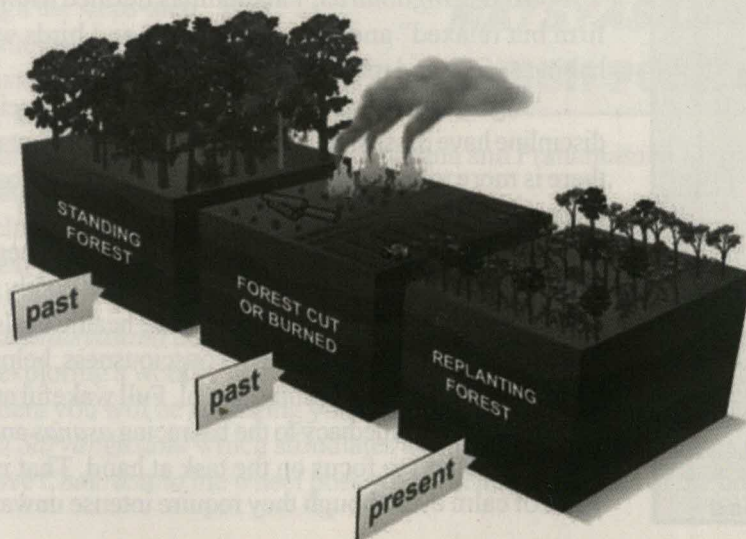
services. Forests supply timber products for our homes and industries, they give us food and medicines and many more invaluable products used in our daily lives. More than one in six people on the planet depend directly on forests for their livelihood. While forest provides direct benefits to millions of people, they indirectly benefit almost all people from the ecosystem services they provide through supply of oxygen and maintaining the level of carbon dioxide which is essential for the survival of living beings. Forests offer watershed protection and play an important role in regulation of water cycle, in conservation of water and soil and in mitigation of climate change. Added to this is the fact that they provide home to more than 80% of the terrestrial living organisms. These services rendered by forests are not only immeasurable but also irreplaceable and without them life on earth would not have been possible. Globally, Costanza et al., 1997 estimated the total value of forest ecosystem goods and services at \$ 4.7 trillion annually.

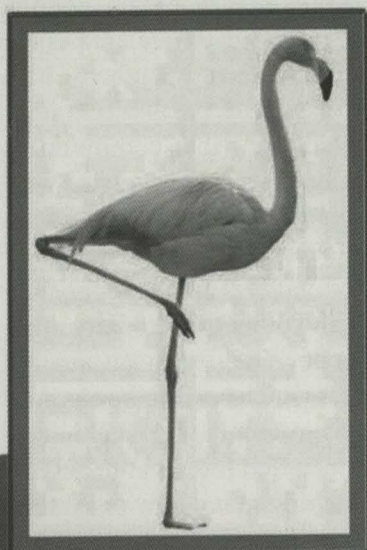
Considering the fact that forests supported human's survival on earth by providing them with everything they need, we must conserve forests. However, humans are doing exactly the opposite; they are destroying forest at alarming rate. Today forests are at the mercy of the human race. Over the past 50 years, about half the world's original forest cover has been lost. According to WWF estimates, presently we are losing 36 football fields worth of trees every minute! The reasons for this are many and varied and the most significant being human beings' unsystematic use of the resource and greed. Human activities like over-exploitation, plantations, expanding agriculture and grazing, and infrastructure development in forest land adversely affect forests.

When we take away the forest, it is not just the trees that go. The entire ecosystem begins to fall apart, with dire consequences for all of us. As of now deforestation is considered to be one of the contributing factors to global climate change as it has an impact on the carbon cycle. It affects the water cycle and increases soil erosion. Thousands of species disappears forever due to deforestation. We should ask ourselves this question - Why would we want to destroy something which takes billion of years to evolve??? Something which we can't live without??? If we continue to damage our forests, we damage ourselves.

There is utmost need to conserve and utilize these resources in a sustainable manner since they are the very basic components of human survival and development. Efforts to promote forest conservation have been encouraged worldwide. Reforestation or afforestation programmes, setting up of reserves to some extent has helped in maintaining and enhancing forest cover in many areas. For achieving larger success in conservation of forests, people's participation in the process is of vital importance. There is a need

to spread awareness to gain people's participation. For this purpose, therefore, the year 2011 has been declared as the International year of Forests. In South and Southeast Asia regions, participation is often associated with community forestry. In states like Meghalaya, tribal communities evolved various forest management practices related with protection, regeneration and extraction procedures which can be seen in *Law Kyntang* (sacred groves), *Law Adong* (village restricted forests), *Law Shnong* (village supply forests), *Law Kur* (clan forests) and other traditionally managed forests. These practices have helped in sustainable management of forest resources which benefit the community as a whole. The Indian government is also making efforts to protect and reclaim the varied forests and their diverse flora and fauna by launching many new programs. Globally, new initiatives of Payment for Ecosystem Services (PES) schemes like the REDD program (Reducing Emissions from Deforestation and Forest Degradation) have sought to use economic incentives to promote more effective conservation. On our part, we need to realize that our survival depends on the forests and start working towards it by changing the way we think and live. We can start by reducing the consumption of forest and related products, instead recycle more and re-use items. At home or at work we can use less paper or use recycled paper to help save forests. We can plant and adopt a tree on our own. Make efforts to share information with others (friends and family members) on deforestation and its effects, support forest conservation works through donations and join organizations, forest-preservation societies and NGOs that aim to help conserve this resource. In every small ways we can, let us do our bit in protecting our forests, saving our planet and the human race.





With **YOGA**... BE A FLAMINGO



Dr. Dhira Bhowmick
HOD, Department of English

Flamingo- the gaudy pink bird balancing on one foot steady as a boulder...beak tucked under its feathers the flamingo sleeps. It is really not known why flamingo stands on one foot but it has been hypothesized that keeping one of their feet out of water helps them conserve body heat. It is also a comfortable resting place for them.

The bird's breath is synchronised perfectly with all its movements and postures.

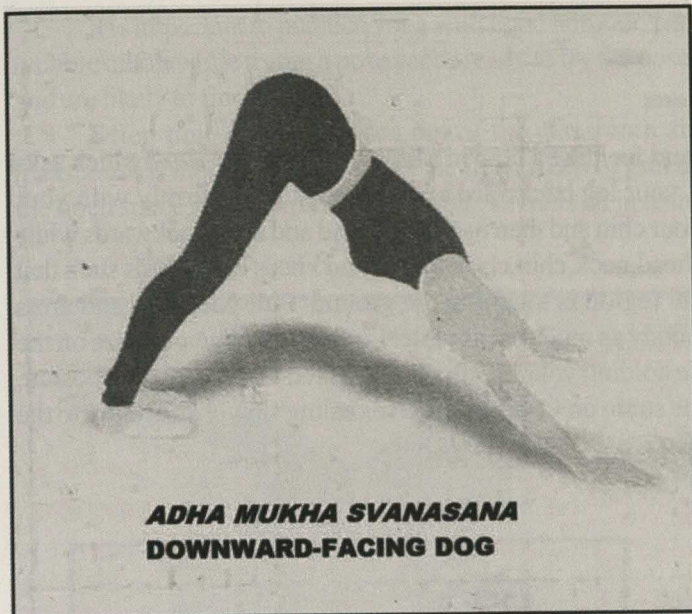
Yoga the ancient Indian practice catches the beautiful bird in all its postures and habits.



In the *YogaSutras*, Patanjali has defined *asana* as "to be seated in a position that is firm, but relaxed" and one sees animals and birds with their natural poses in their natural habitats...firm and relaxed.

Eighty-four classic *asanas* specified in the ancient Indian physical, mental and spiritual discipline have mostly been inspired by nature-mountains and trees, birds and animals but then there is more to yoga than mere imitation of these postures. Health benefits that accrue from them make these postures precious.

Yoga yokes the spirit and the physical body together. Its practice includes breath control, simple meditation and adoption of specific bodily postures practiced worldwide for health and relaxation. While it works to improve health, heals aches and keeps sickness at bay, it also helps in the rise and expansion of consciousness, helps control the body and the mind and is a disciplined method of attaining a goal. Full wakeful attention is what it teaches you. There is an unavoidable immediacy to the balancing *asanas* and thus all extraneous diverting thoughts drop as you tend to focus on the task at hand. That is why the yoga poses can instil a deep sense of calm even though they require intense unwavering alertness.



**ADHA MUKHA SVANASANA
DOWNWARD-FACING DOG**

The origins of yoga have been speculated to date back to pre-Vedic Indian traditions, but most likely developed around sixth and fifth centuries BCE, in ancient India's ascetic and *srama* movements. The *Yoga Sutras* of Patanjali date from the first half of the first millennium CE, but gained prominence in the 20th century. In this century yoga has been accorded its rightful place with the UN declaring 21st June as *International Yoga Day*.

Thus yoga boldly beckons and the city streets lead you towards the place where the art and the science of yoga is taught. You walk through a narrow winding pathway branching out in different directions with colourful flower gardens in between, luscious fruit trees and bushes, a huge parking space, an auditorium, a school for toddlers, an old dilapidated structure and a prayer and meditation hall. A rush of positive energy fills you as you walk under the antique arch like structure and enter the sprawling campus. Ten steps ahead a sud-

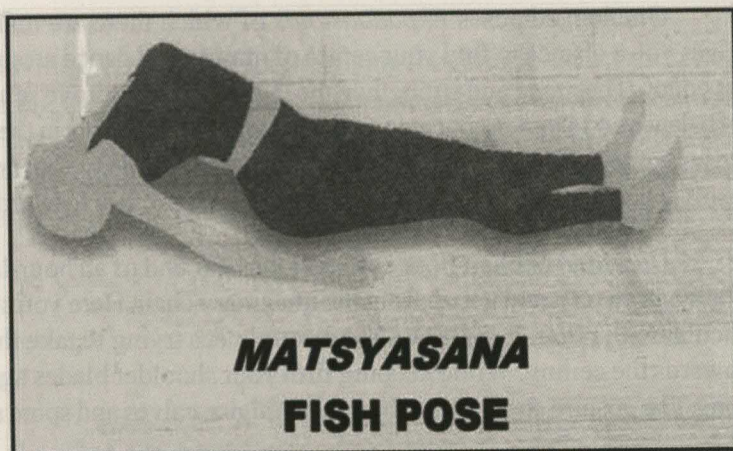
den steep descent takes you there—an octagonal glasshouse roofed with sturdy bamboo poles surrounded by pines and picturesque cottages. Total silence reigns the place except for the chirping of birds round the clock. While watching your steps during your descent, also a little distracted by the fenced garden on your right, you see the symmetrically arranged mats spread out on the ground inside the glasshouse. With the soft gentle breeze blowing all-round the place looks inviting. The mind feels relaxed and restful. Walk in and the young yoga teacher greets you with a sincere smile and an inquiry about your wellbeing. You are at a renowned yoga centre in the city.

Walk on into your mat, sit on your heels and yoga session starts with chanting of a prayer *Shahna Bhabatu...* Stand by the side of the mat and a little warm up makes you ready for the yogic *asanas*, different sets/clusters of them each day.

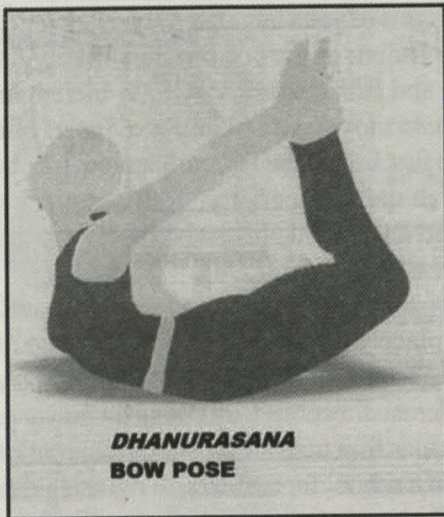
Energise your body as you stretch and strengthen your major muscle groups with sequence of *asanas* in salutations to the sun called *Surya Namaskar* in which you face the east towards the sun and chant *Om suryahnamah* you are then taken through the steps—step one is *Pramasana*, step two *Hasta uttanasana*, three *Hastapaadasana*, *Aekpaadprasarnaasana*, *Adhomukhosvanasana*, *Ashtanganamaskara*, *Bhujangasana*, *Adhomukhosvasana*, *Ashwasanchalanasana*, *Uttanasana*, *Hasta uttanasana* and *Pranamasana*. So great are its benefits that many school children practice the sequence regularly.

Yogic *asanas* prepare you for a closer bond with nature as you practice and adopt various postures like, a tree pose *Vrksasana*, a camel pose *Ustrasana*, a cat pose *Bidalasana*, a cow pose *Bitilasana*, a cobra pose *Bhujangasana*, an eagle pose *Garudasana*. Of all these *asanas* *Garudasana* requires strength, flexibility, endurance and unwavering concentration. Then there is the fish pose *Matsyasana* the destroyer of all diseases, a crow/crane pose *Bakasana* and a host of others. You end up experiencing and exploring a wonder world of feelings and emotions unknown before.

Enjoy *Navasana* the boat pose where you will be balancing yourself only on your waistline, wake up your body and mind with the bridge pose *Setu Bandha Sarvangasana* which stimulates abdominal organs like lungs and thyroid, helps relieve the symptoms of menopause. Love *Chakrasana* the wheel pose which benefits all parts of the body.



**MATSYASANA
FISH POSE**

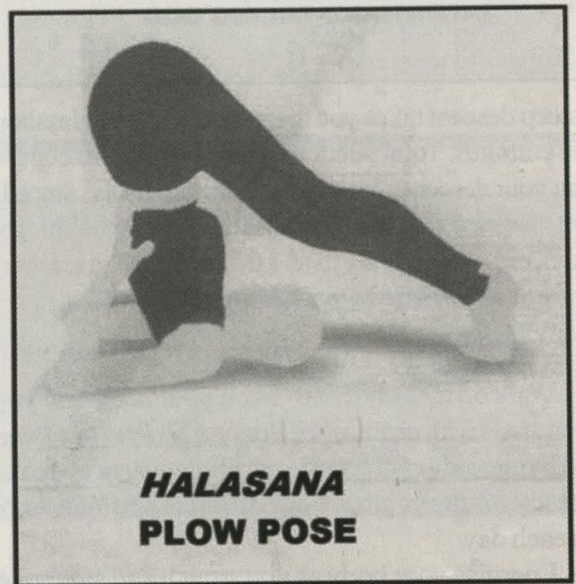


**DHANURASANA
BOW POSE**

Look and feel like a bow in a bow pose *Dhanurasana* which asks you to bend your leg backward and grasp your legs firmly with your hands, raise your chin and then bend your head and neck backwards while raising your head, neck, chin, chest, thighs and knees backwards such that only the navel region is touching the ground. Pull your legs and arms arching your body as much as possible. Look up and fix your gaze on the ceiling. While holding your breath you are asked to maintain this posture till you feel the strain on your back. Start exhaling slowly and return to the starting position.

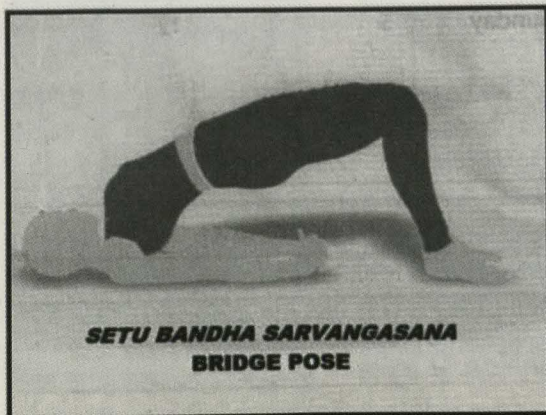
In half moon pose *Ardha Chandrasana* you say hello to leg and ankle strength, as you seek stability and extend into this balancing pose, *Asalambha Sarvangasana* and *Virabhadra-sana* the warrior pose. The complex names and postures baffle you initially but slowly you learn to be at ease with every pose and also with the Sanskrit names of the *asanas*. The posture that is therapeutic for backache, headache, infertility, insomnia and sinusitis is *Halasana* or the plough pose. Perfecting the pose is a real art and takes long but gives you a sense of achievement once acquired.

One legged poses *Ekpadaasanas* of which there are many gives you a chance to find your centre of gravity and dance around its edges. They tone and strengthen the leg muscles, improve sense of balance and sharpen concentration. Remaining effortlessly in these poses without wavering or losing balance is a real challenge but you learn to accept the challenge and soon put your best foot forward.



**HALASANA
PLOW POSE**

Utkasana or chair pose comes at the near end of an hour-long yoga session. You are asked to imagine that there is a chair and sit on it and get up from the imaginary chair. Here you stand in mountain pose, inhale and raise your arms perpendicular to the floor. Exhale and bend your knees trying to take the thighs as nearly parallel to the floor as possible and up towards the ceiling. While keeping firm your shoulder blades against the back you are instructed to keep your lower back long. The posture strengthens the ankles, thighs, calves and spine and reduces flat feet.

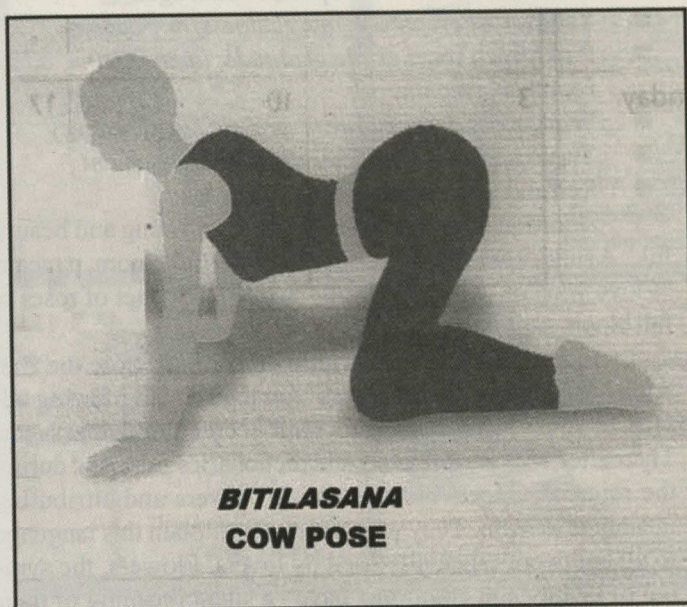


**SETU BANDHA SARVANGASANA
BRIDGE POSE**

You know you have arrived at the end of the yoga class when you are asked to lie in corpse pose *Savasana* where you lie down on a mat on your back like a corpse with your hands about a foot away from the body on either side, keep the palms upturned while dropping your chin and sagging your lower jaw. You have to close your eyes gently. Total relaxation moment starts when you feel nothing, hear nothing, sense nothing and your mind is in a blank state free of all thoughts and worries. The teacher may also play some soft, soulful, soothing music and ask you to concentrate on the music alone. The peaceful experience can best be felt than described. The mind and body feels completely relaxed.

It is important to practice yoga with good humour, patience and curiosity like that of a child. If you can laugh when you wobble or fall while trying a pose yet be ready to try the pose again in earnest you have found the true balance in your practice and are likely to find it in life.

Often times you are taken out of the classroom and made to sit under a tree because breath works outside the glasshouse is more effective. While the fresh smell of green grass and sight of the tall trees and fragrant flowers exhilarates, the open space really expands everyone. There is an instantaneous freedom you just can't produce or replicate indoors.



**BITILASANA
COW POSE**

On certain days it is pure breathing exercises that the yoga teacher takes you through. What you are rewarded with is a calm and quiet, happy and focused mind. You take a keener look at the world with a sharper mind ready to hit the bull's eye.

Meditation is also an important part of yoga. You may be taught to practice *Dhyana* which requires you to sit in a comfortable posture. You place your hands on your knees in *Jnanamudra* (index and thumb touching) with palms facing up to open your awareness or palms facing down to calm the mind. To draw your mind into meditation, start to repeat the sound *Om* with each exhalation. As you stay with the *Om* feel that your heart is being washed of any unnecessary gripping tension or painful feeling. Gradually, the sound of *Om* will dissolve into the calm spaciousness of the heart - the great container. Profound peace descends and you gain an insight into your soul.

Choose any time of the day or evening that has an inviting temperature for practising the *asanas*.

Both the East and the West have taken to yoga in a big way and are reaping tremendous benefits. This ancient art takes you closer to your most essential self and your spirit soars. Posing like a *flamingo* you learn its balance and grace, acquire its colour and beauty, experience its peace and poise and acquire its habits like loyalty and the bird's excellent social skills. You exude keen confidence and ineffable charm, smile a serene smile and say "...with yoga I have truly set out on a wondrous journey of life".

*Inhale Love
Exhale Hate.*

*Inhale Confidence
Exhale Doubt.*

*Inhale beautiful
Exhale Ugly*

FLORIOGRAPHY

The Language of flowers

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Department of Botany

Flowers the symbol of beauty, vivacity and emotion has been attributed with the unique ability to cheer and bring happiness to the sick and downhearted. Flowers are popular gifts and are used as a means of showing your love and affection to someone special on their birthday, anniversary or celebration of achievement. The beautiful natural creations are often described as reminders of the fragility of life and have been used to express human emotions. Throughout history mankind has adored them affectionally and attached significant meanings to them to the extent of formulating a language of flowers known as **floriography**. For centuries **Floriography** has been practiced as a means of sentimental expression of love, friendship, hope, sorrow, congratulations and condolences.

Floriography has its roots in Persia and Turkey as early as 1600's, it was introduced into England by Mary Wortley Montagu in the year 1717, in France in the early 1800's while in England it became popular during the Victorian age. Floriography - the fancy name for the language of flowers was coined during the Victorian Era (1837 to 1901). During this period, flowers were not only a way of brightening a garden or a home but also became a mode of communication at a time when many things between men and women were left unspoken. Flowers could bridge the gap and let someone know what one was really thinking (of course one had to speak the language of flowers). They were then, the language of love, very often given as a way to express emotions and feelings that could not be proclaimed publicly. The intrigue of secret messages sent this way became a popular past time. Each and every variety of flower, plant and tree was infused with a meaning. For example the daisy stood for innocence, lilacs for first feelings of love, Chrysanthemums symbolized friendship, Gardenias represent secret love and Lilies the traditional wedding flower mean chastity, innocence, and purity. Giving a primrose states "I can't live without you." Another popular flower used in wedding bouquet is the Stephanotis for it conveys happiness in marriage. Tulips are given to the perfect lover and more specifically a red tulip declares one's love. Finally, orchids are commonly given as corsages to show love and beauty.

But no other flower shows more meaning than a rose the king of flowers. According to the Rose Information Bureau, each rose colour has a special meaning. All roses symbolize love, but certain colours of roses take on special meanings. What's more, when several colours in various stages of bloom are combined in one arrangement, your floral bouquet can speak a whole sentence instead of just one thought. Here are some of the most widely-accepted meanings for different rose colours, blooms, and arrangements:

- Red roses show love, respect, or courage
- Yellow roses represent joy, gladness, or freedom
- Pink/peach roses exude gratitude, appreciation, admiration or sympathy
- White roses demonstrate reverence, purity, secrecy
- Two roses joined together display engagement
- Red and white roses together prove unity

Additionally rosebuds say, "You are young and beautiful." A single rose stands for simplicity. In full bloom, it means "I love you" or "I love you still," while a bouquet of roses in full bloom signifies gratitude.

In the year 1819, Charlotte de la Tour wrote the first book "Le Language des Fleurs" on the subject offering advice to those who wished to send secret floral messages. Thereafter, many handbooks and dictionaries followed during the reign of Queen Victoria listing flowers and attributing meanings to them. They were written to explain this language to all and were especially used by lovers. Flowers, the symbol of beauty and emotion, have a silent meaning of their very own; they have been used as symbols or attributes to define specific feelings.

Throughout history, flowers have generated thousands of legends and myths. These legends speak volumes about the magical powers and virtues that they possess. Writers and poets in all languages recognise this beauty and appreciate the propriety of this language to such an extent that various flowers are mentioned in their works like the famous "A Violet by a mossy stone..... in Wordsworth's famous poem, "She Dwelt Among The Untrodden Ways". In fact in today's modern world, this language is becoming trendy again, Flowers are given when you welcome someone, when you are making an apology, birthdays, anniversaries, dates, valentines day, or even "Rose Day" in college to convey a personal message. Flowers have now established themselves as metaphors to express human emotions. For example, gift of blooms and specific floral arrangements were used by lovers to send coded messages to the recipients allowing the sender to express feelings which could not be spoken openly. So subtle is the flower language that the variety of flower, the colour, combination of colours within a variety or combination of varieties and even the manner of offering could convey different messages. But more importantly flowers are a message of hope in the world. The world might be a busier stressful place, but the "gift of flowers" still means a lot to people, both in giving and receiving, thus continuing to symbolise a civilised society, which in itself gives comfort and assurance.



Floral Messages of Love & Friendship



Poppy
Fantastic
Extravagance



Camellia
My destiny is in
your hands



Eucalyptus
Protection



Calla Lily
Beauty &
Innocence



Freesia
Lasting Friendship



Daffodil
New Beginnings
or Unrequited Love



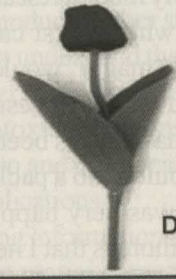
Daisy
Innocence, Purity,
Faith, Cheer



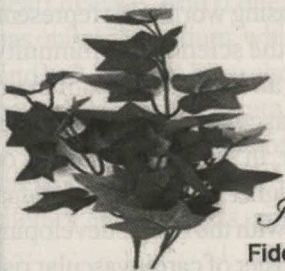
Bluebell
Constancy



Olive
Peace



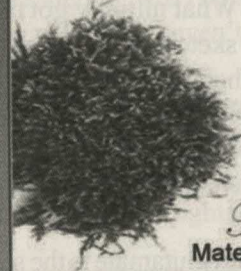
Tulip
Declaration
of Love



Ivy
Fidelity



Magnolia
Dignity



Moss
Maternal Love



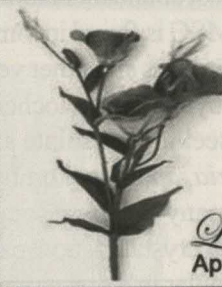
Hibiscus
Rare Beauty,
Delicate Beauty



Orchid
Refined Beauty



Protea
Courage



Lisianthus
Appreciation



Pink Rose
Grace



Red Rose
Love



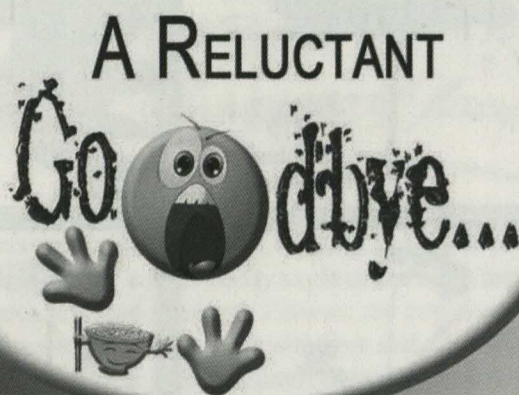
White Rose
Eternal Love, Purity



Purple Rose
Enchantment



Orange Rose
Fascination



Dr (Mrs) E.M. Pala
Department of Zoology

My modest research on monosodium glutamate (MSG) started when I first came across the tragic news that my beloved “maggi” would be off the shelves because they had detected MSG in it besides the hazardous heavy metal, lead. Maggi has always been my “go-to” food. When I was very sad I would grab a packet of maggi masala and conversely, when I was very happy I would celebrate with the same. What’s more is that I never allowed anyone to prepare it for me because no one knew just how much water to add to get the exact softness that I sought after. What initially got me hooked to maggi I recall were the free sketch pens that came along with it and I enjoyed collecting them. I also discovered that of all the packed foods that I bought, maggi masala was the only one where the taste has always stayed the same... I cannot really describe the taste but I wouldn’t trade for any gourmet meal in any fine restaurant.

MSG also known as monosodium glutamate is the sodium salt of glutamic acid one of the most abundant naturally occurring non-essential amino acids. MSG is found in tomatoes, parmesan cheese, potatoes, mushrooms and other vegetables and fruits. It was first prepared by Japanese biochemist Kikunae Ikeda in 1908 who was seeking to isolate and duplicate the savoury taste of *Laminaria japonica* (kombu), an edible seaweed used as a base for many Japanese soups. He isolated it by aqueous extraction and crystallization, calling its taste *umami*. It is particularly popular in Korean, Japanese and Chinese cuisine. He called his product monosodium glutamate and submitted a patent to produce MSG. However, the Suzuki brothers began commercial production of MSG in 1909 as *Aji-no-moto* (“essence of taste”). Most global MSG production is currently by bacterial fermentation in a process similar to making vinegar or yogurt. MSG is freely soluble in water, but it is not hygroscopic and is insoluble in common organic solvents like ether.

Today, the debate over the healthiness of MSG and its effects on human obesity and other health problems has led to a negative public opinion of this additive. Further, although evaluations by the US Food and Drug Administration and other organizations concluded that MSG was a safe ingredient for the general population, none of them answered the all too important question: is MSG consumption healthy?

Unfortunately, there are many negative health impacts associated with MSG. For one, all of us are very concern with obesity, since obesity is increasing worldwide representing itself as a major challenge to the scientific community. Obesity has been associated with an increased risk of many serious illnesses such as cardiovascular diseases, diabetes mellitus and some types of cancer. In this regard, studies on rural Thai population showed that higher amounts of individual MSG consumption are associated with the risk of developing metabolic syndrome, which is a cluster of cardiovascular risk factors including major risk factors like abdominal obesity and insulin resistance. These were explained with earlier studies by Olney, 1969, Broberger *et al.*, 1998, Maletinska *et al.*, 2006 who discovered that subcutaneous administration of MSG actually caused lesions in hypothalamic arcuate nucleus (ARC) and impaired leptin and insulin signalling in this region resulting in hyperleptinemia and hyperinsulinemia. The surprising fact however, was that MSG animals were rather hypophagic but they had a dramatic increase in body fat which could only be explained by lower metabolic rate than by an elevated food intake. Further, despite its optimal safety profile a large cross sectional study revealed that MSG consumption is related to a higher increase in blood pressure. Moreover, marked shrinkage of the ARC in MSG treated mice impaired production of growth hormone releasing hormone (GHRH) which resulted in shorter body length, atrophied pituitaries, gonads and optical nerves. MSG was also

found to affect male fertility, when it was reported that the neonatal administration of MSG lead to reduction in sperm production in adult male rats.

Further, there is mounting evidence that not only the rise in human obesity and diabetes is linked to the ingestion of MSG, but the increase in autism and attention deficit hyperactive disorder, in addition, single doses of MSG in rats were found to trigger epileptic convulsions and caused damage to various structures of the eye which included intracellular swelling, necrosis and disappearance of most inner retinal neurons, with concomitant thinning of inner retinal layers within hours after subcutaneous injection into neonatal rodents. The review by Rankin, 2010 asserted that both oral and neonatal consumption of MSG lead to scarring of the neurons in the hippocampus (a part of the brain) and inhibited glutamate synthesis resulting in impaired spatial memory and learning.

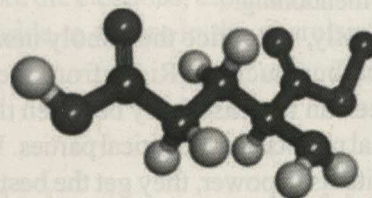
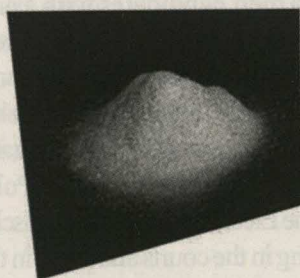
Thankfully, the silver lining on the cloud is that not all is considered to be bad with MSG since; firstly, it can be employed in controlling hypertension. This stems from the fact that the World Health Organization (WHO) has recommended a maximum consumption of only 5g of NaCl per day in order to prevent hypertension, which is considered to be a common concern in public health around the world, in order to prevent heart disease. And if one compares MSG with NaCl, MSG has only 12% sodium, while NaCl contains 40% sodium. Secondly, MSG has been shown to improve the health of malnourished children in rural Indonesia.

However, one of the most important problems in the application of the results of animal studies to human dietary MSG effects, were the differences between doses

administered in animals and those ingested in food of a human as a flavour enhancer. The lowest dose in previously mentioned studies was 2g/Kg of body weight which corresponds to an ingestion of 140g in a 70 Kg man, while the average daily intake of MSG is estimated to be only 0.3-1.09 (Geha *et al.*, 2000).

Therefore, after all is said and done, what can be concluded regarding the safety of MSG as a food additive is that further studies are needed to understand and to better analyze the relation between MSG and health in free-living subjects. Although, it has been seen that in humans undesirable symptoms have also been reported, however before drawing conclusions, it is necessary to consider the methods used, the period of the intervention, and the reproducibility of the study. All the studies conducted were in Asian countries, with high levels of MSG in their cuisines, but still their results did not coincide. Hence, it is necessary to conduct further studies in different ethnic and cultural groups to understand the relation between MSG and health. Lastly according to some workers MSG is unlikely to ever be neurotoxic to humans, but the food additive definitely contributes to and is associated with varying levels of negative health implications.

So, armed with these conflicting informations I am still at a lost as to what to do if and when maggi comes back on the shelves, will I be drawn to it again as before or will I stay away? I really haven't decided yet, maybe I will grab a packet for old time's sake.....maybe I won't. But the bottom line is that I will never again be able to eat it with the same carefree spirit that I did before. So I guess I will have to look for another "go-to" food and it will unquestionably be very difficult if not downright impossible.



CRIMINALISATION OF POLITICS IN INDIA

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In today's world we often come across the term Criminalization of Politics. This term is referred to politics or political power used by self-interest seeking persons for selfish gains or for various other advantages such as to get special position in administration or to rise to higher stages of administration which is normally not feasible. So criminalization of politics means to use politics or political power for nefarious gains. To gain something not legal or normal has been called Crime. Here the word crime is used in a special sense in politics. For example, an officer in administration will try to use politics or political power to be promoted to higher posts which is not his due. He may succeed. But the matter does not end here. The person or institution or organization which helped him to achieve this will in turn use this officer to achieve certain purposes, which are, in normal course, not due. This is the policy of Give- and -Take which happens behind the curtain. This is called Criminalization of Politics and it is very rampant in the arena of politics all over the world.

India is not free from this Criminalization of Politics and in fact, this has been the main cause of slow progress and development in the country. We read the newspapers everyday and we watch the news daily and this issue often engulfs all news channels and headlines in the newspapers. There are various factors pointed out by many scholars which have contributed to Criminalization of Indian Politics. A few is worth mentioning.

Firstly, we notice the unholy nexus between politicians and bureaucracy. Right from the 70's there has always been an increased ally between the bureaucrats and individual politicians or political parties. When the party they allied with its in power, they get the best postings. This still prevails even to this day.

Secondly, a brand of politics encourages voters to vote on the basis of narrow communal considerations, often against their better judgment, which is considered inimical to democracy. It can happen only in India, where vote-bank politics

scores decisively over national interest and issues relating to India's sovereignty. These political parties and independent candidates have astronomical expenditure called vote buying and other illegitimate purposes through these criminals or so called Goons. We all have also witnessed that the political parties are given cabinet post because of their muscle and money power which fetches critical votes to them. There is a possible vote bank including those who are accused robbers and murderers.

Thirdly, corruption plays a major role in bringing about criminalization of politics. As of December 2008, 120 of India's 523 parliament members were facing criminal charges. Many of the biggest scandals since 2010 have involved very high levels of government, including cabinet ministers and chief ministers, such as in the 2G spectrum, the 2010 common wealth Games scam and the Adarsh Housing Society Scam, Coal Mining Scam, Mining scandal in Karnataka and cash for vote scam. Politicians are alleged to steal state property. In cities and villages throughout India, elected politicians acquire, develop and sell land in illegal ways. In 2012 India has ranked 94th out of 176 countries in Transparency International's Corruption Perceptions Index. In Indian politics in every election all parties have put up their candidates with a criminal background.

Fourthly, there are loopholes in the functioning of the Election Commission in India. EC is the body of federal authority responsible for administering all the electoral processes in the Republic of India; it should take adequate measures to break the nexus between the criminals and the Politicians. The forms prescribed by the Election Commission disclosing their conventions, cases pending in the courts and so on in the nomination papers is a step if it is applied in the right direction properly in this way they can inform the people of the history of the candidate and qualifications too, but prohibit from casting their votes, regardless, in favour of a criminal. But so far, the EC has not been able to guide the people in choosing their representatives.



Fifthly, Weak Judicial System and Denial of Justice have contributed to the strengthening of this problem. Thousands and thousands of cases are pending in District Courts, High courts and Supreme Court against these criminal cum politicians. In Indian parliament, around 20% of the members of the current Lok Sabha have criminal cases pending against them. The charges of these cases are of very serious crimes like rape, kidnapping, murder, robbery etc. The unscrupulous politician engages gangsters, to buy and sell votes, deliberately pressurizing the common people to vote for a particular party or candidate. Gradually these criminals themselves enter into the law making bodies, democratically and made the law of the land.

Glaring examples of Criminalization of Politics in India:

Some of the prominent examples of such a derogatory practice in Indian politics are as follows:

Arun Gawli is one of the most notorious criminal turned politician who is based in Mumbai. With his operations center at Dagdi Chawl in Bayculla he now enjoys the position of MLA. However, he has not been convicted of any crimes but has spent almost ten years in prison. Shibu Soren is another politician who was the chief minister of Jharkhand and was found guilty of murder of his secretary. Raja Bhaiya is a SP leader who has royal ancestry; however he is a criminal and has spent considerable amount of time in Jail under the POTA (Prevention of Terrorist Act). A. Raja, a politician from the Dravida Munnetra Kazhagam political party who was a member of the 15th Lok Sabha representing the Nilgiris constituency of Tamil Nadu (headed the Telecommunications and IT ministry) was accused of 2G spectrum from which India had to suffer a loss of Rs 200 Crore (US \$ 39.9 million). Suresh Kalmadi, the President of the Indian Olympic Association is stacked in Commonwealth Games 2011 scam which causes a loss of Rs 95 crore (US \$ 18.53 Million). Lalu Prasad Yadav who served as the Chief minister in Bihar from 1990 to 1997 has been charged in many corruption cases like "Fodder Scam". Some 63 odd cases is filed against him. In Meghalaya, Julius K Dorphang resigned from the post of

Chairman of the banned outfit, the Hynniewtrep National Liberation Council (HNLC) and surrendered to the government of India on 24 July 2007. He later became a politician, and successfully contested to the Meghalaya Legislative Assembly Elections in 2013.

From Association for Democratic Reforms' compilation of data on 5,380 candidates contesting the Lok Sabha election 2014, 17 percent have declared criminal charges in the affidavits submitted to the Election Commission; 10 percent have declared serious criminal charges such as murder and rape charges. Aam Aadmi Party (AAP) candidate S.P Udayakumar, Kanyakumari constituency, Tamil Nadu, faces the highest number of criminal cases-382 including 19 charges related to Attempt to Murder (IPC section 307) and 16 charges related to sedition (IPC section 124 A). He is closely followed by M. Pushparayan, also on AAP candidate, Toothukudi Constituency, Tamil Nadu, with 380 criminal cases.

On May 2, 2002, the Supreme Court gave a historic ruling following public interest litigation by an NGO. It ruled that every candidate, contesting an election to Parliament, State Legislatures or Municipal Corporation, has to declare the following along with the application for his/her candidature:

- A candidate's criminal charges
- The candidate's financial records
- The candidate's educational qualifications

If the candidate fails any of the above three declarations, the Returning Officer will have the right to reject his nomination papers. The Supreme Court has ruled that all the three declarations will have to be true.

The public, especially the illiterate and poverty-stricken electorates need to be educated on the danger of criminalization after weighing the pros and cons. The Election Commission must take stern actions against any candidate who does not fulfill the above said declarations. NGO's also should take responsibility to organize awareness programmes before the elections, especially in the rural areas in order to guide to voters in the exercising of their franchise.

CORRUPT POLITICIANS

MAKE THE OTHER TEN PERCENT LOOK BAD

-Henry Kissinger



Antioxidants



Dr. S. Khongwir
Department of Zoology

You have heard people talking a lot about antioxidant these days and you might be wondering what they really are. Antioxidants are chemical compounds that play an important role in keeping us young and healthy. Our body produces some of them and they also occur naturally in plants. Antioxidants produce by the body are called endogenous antioxidants. However, the body relies on external sources to obtain the rest of antioxidants. These exogenous antioxidants are called dietary antioxidants. But the sad thing is that a lot of people do not have them as required by the body because of their lifestyle, drinking, pollution and poor diet.

You might also be wandering how these chemical compounds called antioxidants keeps us young and healthy? The answer is, antioxidants stop oxidation of other molecules in the body. Oxidation is a chemical reaction involving the loss of electrons or an increase in oxidation state. If there is an increase in oxidation state there will be increase cell death which ultimately leads to aging. Oxidation reactions also produce free radicals. Free radicals are highly reactive chemical compounds due to the presence of extra electrons in the outer orbit. Because they are highly reactive they can bind to any molecule and starts chain reactions. When chain reactions occur in a

cell, it causes damage or death of the cell. Presence of free radicals in the body leads to aging process and also causes a number of diseases and some of them are cancer, Parkinson's disease, Alzheimer's and cardio-vascular disorder.

The good news is that the deleterious effects of free radicals can be overcome by the presence of antioxidants. Antioxidants can bind to free radicals and prevent damage of cells in the body. They terminate chain reactions by removing free radicals intermediates and inhibit other oxidation reaction by being oxidized themselves. So in order to be healthy and slow down the aging process which is brought about by modern lifestyles we must take food that contains antioxidant vitamins like vitamin A, vitamin C and vitamin E. Food sources that contain antioxidants vitamin A are carrot, squash, broccoli, sweet potatoes, tomatoes mangoes, oranges, berries, peaches and apricots. Those that are rich in vitamin C are citrus fruits (such as oranges, sweet lime, etc.), green peppers, broccoli, green leafy vegetables, strawberries, raw cabbage and tomatoes. Sources of vitamin E include wheat germ, nuts, seeds, whole grains, green leafy vegetables, kiwifruit, vegetable oil, and fish-liver oil. Other sources of antioxidants are green tea, dark chocolate, coffee, red wine etc.



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RESS TOWARDS THE GOAL



Banisha Pala,
B.com 1 semester (Morning shift)

How wonderful I feel! When morning comes and enlightens my eyes and mind by the freshness of the air, wishing me a great morning, reminding me of my **GOAL** to explore. Whispering in my ears, "Time as precious as a Diamond" brings me to an alert world. Yes, time waits for none rather walk along with it, make friends with it and you'll see how it will lead you to its world of business." Life is only travelled once, today's moment becomes tomorrow's memory and when you have sweet memories to cherish, they exist to become eternal in your mind." So let our good deeds and hard work create sweet memories.

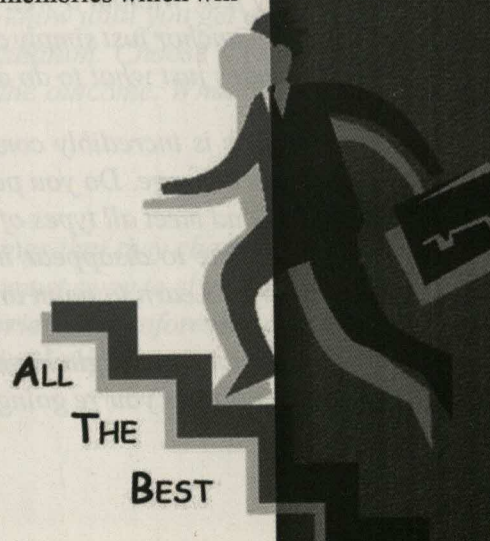
Walking barefoot step by step longing for the palm of my mother, was the time when I felt like a princess full of love around me, which I consider to be the most beautiful time ever. But time has changed so much. Thunder occurred that have change our life, like some plants grow and some doesn't. Life could have been miserable but we know that in life's problems, there are also solutions and we learn from such experiences. Innocent and small was I, in love with the atmosphere of hostellers, spent ten years of valuable and disciplinary life in a convent. I thank God for the inspiration and conscious thoughts that existed within me, which have enabled me to make good decisions as a child. Years have passed, not knowing how obstacles were overcome.

Life leads us to many temptations on the way. It depends on how mentally strong we are in meeting with many experiences of both success and failure. They might be the cause of many wrong decisions being made and for that there should be a big **NO**. It should never be like writing an accountancy exam, to give up when you can't go on but should be the **continuation** with all the understanding of common sense and falling into the **Dream World** of business, whose objectives is the "maximization of profits." So also failures should never be the end but a continuation of life to prosper and achieve our main **Goal or Target**. Failure is only the opportunity to begin again but this time more wisely like writing an examination a second time without regrets but with proper time management.

Advice of some elders says, "A goal is never achieved by just looking at it but we need to climb the mountain and put our best foot forward and the best will come back to you."

Bad times, bad moments or funny experiences are gone they'll never come back. As students we should fight against the memories which remind us of our failures and capture the sweet memories which will make us cheerful forever. A sense of confidence and will power, without any regrets about the past and worry about the future will lead us to achieve great success. For that we must never **sleep** or be unconscious but **conscious** to **awake** on time, **plan** on time, **act** on time to overcome all its limitations and shine the name of our College accepting it as one of our family.

First **new** but later **old** turns **gold** and becomes a family and when our contract in an institution is done, it's hard to bid goodbye. The journey of education from place to place, meeting different people is life, forms a family. Sacred Heart school was one, where St. Anthony's the other and now I find **Shillong College** to be my next journey where, teachers and Principals are so helpful. Closing my thoughts, a heartfelt thanks to my family, relatives and well wishers far and near and especially to this college's authorities for admitting and finding me capable to pursue my education here in **Shillong College**. And from here, the way to responsibilities goes on and bringing good name to it is our **duty**. So let's feel at home and have a progressive year ahead.





How to figure out what you want in Life



Abhijeet Paul,
B.Com 2nd year Day

What do you want to be when you grow up? For some it may be a disturbing notion to consider that even in our late twenties, thirties and beyond we may still find ourselves asking this question. Before the age of ten I knew with naïve assurance what it was I wanted to do with my life. By the time I was twenty I was well established in the career I had decided on ten years ago. Shortly after, life came along and swept the board clean. If you can decide on a long-term career, planning it ahead of you can be a source of comfort and certainty that you can draw on. Knowing what you want to be when you grow up can serve as an anchor in life. You know where you are and you know where you're going. You know what needs to be done and you have a plan for how to go about doing it. On the other hand, indecision and uncertainty when it comes to deciding which career path to choose, which job to take or what training to pursue can become burdensome. Some may feel, without a well-defined path to tread throughout their working life that they are at sea without an anchor just simply drifting along to nowhere in particular and achieving nothing in particular and that's just what to do during work hours.

Life is incredibly complex. It is filled with infinite possibilities limited only by our creative ability and courage. Do you perhaps want a family and to buy a house? Or do you want to travel, see the world and meet all types of different people? Both? Would you like to start a business? Or perhaps you would like to disappear into the rural hills on your own quiet little self-sufficient farm? Learn martial arts? Learn to paint and draw? Meditate every day? Write a novel?

In fact you might have an inkling that you would somehow like to do all of the above. With so many possibilities you're going to need to...

PRIORITIZE

The wealth of possibilities available to us can at times be as paralyzing as having no clue whatsoever. The first step is surely to bring some order to the multitude of pursuits, interests and potential life paths you can envisage yourself enjoying. If you're currently free and unattached then you'll have a broader scope of possibilities available. If you're at a time in your life where you have responsibilities and obligations the possibilities open to you must be considered in light of those. That certainly does not mean you should cast aside any of your dreams. Part of being creative is being able to find a creative solution that encompasses both achieving what you wish in life while still fulfilling your responsibilities. I see this process much like brainstorming. First while free of any judgment brainstorm all the potential solutions and write them all down. Only then do you begin to prioritize. How though to prioritize? Well, first you need some...

PERSPECTIVE

Perspective rules the world. Your perspective is your world. The person who has never left the small town they were born in has limited perspective. A person who has lived his life with little consideration of nature, of finite physical existence lives a life lacking perspective. Many people who have had a near brush with death return from the experience with a fresh set of priorities. They live their life differently afterwards. For one thing material possessions reduce in meaning while love, compassion, companionship and enjoying the simple priceless things of daily life to the full become much more important. Before you prioritize make sure you take the time to ensure your perspective is as broad and clear as possible. Reflect on your life so far and listen to how that makes you feel. Imagine the things that will matter when you're old and you're looking back on your life.

Now it's time for you to...

EXPERIMENT

Life is not an intellectual debate, as much as some people would like it to be otherwise. Life is something you do. It is something that happens. We are be-ings. Get out and be in your life. Run small-scale experiments to give you some idea what course of action would feel like if you did it full-time. For example, if you're considering that maybe teaching something you love such as martial arts may be the life for you try it on first. Start assisting your shifu, sensei or coach and then see how you feel about it. You might discover that teaching is far removed from what you really love about martial arts, which may be training yourself. Or you might find that you have an aptitude and a love for teaching others and that teaching only deepens your art. You won't know until you get out there and try. Until you do the life you're leading is a life of pointless speculation. Choose a potential course of action, test the waters and pursue or discard depending on the outcome. Whatever happens be sure to keep in mind...

THE NATURE OF LIFE

Despite the best-laid plans and intentions it is the nature of things that they change. Life is not a static thing that conforms to our will. It is more like music that we must sway to else be broken. Remember, life is one gigantic possibility. When hardship, impassible barriers and unforeseen circumstances come your way old doors are closing. If that's the way it is then let them close. It's your job to find the new doors that just opened.....



What is Life

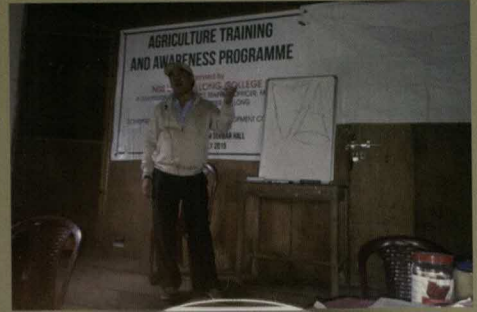
Life is an open page
Life is an unseen passage
Life is an unsolved mystery
Life is an uneasy journey.

Life is a quiet beauty
Life is a sacred beauty
Life is a dancing adventure
Life is a tragic torture.

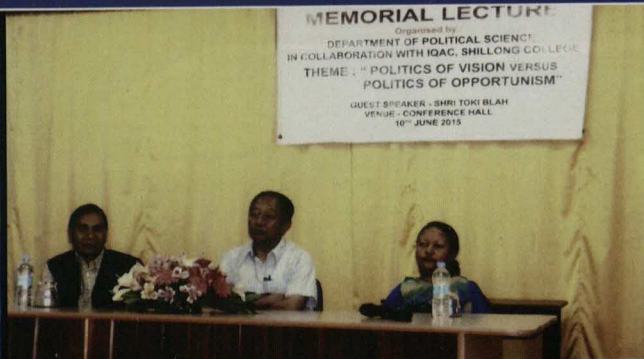
Life is an incomplete journey
Life is an unexpected journey
Life is a golden opportunity
Life is for true humanity.

Kitdor Kharlukhi
B.A. 2nd year
Department of Khasi





Department of Political Science



Reality bytes



UGC SPONSORED WORKSHOP ON REALITY BYTES

Organised by: -
The Department of Hindi and The Department of Garo
Shillong College

in collaboration with
Women's Cell, Shillong College

VENUE: CONFERENCE HALL, SHILLONG COLLEGE

DATE: 11th September, 2015

NATIONAL SEMINAR

RECENT ADVANCES IN CHEMISTRY

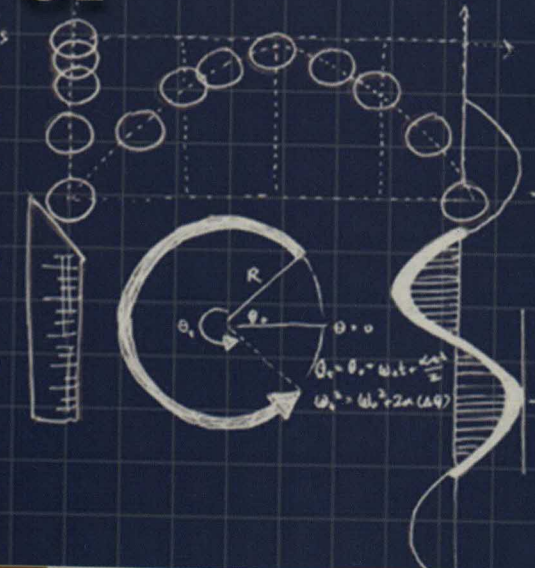
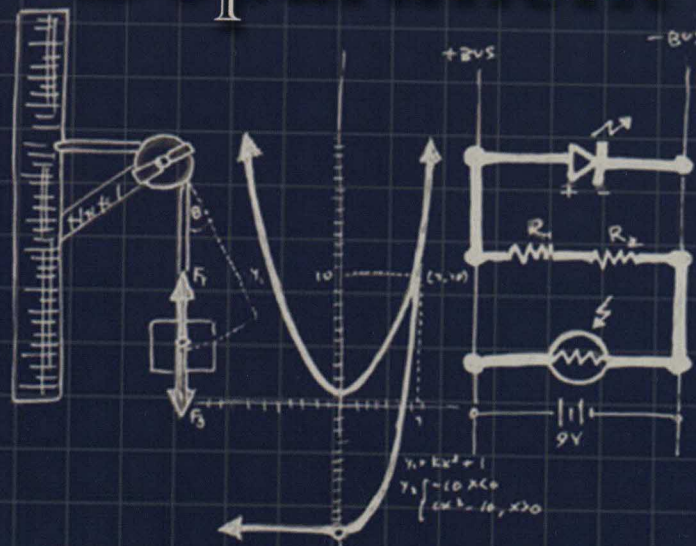
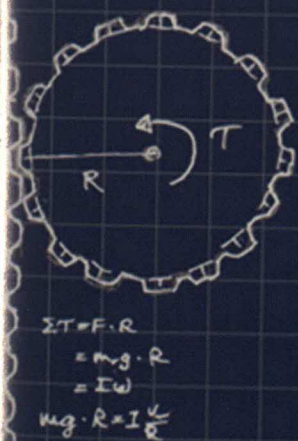




DONBOR Khabudon



Department of



Sociology Department

*Panel Discussion on the topic “
Ka Kamram bad Jingkitkhlieh ki
Nongialam- Mynta bad Nangne
Shakhmat” organized by Meghalaya
Institute of Governance in
collaboration with Synjuk ki Seng
Samla Shnong on the*



Zoology Department



Champion of the "2nd invitation of Fr. Joseph Arkyswamy memorial football tournament" organized by St. Anthony's College 2014 in St. Edmunds College Football Ground



Shillong College Higher Secondary Champion 2014 of the IFB BOCA Junior Football Champs (Shillong Region held in St. Anthony's School Football Ground)
From Left to Right: 1st row- Hardy Cliff Nongbri, Shanbor Jyrwa, Everestly Rynjah, Wallambok Nongdhar, 2nd row-Eldingstar Nongrum, Ranoldo Kyrasian, Merver-ick Nongkhlaw, Damehun Syih, Damebanrap Kharbangar, Donborlang Nongkynrih



IFB BOCA Juniors Trophies both School and College Team the Principal together with the Vice Principal and Cap. Of the Teams



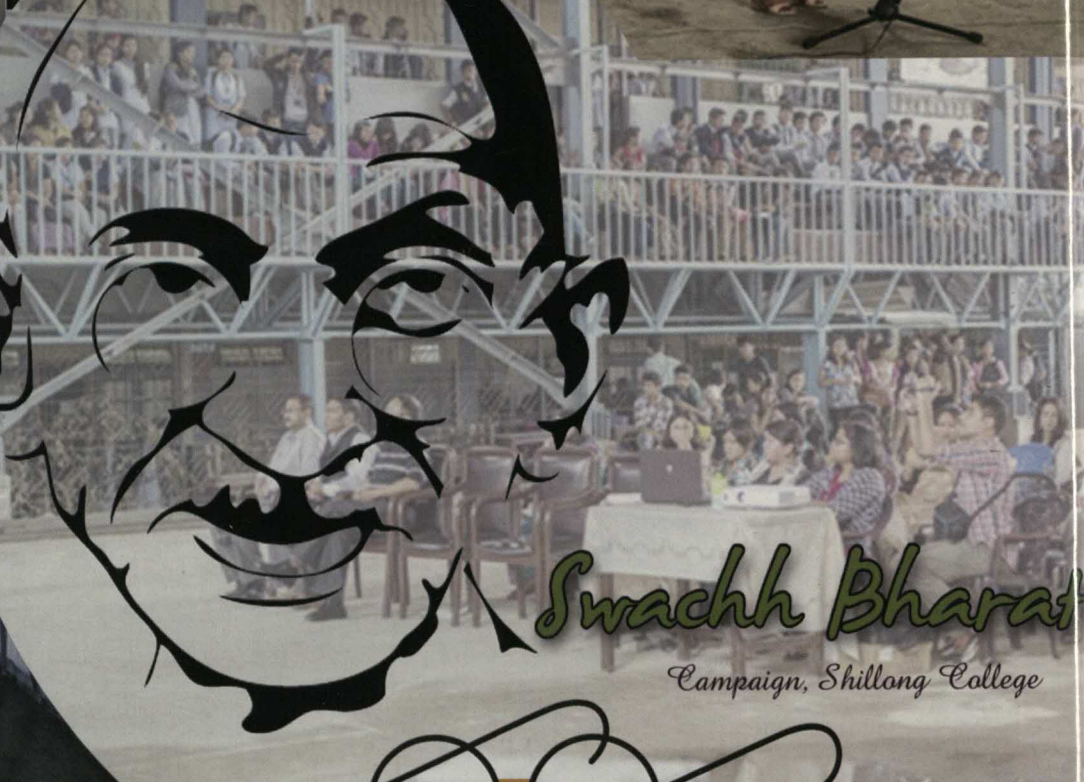
2014 Shillong college basketball team



Shillong College Under-Graduate Champion 2014 of the IFB BOCA Junior Football Champs (Shillong Region held in St. Anthony's School Football Ground)
From Left to Right in Red Jerseys: 1st row- Batskhem C. Shanpru, Denis Mawphniang, Norasius kharumnuid, Henry Marboh
2nd row-Rupert Nongrum, Mangkara Swer, Abandonmame Lamin, Aibormiki Suchiang, Aibanjop Shadap



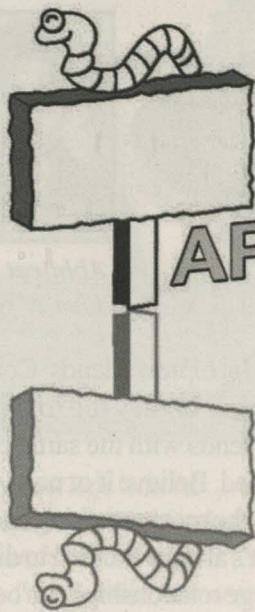
Shillong College Under-Graduate Champion 2014 of the IFB BOCA Junior Football Champs (Shillong Region held in St. Anthony's School Football Ground)
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Swachh Bharat
Campaign, Shillong College



एक कदम स्वच्छता की ओर



APEWORMS

may be good for your

BRAIN

Iaraplang M. Umlong

3rd BSc Student, Department of Zoology

Tapeworms always get a bad rap. They're voracious parasites that burrow into the gut walls and devour nutrients like a nightmarish version of the very Hungry caterpillar. But not all tapeworms are bad news. In fact, one type appears to protect against memory loss in Rats. The discovery, researchers say, could lead to new treatments for some Neurological diseases in human, like Alzheimer's.

A lot of people talk about Brain-Gut connections but very few people have data supporting it, "says Judy Van de Water, an internal medicine specialist at the University of California, Davis, who did not take part in the research. "This study's getting data that can begin addressing the connection more directly".

In the study, 30 rats are divided into two main groups: those infected with the tapeworm *Hymenolepis diminuta*, and those with clean guts. To test the potential protection offered by *H. diminuta*, both groups of rodents are infected with a one-two punch: a mild case of *Escherichia coli* shortly after birth to stimulate an immune response, and an injection of lipopolysaccharide (LPS) after they had been "wormed" as adults. LPS is a non-infectious component of bacteria that trips the immune system's alarm, leading to a potentially overactive response in the brain that can include swelling and confusion.

The idea behind the one-two punch is this: Rats without worm protection will have an overactive immune response to the initial *E. coli* infection, which increases levels of a specific type of signalling molecule in the brain called interleukin-1. (Although IL-1 is important for proper brain function,

excessive levels can damage cognition and associated with some neurological diseases). The high levels of IL-1 leave the rat's brain susceptible to damage, but the symptoms will only surface if a second infection occurs, in this case, LPS.

To test the effects on the brain, specifically memory, the rats are exposed to a new environment that the rodents soon came to recognize. After getting to know the box, the rats got an LPS injection. The following day, the rats are placed back in the box and administered an electric shock. 24 hours later, tested is taken and compared the memory of the shock between the wormed and wormless rodents.

When the rats with worms were reintroduced to the scary shock box, they froze in fear, indicating they had a full memory of the previous day's shock. But the wormless rats paused only half as much—suggesting their memories of the box were incomplete, a reports is made in brain behaviour and immunity. The "wormy" rats froze as much as the double control group that was both worm-free and infection-free, suggesting that the worms had somehow protected the rats against memory loss after the infections.

Following this experiment may leads to a theory where more exposure to the microbes may help mammals avoid the oversensitive response, which in the rats' case could help prevent memory loss.

Therefore tweaking the rats experiment in an efforts to zero in on how the worms convey cognitive benefits and how they could be applied in potential human treatments and the information available is compelling and I think it has a lot of Therapeutic potential.

The First Year COLLEGE EXPERIENCE



Abhijeet Paul
B.Com 2nd year Day

Those of us who are college veterans will never forget our freshman year at college. Some of us may like to forget our freshman year, but in general it is a time filled with anticipation, some anxiety, and wonderful discoveries. College is very different from high school. You may decide to commute from your house to a local campus. Your freshman experience will definitely make an impression on you. Without doubt, though, the most dramatic freshman year is for those living away from home. What can you expect as you head off into the wonderful world of higher education?

The first thing you'll notice is the workload. It will be heavier and more intense than you ever experienced before. The major challenges of college work are the large volume of reading, the short deadlines, and the writing, writing, writing. The effect that can be brought on by the workload is doubt, frustration, and possibly loneliness. You'll be away from the comforts and friendships your home provided for you over the previous years. On some of those long, seemingly endless nights of studying and writing, it will be only natural for you to long for the good old days. Hang in there. These down periods will pass. Whatever you do, don't make major decisions about the subject you've chosen, your courses, or even your roommate during one of these blue periods. Things will always look better in the morning.

You'll be making a lot of new friends. Continue to be yourself. Don't strike a pose or play the role of someone you're not. Select your friends with the same care and patience you have always used. Believe it or not, your college friendships will be among the most satisfying and long-term relationships in your life. It's always exciting to discover how wonderfully diverse college relationships can be.

You'll also be on your own, your own boss (more or less) 24 hours a day. Be careful here. Don't go flying off the end of the pier. Enjoy your newfound freedom. Stay up until dawn talking about your ideals and ambitions with your dorm's regular bull session buddies. Sleep in until the afternoon on a light class day. Explore the local town or suburbs with one or two of your new friends. Remember, though, with freedom comes responsibility. Even though your parents won't be around to follow up on your loose ends, you shouldn't let things go completely. Just find your own style.

You may even start to think about your future. Be on the lookout for role models. Maybe a certain professor is especially inspiring. Perhaps your school has some groundbreaking research going on. Be sensitive to your own gravity. If some area of study attracts you, find out all you can about it. It might be the beginning of your self-definition process. Going to college is as much about finding out who you really are as it is about getting that degree.





Abhijeet Paul
B.Com 2nd year Day

If college sounds pretty great, that's because it is. Everyone knows that the worlds of high school and college couldn't be further apart. But, what parallels can be drawn between the two? From childhood to adulthood, high school allows you to gain a sense of what it will be like to be an adult. On the other hand, college allows you to fully take ownership of your time, responsibilities and who you want to become. As long as you're able to stay on track of the goal at hand, i. e. Getting marvelous grades, keeping a smart schedule and studying like crazy, you 'll be just fine. In college, balance is the key. Work a lot, have a little fun. If it sounds pretty great, that's because it absolutely is.

Here are a few comparisons that you'll experience during your transition into the college lifestyle:

1. In high school you know everyone in your class. In college, you're lucky to know one person in your class.
2. High school books are provided are little to no cost. College textbooks cost a small fortune.
3. You have to live with your parents in high school. You get to live with your friends in college.
4. You wake up early in the morning for class in high school. You wake up whenever you schedule your first class (or whenever you want) in college.
5. In high school, you were forced to learn all subjects. In college, you get to learn whatever you want to.
6. In high school, your time and schedule are dictated by others. In college, you take back ownership of time management.
7. In high school teachers read from the textbooks they use. In college, professors refer to the textbooks they wrote.
8. In high school, you studied before a test. In college; the library becomes your home away from home.
9. In high school, you wrote notes to friends. In college, you take notes for yourself.
10. In high school, you're able finish all your homework in one night. In college, that's nearly impossible.
11. In high school, you have a full day of classes. In college, you plan your schedule to your liking.
12. In high school, you're stuck with a social hierarchy. In college, you get to choose who you spend time around.
13. In high school, assigned reading means a night off from homework. In college, you actually need to do the reading.
14. In high school, everyone is required to be there. In college, everyone wants to be there.
15. In high school, you worried about what "looked" cool. In college, you're too busy to care what other people think.
16. In high school, you're stuck in a social "role" that others cast you in. In college, you can be whoever you want to be.
17. In high school, you have adults telling you what's expected of you. In college, it's just expected.
18. In high school, teachers gear classes towards average learners. In college, average is the bare (emphasis on bare) minimum.
19. High school attendance is mandatory. College attendance is (strongly) suggested.
20. In high school, you had a curfew. In college, you need to use judgment on what you have time to do.

THE LIBRARY TOUR (KOLKATA)



Clyde Herschel Thangkhiew
Class XII 'Arts' (Day)

It was a cold winter morning around 6:30 am on the 9th of January, 2015. The sun had barely crept in while the ice-cold morning breeze froze us over. We had everything packed and ready to head off towards the Guwahati railway station. There were nine students altogether excluding one who had unfortunately backed out at the last minute. We all sat inside the sumo feeling excited yet scared that we were going to be away from home for an entire week. The ride was mostly silent, filled with awkward conversations, each asking one another's name, class and so on that later led on to that uncomfortable silence, 'Again'. It took us a few hours to reach Guwahati where we had to take off our warm jackets since it was extremely hot as compared to Shillong. Around 12:00 pm we boarded the train, the "Saraighat Express", bought a few snacks from a snack cart nearby, for the journey and waited till 12:45 for the train to move.

The Journey was somewhat pleasant as we got to know each other a little more, made a few jokes here and

there and teased each other when the Ex-Men came in demanding for money but the one thing that kept us interested was the window, where everyone wanted to sit by it and enjoy watching the eye catching scenery. Twelve hours later we finally reached our destination which is the Howrah Railway station, Kolkata, around 5:30 in the morning. We then had to book a taxi to take us to our hotel 'The CNK Residency' situated around Park Street, after which we had our wash and breakfast and were ready for our first field trip, which is to the "National Library" located in Alipore on the Belvedere Estate. The library was literally huge and is said to be the largest library in India by volume and India's library of public record. It is under the Department of Ministry of Tourism & Culture. Moreover it is designated to collect, disseminate and preserve printed material produced in India and has a collection in excess of 2.2 million books. It was also back then the official residence of Lt. Governor of Bengal before the Independence. We spent the entire day reading a variety of books, roam-

ing around and taking pictures of the magnificent exterior design of the "Temple for Book Lovers" that was built in 1891. Later we went to 'Victoria Memorial', one of the most elegant and beautiful buildings seen, so intricately built that had us all captivated. It had a lovely garden and a fantastic structure. The building is made of marble and built between the years 1819-1901, dedicated to the memory of Queen Victoria.

The very next day our librarian Mrs. Beth took us on a ten minutes' walk from our hotel to visit the 'Indian Museum'. It was an exquisitely large mansion that is said to be the largest and the oldest museum in India. Originating from an Asiatic Society of Bengal, it was created by Sir William Jones in 1784. There, before entering, we had to leave our backpacks behind for some odd reason which we could not entirely comprehend. The museum had rare collection of enchanting antiques, fossils, skeletons and many more that left us wandering from one room to another. Then, we headed off to the 'Mother House, Missionaries of Charity', a place where Mother Teresa was buried. There we held a prayer and we learned interesting facts about her work. Opposite to the house there was a catholic church where we all took a few pictures.

Over the next few days, we went sightseeing, shopping throughout the day that still left us unsatisfied. Mrs. Beth had to give us an extra half day to roam about the market to buy things. Finally on the day before we were supposed to leave we went to Nicco Park, an amusement

park located in Salt City Lake that was by far one of the most memorable experience. We were in total exuberance and were literally running like mad uncivilized people from one ride to another and even going over the same ride many times. After the rides we went on to the other side of the park, the wet land where we all played in the pool for hours swimming towards the deep edges splashing water over each other and dancing like fools to the music played. It was the most fun we ever had but sadly all good things must come to an end. By the end of the day we were exhausted and had to begin our packing since we would be leaving the next day.

On the 14th of January we were all set and ready to leave. Mrs. Beth gave us few hours to spend roaming around Kolkata to buy souvenirs since our ride would be leaving around 1:00 pm. We still had so much time in our hands and it would be absolutely boring to loiter around the hotel doing nothing. We then went to a market nearby to buy the souvenirs and we reached the hotel at 12 'o clock exactly just as Mrs. Beth had told us to. We packed our bags and headed off to the railway station. The train left Kolkata at 3:45pm and we reached Guwahati the next day on the 15th of January somewhat around 9:00am, got into a sumo and finally reached home. We were all tired and some felt miserable that we had reached Shillong because we were still longing for that Kolkata experience all over again. An experience that is now, forever going to be etched into our memories.



In Cold Blood

*I had a dream where I was a knight in plastic armour;
An odd(ity)/figure amongst all painted in no colour.
The others wore silver with gold plated gorgets
And blackdiamonds that hung over their helmets.*

*So majestic, so poised, I watched them in awe;
Like royalty they looked: Expensive army dolls.
Well armed with colourful defences; they rode
On dark horses. ENVY! I acknowledged that feeling;*

*Towards the paper doll army who possessed everything.
Have I sinned? With such a feeling, I wondered.
But then I realised, this is only a dream
Of a knight in plastic painted with colourless colour.*

*Sudden, the sky turned green then my heavy heart, sour.
Just like the army: Vanished into war.
And for a moment.....*

*I was the only living creature around. So I walked
And walked and walked. Knowing where I was going.*



Clyde Herschel Thangkhiew
Class XII 'Arts' (Day)

Mother

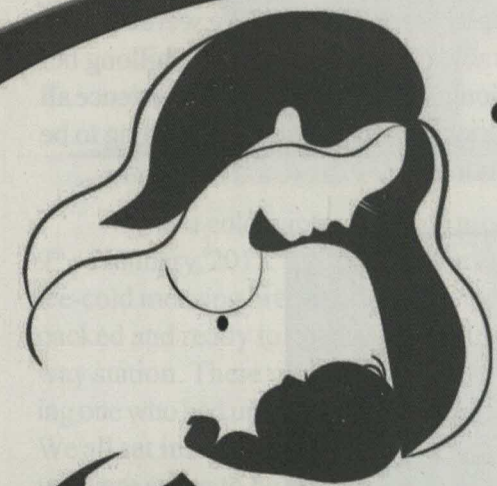
*Eighteen years down the line
And there you were
A teacher, a father and a friend
You were everything.*

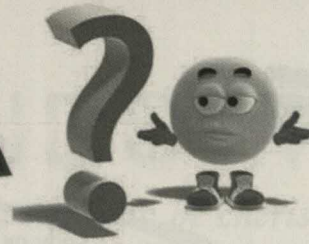
*A coach for every obstacle;
You taught me to be brave.
Strong and independent,
Treat life like a video game.*

*Yes, its "Eighteen years" Ma!
From all those difficulties;
Yet, still here I am.
A punk arse Know-It-All.*

*So 'Thank You' for everything
That you have given me
And all those constant lessons
To "Be Not Nobody."*

*Though words can never express,
I hope Deeds will. Maybe,
Someday I will make you proud.
Ma, the greatest mother you have been.*

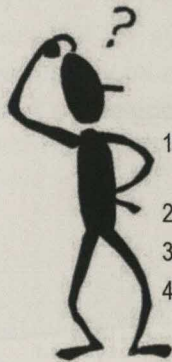




A puzzle a day keeps the doctor away

- Which word in the dictionary is spelled incorrectly?
a. Incorrectly
- What invention lets you look right through a wall?
a. A Window
- Which Month has 28 days?
a. All
- Imagine you are in a sinking rowboat surrounded by sharks. How would you survive?
a. Stop Imagining
- There are 6 mangoes in a basket and 6 kids eagerly waiting to get one. Each kid is given 1 mango, yet there is one mango in the basket, how?
a. The last kid gets the basket with the mango in it.
- If your clock strikes thirteen, what time is it?
a. It is time to get it repaired.
- Why do Indian men eat more rice than Irish men do?
a. There are more Indian men than Irish men.
- If it took twelve men eighteen hours to build a wall, how long would it take nine men to build it?
a. No time at all it is already built.
- When does an Indian Potato changes its nationality?
a. When it becomes french fries.
- Why is the little Ant confused?
a. Because all his uncles are aunts.

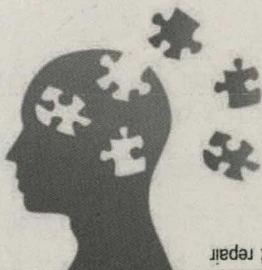
Submitted by:
Baskhemjingmut L. Marshilong
Class: 2 Year BBA,



Messing with Your Brain!!!

Baskhemjingmut L. Marshilong
BBA, 3rd Year

- There are five mangoes in a basket and five children are given one mango each. Yet there is still one mango still left in the basket. How come?
- What is the longest word in the dictionary?
- When your clock strikes 13 o' clock. What time is it?
- There is a bus travelling to Sohra full of people and no one gets off throughout the journey. When the bus reached Sohra however, not a single person is left in the bus? How is this possible?
- What is the five letter word that becomes shorter when you add two more letters to it?
- Imagine you are in a sinking rowboat surrounded by sharks, how will you survive?
- What is broken when you name it?



Alright Guys so,
what comes first
the Chicken
or the Egg?



Answers: 1. The last child was given the mango along with the basket 2. Longest 3. It's time to get it repair 4. All the people are married 5. Short 6. Stop-imagining 7. Silence.

JOKES

Prank!!!



Lady on phone: Hello Sir, I want to meet and talk to you. You are the father of one of my kids

Man: (Stunned) Oh my God! Are you Riya?

Lady: No

Man: Anu?

Lady: No

Man: Paru?

Lady: No

Man: Amy?

Lady: No



Lady: No Sir, I am the class teacher of your son.



By Pyniarborlang Pyngrope
Class: XII (Commerce) Day Shift

Student

VS

Teacher

When we are in class, we are students.
When they are in class, they are scholars.
When we correct our writing, it's over writing.
When they correct theirs, it's correction.
When we copy from others, we are cheaters.
When they copy, they quote.
When we don't do our work on time, we are sluggish.
When they don't do their work on time, they are busy.
When we joke in class, we are jokers.
When they joke, they are witty.

FIVE most interesting moments in our Daily Life

1. Trying hard to find our mobile phone when it is in the silent mode.
2. A random day dream and then realizing that you were staring at someone by mistake.
3. Restarting the song when you miss your favorite lines.
4. Everything else becomes more interesting during exam time.
5. Enjoying the moment when someone interrupts the class for an important announcement shouting, "Sir/Miss", when its ten minutes before break.

Life is fun when you take it as simple as it is.

FRIENDSHIP

A relationship that needs to be cherished



Wanbha Khongsdam
BA 1st Sem

When I was in school, I had a very close friend, we would walk together to school sat together in the class, he was a kind of a friend who I would not hesitate to share my joy and trouble, we were the very the best of friends and as days went by our friendship deepened. I had a local shop in my village and my mother would ask me to take care of it whenever I was free. On every market day, I would run to the market to buy things needed. It so happened that my friend was living on the way to the market, so every time I'd go to the market I would stop by his house and chatted with him, our little shop helped in strengthening our friendship.

Unfortunately my friend was not blessed with good health and fell sick most of the time, he would be absent for months and like any friend would do, I tried to help him with the home works and provided him notes that he had missed. I prayed that he would get better but rather his illness kept on worsening. Eventually, he could no longer get up but laid in bed, I would visit him every time. As was the case, he left school, as on my part I could not visit him more often as I used to because exam was approaching.

I was informed one day that my friend was critically ill, so I hurried off to see him but before I went my mother insisted me on bringing him some fruits which I still remember to this day "A bunch of banana and a couple of papayas." I was careless and in a hurry so I did not listen to my mother and left without them because with all my heart I really hoped he would get better. When my friend saw me he smiled with a pale face and an apparent sign of weakness. I was left with great sadness and pity for I did not want my friend to suffer. Regrettably, that turned out to be the last time I got to see my friend. Few days later my friend died in agony.

The departure of my friend left me wounded for I did not bring those fruits my mother had insisted on bringing, it was the only thing that I regret on our whole friendship. The incident has left me touched to this day.

I would like to take this opportunity to elicit the importance of friendship and why friends should never be taken for granted. In life we come across many friends they may come and go but some friends come into your life and leave a permanent mark forever. These lessons may come in different ways. My friend departed before his time, he did not get a chance to live his life to the fullest but yet he has managed to leave an important lesson that I should not do anything that would leave me regretted later. We all still have our life ahead of us so let's make the most out of it, starting with care and love for our friends and for our other fellow human beings.





AND ITS UTILITY



*Wanlangkumar .A. Majaw
Bcom 1st semester (morning)*

Social media is define as a group of internet-based application that build on the ideological and technology foundation of web 2.0, and that allow the creation and exchange of user generation. Social media are computer mediated tool that allow people to create, share on exchange information idea and picture/video. There are many type of social media these days like facebook, twitter, instagram, sixdegree.com, orkut etc .There are many mobile-related social media app like whatsapp, wechat , hike, messenger, viber etc.

The first social media is sixdegree.com which was launch in 1997 followed by friendster in 2002 and soon became part of the Internet mainstream. Myspace launch a year later and orkut was launch in 2007 and had became the first popular social networking service in USA, Brazil and grew quickly in popularity in India. Today, facebook, Twitter are the leading social media in the world. Some of the popular sites like, Facebook, Twitter, Youtube etc are banned in some country. Most of the early social media site are totally closed and cannot operate anymore. In some country, their social media like weibo for the user to communicate is restricted in China, North Korea.

Social media is a part of communication revolution which has been an important factor for globalization. Social media is useful in our life where we can communicate with our friend and family etc. Social media also help in sharing picture, video, text etc. Social media help students in their education which they can interact and learn in their career. As younger generation we use technology in classroom that remake the educational landscape. Social media appeals to the younger generation and is used by more by them. However there are pros and cons regarding its usefulness.

Pros: Student are experiencing the work through more than just book and assignment , they are learning and adapting to the world and dominance of social media that has created a new breed of marketing, which requires professional to build and further specialize in the field. Technology is becoming an important media of imparting various kind of knowledge.

Cons: Social media can be dangerous if we can't use it properly where there is a lot of cyber crime going on in this world. A lot of people use social media as a tool of lure young people for scam and through social media youth are often cheated and looted. Many youth lost their life especially in the West just because their personal life are insulted and abuse in public on the site.

In conclusion Social media is a great technology, if we know how to use it, but in the wrong hand, social media can be a tool to create violence.



INDIA as a SECULAR STATE



Banteipat Wahlang

B.A 1st Semester (Political Science) (Day Shift)

Modern India came to existence in 1947 as a secular nation and the Indian Constitution's preamble states that India is a secular state. Every citizen of India has the right to promote and practice any religion peacefully. Articles 25 – 28 of the Indian Constitution provide the citizens of India the freedom of religion, which includes:

1. Freedom to profess, propagate and practice any religion (Article 25)
2. Freedom to manage religious affairs (Article 26)
3. Freedom from paying taxes for the promotion of any religions (Article 25)
4. Freedom from any religious attendance in any religious functions (Article 2)

However, there have been a number of incidents of religious intolerance that have resulted in riots and violence.

Even though India is a democratic state where people have their own rights and freedom to act in a state without causing harm to others and without the interference of others as well, yet when it comes to religion, we see that there is insecurities and violation against the minorities in Indian Nation.

Muslims Situation: In 1992, the fundamentalist demolished a mosque named Babri Masjid, Ayodhya on the fact that the mosque had been built where the temple had once stood and that the land was the birthplace of Ram, an incarnation of the Hindu god Vishnu. The event is one of India's worst outbreaks of inter-communal violence.

The 2002 Gujarat riots against Muslims were claimed to be in response to a train carrying Hindus having been burnt when passing through Muslim majority village.

Sikhs Snit nation: On the whole, Sikhs are a well adjusted community in India very much part of the national mainstreams with significant contributions to every walk of life. However they also have been targeted for their faith and their political rights. The assignation of Prime Minister, Indira Gandhi by two of Sikhs bodyguard 1984 triggered genocide against the Sikhs even by state agencies which point to a highly planned program with backing of administration and police rather than any spontaneous outpouring of murderous grief. According to Nanavati commission report the attacks were made in a systematic manner and without much fear of the police, almost suggesting that they were assured that they would not be harmed while committing those acts even thereafter.

Christian snit nation: Right from 1964 there have been the incidents of violence against the Christians. But since 1998,

Christians in India have faced a wave of violence. In 1998 alone, 90 incidents were reported. According to human rights watch reports that was published in September 1999 the number of incidents of anti-christian violence rose in the victory of the Bharatiya Janata Party (BJP) in March 1998. Attacks against Christians in Odisha have occurred in recent years in response to missionary activity by Christians. In a well published case, Graham Staines an Australian Christian Missionary was burnt to death along with his two sons Timothy (age 9) and Philip (age 7) while they were sleeping at the station wagon at Manoharpur village in keonjhar district Odisha in January 1999.

There were also many incidents of violence against Christians in India which include arson of churches, threats of physical violence, distribution of threatening literature, burning of bibles, raping of nuns, murder of Christian priests and destruction of Christian schools colleges, cemeteries, etc.

Hindu Situation: Militants had murdered and forcibly displaced more than 400,000 Kashmir Hindus during Kashmir insurgency. This has been condemned and labelled as ethnic cleansing in 2006 resolution passed by the United States congress.

When Mr. Narendra Modi, Honourable Prime Minister of India spoke at an inaugural session of Re-invest 2015, he vowed to protect all religious minorities in which he said "I condemn all incidence of violence where all religious minorities were targeted". In another event organised by the Christian community Mr. Narendra Modi said "No religious group can incite violencemy government will ensure there is complete freedom of faith". He further said, "My government will not allow any religious group belonging to majority or minority to incite hatred against each other's".

Because Religion existed even before the law, people are connected more to religion than the Indian law and with increase in population there is also increase in clashes between religious groups. It is because of such occurrences that law exists to conduct the behaviours of the people to maintain peaceful society.

But in order to maintain an inter-religious society that respects the rights of its minorities a strong rule of law is needed. This includes giving minorities' greater representation on police forces, court and higher bureaucratic position.

The government must not by word or by deed give an impression that supports these fundamentalists groups. There must be indeed a zero tolerance policy against religious targeted violence and hate speech.





Phrangsngi Nongkynrih (XII Com)

A crumbly night I saw dad
With white dazzling colours
I waited for a while
That you would open your eyes
But never ever.

Often I find myself thinking of you Dad
A Father just like you
Holding me tightly with your right hand
Pressing me a warm goodnight kiss
Offering me a loving hug at the dawn
Whispering I LOVE YOU MY BOY in my ears.

Oh how I miss you my dear Dad
For you mean so much to me
One snowy night i saw you Dad
Alas! it was only a dream.

It is you who said that death is nothing at all
I have only slipped only away into the next room
Dear call me by old familiar name
Speak to me as before
Put no difference into your tone
Laugh as we always laughed

For life mean all that it ever meant
It was the same as it ever was
Why should be out of mind because I am out of sight?
Dear comes close to me.....

Dad I cried.....

I ran down the highway and you were not be seen
Tried to enter between the rain but you are far gone
I bounced over the sunrays
Leaped down the valleys and mountains
Yet I didn't find you.

Dad, I am tired of chasing the rainbows all the time
You may be out of reach but not out of sight
Shining ever bright in the colours of light
The cloudy shadow covered in fear
Drop by drop flowed down the tears

Everything halted to resume once more
I know waves of deep sea must reach the shore
If death the end life mystery
If it's the begging of life summary
Tell me dad, is that true?
Tell me again, is that true?

Come back dad I'm waiting for you
For we live every moment
We die every moment
To live for all moment.



SHILLONG COLLEGE



*Shillong College, Shillong College,
You are in Laitumkbrah,
You are so big and splendour,
I've known you from the seniors.*

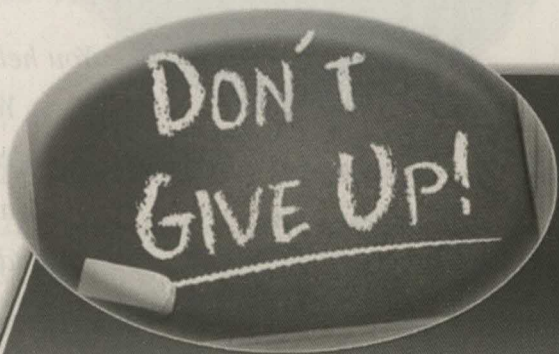
*You really have the talent,
That can't be imagine
Most people love you so much,
To be far from you I cannot.*

*You have the power to attract,
Boys and Girls to come.
To learn from you the foundation,
Respect, honour and wisdom.*

*You really have a great patience,
To bring up many students.
From you came out many graduates,
Doctors, officers and even doctorates.*

*Bloom! Shillong College Bloom!
Shine like the rays of the sun.
I will always pray for you,
Your honour will go on.*

**Navareane Syiemlieh
XII Commerce**



**Don't Give Up
Keep on going
Never stop
Keep on marching
And make it to the top.**

**Life is full of mountains,
Some big and some small,
But if you don't give up
You can overcome them all.**

**To keep on going
Try not to stop
When you keep on going,
You can make it to the top.**

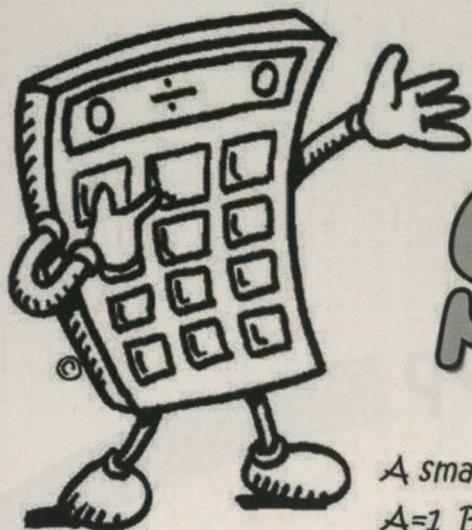




My **HERO**

*You held my hand when I was small,
You catch me when I fall,
You're the hero of my childhood,
And my later years as well.
And every time I think of you,
My heart still fills with pride.
Thought I will miss you dad,
But I know you're by my side,
In laughter and in sorrow,
In Sunshine and through rain.
I know you're watching over me,
Until we meet again.*

*Phibashisha Nongdhar
XII commerce*



A simple calculation to achieve Success

A small truth to make our lives 100%.....if

A=1 B=2 C=3 D=4 E=5 F=6

G=7 H=8 I=9 J=10 K=11 L=12

M=13 N=14 O=15 P=16 Q=17 R=18

S=19 T=20 U=21 V=22 W=23 X=24

Y=25 Z=26

THEN,

$H+A+R+D+W+O+R+K=8+1+18+4+23+15+18+11=98\%$ only

$K+N+O+W+L+E+D+G+E=11+14+15+23+12+5+4+7+5=96\%$ only

$L+O+V+E=12+15+22+5=54\%$ only

$L+U+C+K=12+21+3+11=47\%$ only

Then what make 100???

Is it money? NO!!!!

It's

$13+15+14+5+25=72\%$ only

LEADERSHIP?? NO!!!

It's,

$12+5+1+4+5+18+19+8+6=97\%$

Every problem has a solution, only if we perhaps change our attitude.

$A+T+T+I+T+U+D+E=1+20+20+9+20+21+4+5=100\%$

It's our attitude towards life that makes our life 100%

Navareane Syiemlieh
XII Commerce



Growing Up

*Day by day, I am growing up;
And so is my fear.
Increasing simultaneously day after day.
Asking myself, 'why is this happening?'
Searching 'high and low'
To find the answer.*

*The night passed by
With a vivid dream in my mind
So vivid; unable to differentiate between dream and reality
A nightmare where there's nothing to be seen
Except an abandoned land, dry and sad
No stream, no trees nothing green.
But dry and sad
And the air filled with dust
Which choked me and wakes me to reality.*

*Like my vivid dream, the answer becomes crystal clear
The answer I seek, added to my fear
I feared to see the other day
The other day where 'MOTHER EARTH' is destroyed
Misused by human's selfish ambitions.*

*It is our time to conserve our 'MOTHER'
Valued like a mother
And treated like a mother
Which 'MOTHER EARTH' rightfully deserves.
The time has come to wake up from our mad dreams
And hope for a better future.
Hope for our future generations,
Hope for 'MOTHER EARTH'
And hope for 'growing up'.*

Bethlehem L. Hrangchal
Class: XII COM.



U im i du chisien

Wan icha sla khyndaw pyrthai;
Du dei bor stad yong u Blai.
Dab uh ia I hei doh wei mynsien;
U im I leh du chisien.

Ah! Lok ah jor toa ap yeini,
Chisien donhi u im i heini.
U im I leh katkam ka bhah;
U im tymmen moa u im khyannah.

Chisien wada imi ha sla pyrthai;
Wym bien dei sniawsih dei sniaw khuslai.
U khiih u kreh deilang u sniawbha;
Kamwa da dep mang ia phi ia nga.

Toa kmen toa sniawbha,
Yong I ham sniaw para.
Wow im I leh chisien donhi,
Ham pynsap-ai yei por yong phi.

Ka juk katni leh wad ache,
Rukom im I leh da man thymme,
Naduh I bam, I dih, I riam I bait,
Ia bam ia jied leh katwa ngait.

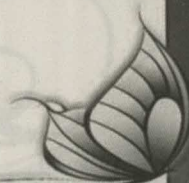
La tymmen nae la khyllud;
Jar jar ka luti u lai u bud.
Chaphrang u tia duhai u randien;
Nei bhah u im I leh du chisien.

Ha pyrdi yong I lai luti;
Chibun ki jingeh u chem I ki.
Tangwa chisien wada bakla u jied,
Kattae hi don da sep ka mynried.

Jar lei jingim u sumar u syndong;
Ha pyrdi wym hoi u takha u mong.
Duhai u bud yei jingim wasih,
Wadu chibet por daw sep daw duh i-ki.

Khublei Chibun

Shanbor Khongjah
B.Com 2nd year (Hon) Morning Section



Shillong College

Shillong College dei shlem jing nang jing stad,
Na pha mih ki rang ki thei khraw pyrkhat.
Naduh ki barit pha pynpaw pyrthei,
Jingshai la ba sor, nongkyndong ki shlei.

Shaduh sha dkhar jing tip jong pha saphriang
Ban sngew kyrteng jong pha, oh! Ki sngewthiang
Haba na shnong ki lah san lah ih bha
Nyngkong beit beit ki wad admishon na pha

Tyngshain tyngshain Ko! Ka Shillong College
I'u soh ka jing jop ba phan ioh ban kheit
Kumba Pha kiew sha suin ia ki jingtei
Kumta ruh ka nam jong pha kan shlei.

Ko! Shillong College, Ko! Shillong College
Ia kyrteng jong pha A! ki ia pyrta
Bunsien lad ioh admishon ha pha
Mynsiem kan hun kan kmen da jingsngewbha.

Thrangsngi Mawlong
BA 2nd Year





Jingim Lanvei Ban Jai Tei

Ki Kuli juk ka por mynta
Baroh ki beh ban mareh thong
Ban ioh ia spah ia sbai nylla,
Khamtam ia jingstad ba nylla.

Naduh na sor sha nong kyndong
Baroh ki ia beh ia ka thong
Ban poi sha kliar jingjop phi kwah
Kumba ki thmu kumta ki lah.

Katba ka jingstad la nang kiew
Jing myntoi ruh la nang kyntiew
Ban bha la Ri bad jait bynriew
Hangta lawei ruh ban iai kiew.

Da khongpong pynban ia ngi ka lam
Sha jingsniew ijli ba tasam!
Bun bah na ngi khlem nang ban jied
Khlem ju tyngkai khlem don jingsmiej.

Watla nong sor ne nong kyndong
Lin Lin kiba sdang ban shah phon.
Ki Rang da jied bad thei nylla
Khlem poi pyrkhat ki poi ruma.

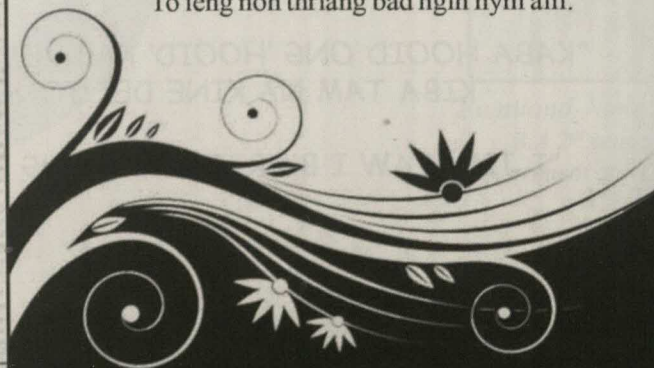
Kat sha ba iaaid sha ba ieng
Baroh ki im bad ka jingmeng
Riti la jong ki sdang klet noh
Ia riam nongwei ki sdang kynjoh.

A khun ka Ri da kynmaw dngong
Bym bit ban klet Riti dustur lajong
Sha jong kiwei wat nud ban jngi
Namar kan wanrah jingsniew ki Riti.

Samla ka Ri to ieng joit mynta
Waw pyrthei la dap tang jingma.
Lawei ka Ri b'la dei kyntiew mangi,
To ieng noh thriang bad ngin nym aili.



Kitdor Kharlukhi
BA 2nd Year,
Department of Khasi



Ka Por Samla

*Ka por Samla, Ka por jingkmen,
Bun sien ngi shem, tang da jingkmen.
Ki Aiom Ksiar, Aiom Rupa,
Dei ka jingbha bym shet kylla.*

*Ki lok ngi shem; Babha, basniew.
Ngin jied jingbha, ngin kiar jingsniew.
Tang jingsngewbha, ha ngi bunsien.
Ban ym babe kylla dien.*

*Ki jingkynmaw kin iai sahduh
Bad kan nym lah, ban wanphai shuh.
Haba kynmaw Mynsiem ka blaw.
Kan sah ha ngi tang jingkynmaw.*



*Jefferson Marbaniang
BA 2nd Year
Department of Khasi*

Ki Synniang Pyrkhath



"HA KA JINGIAKAJIA UBA BAM SUK DEI U POI EI"

"KORDIT IA KI KHUN KIBA HARAM IA LA KI KMIE KI KPA"

"KABA HOOID ONG 'HOOID' KABA EM TO ONG 'EM'. NAMAR
KIBA TAM NA KINE DEI JONG KABA SNIEW"

"I JINGJAW I BA RIT I PYNLONG IA KA DURI AW BAH"

*Siewspahjingbha Bina
BA 2nd Year
Department of Khasi*





Mawlynnai Kordor

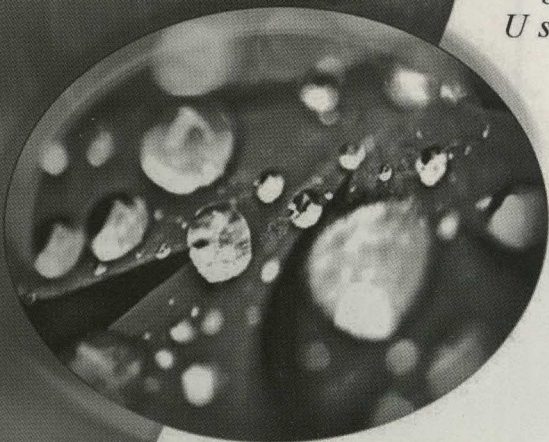
Na iing jlang ngan mih ha por step phyrngap,
 Ki shiah jingeh ia ki ym lah ban lait;
 Jingsngewsih jingklusai ngam dei ban sngap,
 Mawlynnai kordor ngan wad khlem shongthait.

Umjer ha u phlang dang step ki phyrnai,
 Nga mih na iing jlang mawlynnai ban wad.
 Baieit bathoin shipor nga dei ban jngai;
 Shuwa ba ka sngi, mawlynnai kan pynrngad.
 Khlem kyrtiang dien, shakhmat la dei ban tur,
 Watla ki shiah ia nga ki dung ki thar;
 Dieng pyngkiang eh nga dei ban tur shlur,
 Hadien u slap ka sngi kan tyngshain kdjar.

Jingpule ngan dem bad iai minot thop,
 U soh bathiang ngan kheit bad ioh jingjop.



Romiland Nongsiej
 B.A 2nd year
 Department of Khasi



Ri La Akor

Haba phi kren, kren da akor,
Wat thok ne kren bymdei;
La kiwei ki ong phi shukor,
Phi wat nym sngew ei ei.

Ktien hok ktien sot phi dei ban khlei,
Lynti bahok jong phi;
Watla kiwei ki ong kam dei,
Blei un kyrkhu ia phi.

Sharum shaneng haba phi iaid,
Pyni nuksa ba bha;
Wat ju kyrdem wat ju buaid,
Burom duh khamakha.

Phi dei ban trei hok ia ki kam,
Ka por wat pynsep ei;
Buhteng wat shah ban pynsah ram,
Ia phi ban pynsep ei.

Jingsneng I mei I pa kohnguh,
Ngeit sneng burom ia ki;
Syntiew baitynnad phin phuh,
Ba dei jingkhraw jong ki

Haba phi riam phi beit phong bha,
Phi dei jingthaw kordor;
Ia la ryenieng to sumar bha,
Wat ju phong khlem akor.

Jingim basngur kum um bujmgor,
Kiwei ban dih kin bang;
To ri hok ia ka la akor,
Phin long I ba kyrpang.

Jingshai phyrnai kiwei kin I,
Ki briew kin bud shisha;
Dienjat kiwei kin bud ia phi,
Phin long nuksa babha.

Blei un kyrkhu kyrdoh ia phi,
Akor phi iai tyngkai;
Katba nangiaid ki por ki sngi,
Ka bha ka miat Un ai.

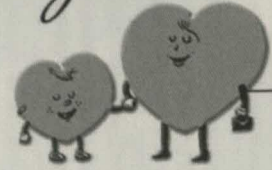
Ia phi la thaw kyrpang u Blei;
Jingim to ri kyrpang;
Ia la jingim wat pynsep ei,
Jingbha jingmiat kin lang.



Romiland Nongsieij
B.A 2nd year, Department of Khasi



I Mei Jong Nga



*Ko mei baieit, ko mei bathiang jong nga
Shaei ngan shem kum maphi ha pyrtnei.
Phi len lade ban bit ban biang ma nga,
Jingeh phim khein ia bor baroh phi sei.
Sha kliar u lum ba poi, ban jop ka thong,
Ko mei ngan len lade ngan trei shitom.
Khnanng ba jingthmu jong phi kin dup urlong
Tien sneng tien khraw jong phi ngan ri junom.*

*Wat lada na phi mei, nga don sha jngai,
Kyntien shongsbai jong phi te ngan ym klet.
Wat lada slem sha iing ba ngan wanphai,
Jingsneng, jingkhraw jong phi ngan ym lyndet.
Dienjat jong phi baroh shirta ngan bud.
Shirta ngan ieit ia phi na khuin dohnud.*



*Rosemary Nongsiej
BA 2nd Year
Department of Khasi*



Ko Pa Baieit

Ko Pa baiet jong nga
Shano phi don mynta
Nga ĩai kynmaw ĩaphi:
Bad ki jingsneng jingkhraw jong phi.

Ki ktien thiag ki jong phi
Ki suhthied hapoh jong nga
Ki kham kordor ban ĩa mawlynnai
Bad ĩa ki ruh ngan ĩai tyngkai.

Kum U Rangbah phi kit phi bah
ĩa longĭng longsem phim shym kyrngah
Watla jingeh ki ban ki thom
Hynrei ĩa ki phim kheĩ phi trei shitom.

Phi pyndap pynbiang ia nga:
Ba ngan longbriew lashai la shisngi
Ba ngan kheit ĩa u soh uba thiag
Bad ban long ruh ka nongkylliag.

Hapdeng ki jingkmn jingsngewbha
Ka longĭng longsem ka pait ka pra
Haba ka mon U Blei ka la shynna
ĩa phi U rong noh da shisha.

Nga ĩgeit sa shisien ngin shem biang
Sha Ri ka jingkmn bad ka jingthiang
Ynda ngin ia don lang hangta
Jingieid nylla kan dap biang pura.

Khublei ko Pa Baieit jong nga
ĩa Burom akor babha jong phi
ĩa ki ngan kynmaw shyrtā hi
Tad haduh ba kut ki sngi.



Baniaishanlang Wahlang
B.A 2nd Year (Khasi Honours)

Ka Burom Ka Akor Ha Kine Ki Sngi



Banteipat Wahlang
B.A 1st Semester (Day Shift)
Political Science

Kum ka jaidbynriew ngi ju ngeit ba u briew u wan sha kane ka prythei ba un ri un sumar ia la ka jong ka burom ka akor, ka long rynieng jong u, bad ruh ba un long u briew uba tip kur tip kha, tip briew tip Blei.

Kaei kata ka burom ka akor?

Haba kren kynthup lang ngi lah ban ong ba ka burom ka akor ka dei ka jinglong tynrai kaba don ha u briew kaba ngi lah ban iohi lyngba ki kam, ki ktien ne ki jingleh jong ngi ba man la ka sngi.

Ka Burom Ka Akor Ha Kine Ki Sngi

Haba ngi peit bad phai kylleng sawdong ngi iohi ba ka jinglong jingman jong ka akor jongngi ki khun khasi khara ka la hiar arsut ha kine ki sngi kiba mynta. Kaba kham sngewsih ka long ba ngi la hiar katta katta ha ka jingtrei bad pyndep hok ia ki kam ki jam la ka long kano kano ka rukom trei. Kumjuh haba ngi phai ha ka liang ka ktien ka thylliej ngi iohsngew ba bun ki pyndonkam da ki ktien ki bym syngewtynnad hynrei I Kumba ki sngewtynnad pynban ban pyndonkam da ki 'tien sih 'tien sang, u nongkren u la myllen ban pyndonkam da ki ktien bym dei bad uba sngap ruh ym sngew ei ei shuh.

Haba ngi peit kylleng sawdong ha kine ki sngi ngi iohi shisha ia kata ka jinghiar jong ka burom ka akor la ka long ha ka imlang sahleng ne wat haduh ha duh ha iing ha sem ruh. Kum ki briew ngi shem ba u shynrang u don la ka jong ka kyrdan jinglong shynrang jong u, bad ka kynthei ruh ha la ka jong ka kyrdan jong ka. Ha kaba u shynrang u dei ban burom ia ki riew kynthei bad ka kynthei ruh kumjuh ngi dei ban burom markylliang khnang ba ngin ioh ia kata ka imlang sahleng kaba shngain. Hynrei haba ngi peit ha kine ki sngi kala long da khongpong ha kaba u shynrang um burom shuh ia ki riew kynthei bad ka kynthei ruh kam da salia shuh ia u shynrang lait noh sa tang kato katne eh ki ba dang burom markylliang, hynrei kiba bun kim da salia shuh. Kine ki ju jia bad ngi ju iohi man la ka por wat shipara ha iing ha sem, ki para kim ju burom shuh ia la ki hymmen bad kum ki hymmen ruh kim da bat shuh ia kata ka kyrdan jinglong hymmen bad ban long ki nuksa ia la ki para jong ki. Ngj ju shem ruh ba ha kine ki sngi ba ki khun kim ju da

pynsngap shuh ia la ki jong ki kmie ki kpa wat haba ki sneng ki khraw. Ka ba sngewsih tam ka long haba ki khun kim tieng ne khein snep shuh iala ki jong ki kmie ki kpa.

Kumta kum ka jing kyntu ia baroh ki para samla ki paralok parajor bad la ka iing ka sem jong ka Shillong college hi baroh kawei kiba long ki para jong nga bad kiba long ki hymmen jong nga ruh kumjuh ban ngin long ki ba iaieid, ia sngewthuh jingmut, kiba don burom, ban burom iala ki jong ki kmie ki kpa, ki nonghikai kiba halor baroh kumjuh ruh ba ngin long kita kiba kit khia iala ka jong ka long rynieng, ban long kiba khuid ha ka ktien ka thylliej ne ki kam kiba ngi leh namar kaei kaba ngi kren ne leh ka pyni ia ka jinglong ka brom ka akor jong ngi ha kiba bun ki ba iohsngew ne iohi ia ngi.

*"To ngin iai long kiba pher;
Wat jingiaid ka nang jngai.
Wat hapdng jong ka jing dum
To ngin lon, ki ba shai"*



लालमाल सौमा

बी ए हिंदी प्रथम वर्ष

सीख

ठुनक- ठुनक बोली गौरैया
मीठे गाने तुम्हे सुनाऊं
आओ साथी सुनो ध्यान से
कुछ अच्छी बातें बतलाऊं ।
ईश्वर को तुम कभी न भूलो ,
सदा सवेरे जगना सीखो
साँझ सवेरे ज्ञान लेना
ध्यान लगाकर पढ़ना सीखो ।
आलस उन्नति का दुश्मन है ,
इससे कभी न नाता जोड़ो ।
मेहनत से सबकुछ संभव है ,
इसका साथ कभी मत छोड़ो ।
जीवन में कुछ नहीं असंभव ,
सच्चे मन से काम करो तुम ,
संचय कर लो बुद्धि शक्ति का,
आगे बढे चलो न डरो तुम ।
सदा करो उपकार सभी का ,
असहायों को सदा बचाओ ,
सबका ले आशीष धरा पर ,
अपना जीवन सफल बनाओ ।

पथ भूल न जाना

पथ भूल न जाना पथिक कहीं,
पथ में कांटे तो होंगे ही,
दूर्वादल सरिता सर होंगे,
सुन्दर गिरि वन वापी होंगे,
सुन्दरता की मृगतृष्णा में,
पथ भूल न जाना पथिक कहीं।
जब कठिन कर्म पगडण्डी पर,
राही का मन उन्मुख होगा,
जब सपने सब मिट जायेंगे ,
कर्तव्य मार्ग सन्मुख होगा,
तब अपनी प्रथम विफलता में ,
पथ भूल न जाना पथिक कहीं ।
अपने भी विमुख पराये बन,
आँखों के आगे आएं ,
पग पग पर घोर निराशा के,
काले बादल छा जायेंगे ,
तब अपने एकाकीपन में ,
पथ भूल न जाना पथिक कहीं ।
रणभेरी सुन कर विदा विदा ,
जब सैनिक पुलक रहे होंगे ,
हाथों में कुमकुम थाल लिए,
कुछ जलकण दुलक रहे होंगे,
कर्तव्य प्रेम की उलझन में,
पथ भूल न जाना पथिक कहीं ।
कुछ मस्तक काम पड़े होंगे,
जब महाकाल की माला में,
माँ मांग रही होगी आहुति ,
जब स्वतंत्रता की ज्वाला में ,
पल भर भी पड़ असमंजस में ,
पथ भूल न जाना पथिक कहीं ।



सर्वश्रेष्ठ एवं प्रचलित प्रेरणात्मक कथन

- साधारण दिखने वाले लोग ही दुनिया के सबसे अच्छे लोग होते हैं ;यही वजह है की भगवान् ऐसे बहुत से लोगों का निर्माण करते हैं ।
-अब्राहम लिंकन
- जिस व्यक्ति ने कभी गलती नहीं की उसने कभी कुछ नया करने की कोशिश नहीं की ।
-अलबर्ट आइन्स्टीन
- सफलता एक घटिया शिक्षक है । यह लोगों में यह सोच विकसित कर देता है की वो असफल नहीं हो सकते।
- बिल गेट्स
- परिश्रम सौभाग्य की जननी है।
- बेंजामिन फ्रैंकलिन
- कोई व्यक्ति अपने कार्यों से महान होता है , अपने जन्म से नहीं।
-चाणक्य
- प्रसन्नता पहले से निर्मित कोई चीज़ नहीं है, ये आप ही के कर्मों से आई है।
-दलाई लामा
- तीन चीज़ें ज्यादा देर तक नहीं छुप सकती, सूरज, चन्द्रमा और सत्य ।
-गौतम बुद्ध



- आशीष तमांग

बी. ए. प्रथम वर्ष

ये कड़वी सच्चाई है.....!

गरीब को एक रुपया दान नहीं कर सकते, और वेंटर को टिप देने में गर्व महसूस करते हो.....

पिता को एक गिलास पानी नहीं दे सकते, और नेताओं को देखकर ही वेंटर बन जाते हो.....

पंगत में बैठकर खाना दकियानूसी लगता है और पार्टियों में खाने के लिए लाइन लगाना अच्छा लगता है.....

पिता के मरने पर सर मुंडवाने में हिचकते हो, और 'गजिनी' लुक के लिए हर महीने गंजे हो सकते हो.....

कोई पंडित अगर चोटी रखे तो उसे एंटीना कहते हो और शाहरुख के डॉन लुक के दीवाने बने फिरते हो

किसानों के द्वारा उगाया अनाज खाने लायक नहीं लगता, और उसी अनाज को पोलिश कर के कम्पनियाँ बेचें तो क्वालिटी नज़र आने लगती है.....



-उज्जवल डे

बी.ए. प्रथम वर्ष

मेरा हिंदुस्तान

देश है मेरा हिंदुस्तान
इसे करें हम मिलकर सलाम ।
सबसे सुन्दर सबसे महान,
देश है मेरा हिंदुस्तान ।

हिमालय करता इसकी हिफाजत ,
गंगा यमुना से बढती इसकी इज्जत,
इसमें बसती हमारी जान,
त्योहारों से सजता मेरा हिंदुस्तान ,
देश है मेरा हिंदुस्तान ।

इसे करें हम मिलकर सलाम ।
यहाँ रहते कीर्तन अजान ,
यहाँ रहते गीता कुरान ,
सबसे सुन्दर सबसे महान ,
देश है मेरा हिंदुस्तान ।



राहुल राय

बी ए तृतीय वर्ष

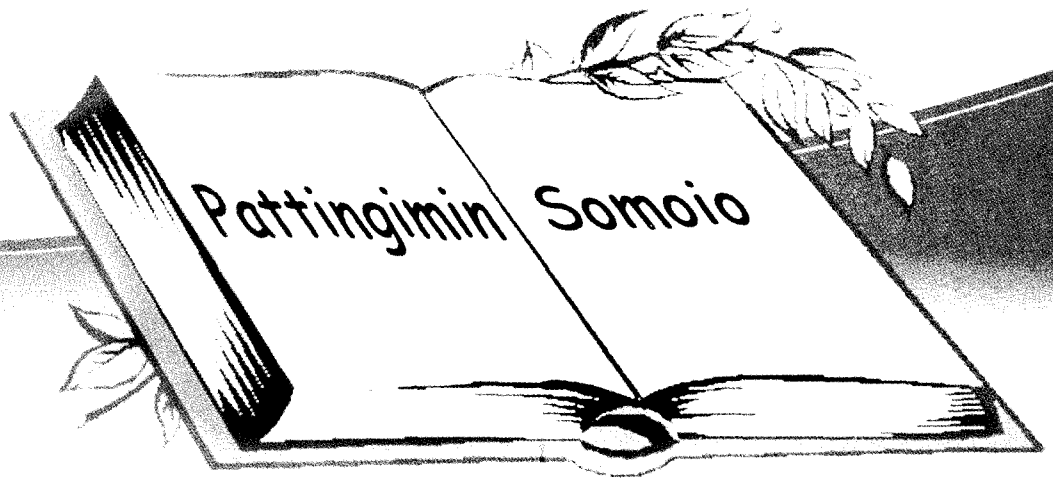


Nebukadnezzarni Jumang

Skanggipa a-gilsakko ong-chengana gisiko
 Chanchiengachim mikkangchina ong-gnina an-tangko.
 Turamo tuengachim jumangosa nikengachim
 Da-nang! Babylonni rajade,
 Mikrakbaon chakatbahaon gualaha jumangko,
 Chanchiahaon man-piltaina gisiktango sandion;
 Tiktik ka-tong bika rim-rok, dongtojae gisiko
 Okamaha montolrangko pelekerangko... talatchina jumangko;
 Man-pajaha uamangba da-nang sakgipini jumangko.
 Unon Raja ka-a dal-e bika soe so-otsrangna u'mangko,
 Tariaha tonual riprap bimang dingdap gimaatsrangna u'mangko.
 Unochacha kakketgipa Daniel knaenba kattako,
 Talatpana aganaha gualgimin jumangko;
 Bean bebe aganoa gualgimin jumangko
 Agan-parakaha dal-begipa mandeko,
 Mesokaha Isolan dal-begipa jajumangchi.
 Rajarangni ong-baaoni a-gilsak bon-aona
 Bean bebe talatahaon dal-begipa mandeko,
 Miksongaha 'sonan sko' Babylonni rajakon.
 (605 BC oni 539 BC ona ua sason ka-e)
 Bilbrigipa onbatgipa amgen ine agane.
 Ra-bebejok ambebejok 'ka-bak' da-nang Persian' rajasa.
 (539 BC oni 331 BC ona ua sason ka-taia)
 Uko amgen ine agantajjok, Jean 'kang-kare' Greeceko miksonge.
 (331 BC ini 168 BC ona ua sason ka-taia)
 A-gilsako seng-batgipa amgen ine agantajjok,
 Jean 'Ja-a' Romeko miksonge.
 (168 BC oni 476 AD ona uaba sason ka.a)
 476 AD onide bon-choigipa ong-aiaha uan 'Ja-pa ki-tikde'
 Ong-kuaigen tom-tomaigen ine chanchinabe bon-choigipa 'Ja-pa'ko,
 Bon-agito chipnagitoan ine chanchihoai iakon.
 A.steming silgrak baksa basakoba ma-gapama?
 An-ching mikkang re-mikkangao da-o an-ching kamko ka-kuo
 Tom-tomkugen nangrimkugen ine chanchinabe gisiko,
 Ong-ja ong-ja chanchinabe ong-jaode tol-a ong-gen.
 Agangimin gita ong-baenga sesogimin gita chu-sokbaenga,
 Chinko nie uibowai ! Kamko done re-chakbowai!
 Ong-jaode tarikujaode chipchanggenna do-gakode.
 A-song dambri raja sakbriko mesokan' ja-manode.
 Dal-begipa ro.ong (Isol) romtombaenba bnekatjok ukode.



Gamseng N. Sangma,
 BA (Garó)



(In A Blessed Time)

Dakon mande maikoba gisiko nange
 Ka-donga niknaba biteko chanchisoe,
 Chu-sokani sokharonga mandena
 Rake kamko ka-e rang-spegipana;
 Ku-sa-rong-sa cha-o-ringoba
 Gamtango kakket katchaani
 Ong-ja kakket chu-sokani aro skie ra-ani;
 Neng-skimani gri somoiko gimaatanio
 Ding-ol gramchia gri maming kamon
 Ong-ja nang-ni gam chong-mot cha-u ra-sekanio
 Mikboke man-na togie gipinni gamko
 Ja-rikronga uarang somoiko indin matanio
 Skiho O gamgipa nang' kakket bidako
 Isolni niam a-ani kariko
 Neng-skime janggi tangna Isolni on-ako
 Chonniknahe na-aba uratgija tikkello
 Pattie on-gimin somoio
 Man-jawa darangba chu-sokatna bang-akon
 Jaksraprikjaode nang' kam rikpiloba somoiko
 Skimpilgen ja-manosa, Him...angai cholijajok
 Mandeskaba angkode chonnikengjok
 Indioba chonnikako ra-biskabojok
 Aro ong-nikbo batesa donga chu-sokani
 Bang-a kamrangko skie ra-ani
 Aro uianirangko gisiko chimonganian
 Maina donga donmuaosa mande sakantinan
 Katchabo nikkujabacholko man-kuode
 Gisik nange kamtango katchae.

Rikrak J Sangma
 BA I (GARO HONS)





PORAIGIPA CHADAMBENI CHU·SOKANI

(The Success of the Student)

Ma·a-paa dedrangko dal·atna ske
Poraiaipaenga da·nang kosto ong·e,
Sanoba a·jak game, sanoba nokkol nape
Simsakenga dedrangko dal·at·chuatna'ne.

Nokdango dakchakenga salanti choliani kri
Kangal-man·e cha·ani dongani kri,
Ama dipet dakchakenga an·tangtang dongpaako
Uibone dedrang ma·a-paani dakchakako.

Poraitoka chadamberang chel·chela biapo
Skie ra·enga lessontangtangko porairam a·damo,
Simsakenga saobade chu·sokpana ske
Krenga darangan mande ong·pana ske.

Ma·a paniko bi·atenga jaanti tangka paia,
On·atpaenga da·nang! ma·a paade dedrangni account.
Bikote ra·enga A.T.M oniko altue dedrangde,
Me·su samjak be·en bitin watatrongpaa ja antin.

Poraigipa chadambede re·angjok miksonge classchi,
Badeangjok dingtangchisa chametangko grongnasa.
Suk ong·e rodiljok an·tang classko gualpile.
Sokbajok nokona ka·satangko gipake ku·dimesa.

Isol ka·o nanggenne nang·ni daka kamrangna,
Mikkang ki·sang chanchibo nang' gualako.
Poraiani gamchatade nang·ko gun dongatgenne,
Chu·sokgipa ong·atgen nang' janggi tangako.

Nokgipa Isolan patijok ui·ani seng·aniko
Jakkalskana chadamberang ui·ani seng·ani gunko.
Poraiachi mikkang dona, poraiaiko watgaljana,
Nokdangko chuatna a·songko namatna nang·ni angni jako.

Dolong be·prugipako bolko ane chanbatna,
Buring dikripigiminko atte rim·e talatna.
U·igija mandeko seng·aona rimnapna,
Jakko de·e ja·ku gae poraianiko niksengatna
Hai A·chik jatko.



Raksrang A Sangma
BA I (Garó Hons)

HAPPY TEACHERS DAY - 2014





100 DRUMS WANGALA FESTIVAL



WOMEN GELL





XI Arts (M)

The Lamp



XI Arts (D)



XI Com (M)

The Lamp



XI Com (D)



XI Science

The Lamp



XII Arts (M)



The Lamp





XII Com (D)

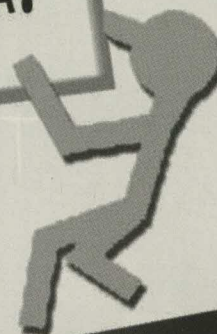
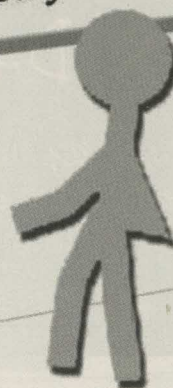
The Lamp



XII Science

Na·a An·tangni Changa Sapaniko Sandiahama?

(Have you ever searched your Talent?)



Chibasal Lampard. R. Marak
BA III (History)

Da·ororo chadamberangni chagrongenggipa dal·bea neng·nikaniara an·tangtangni kakketgipa cholon, gun aro changa sapaniko sandina sapgijanian ong·a. Bang·bata chadamberangan a·gilsako mingsing·minggamako man·gipa manderanko ja·rike janggi tangpana namnikgiparang ong·a aro indake an·tangtangni kakketgipa cholon bewalko gimaata. Ia obostarangni ja·pangara mai? Mongsonggipa ja·pangra, chadamberangni an·tangtango maming kamnaba choligijagipa gita ra·a aro an·tango one ra·ani a·selan ong·a.

An·ching chadambe sakantian an·tangtangni changa sapaniko sandie nina nanga maina Isol mande sakpraknan dingtang dingtang changa sapaniko on·aha aro miksonga dongesa ong·ataha. Sanaba git ring·na changaniko, sanaba golpo aganna changaniko, sanaba song·na changaniko, sanabara chrokna changani, sanaba sena·jotna changani aro sanabara gisik·a·ning bite chanchina changani, gisik matsramani aro uandake dingtang dingtang gun ba changa sapanirango Isolan patimanaha. Mande sakantian an·tango ka·donggipa ong·ate, an·tangni kakketgipa cholono janggi tangna nanga. Sakgipinni kam cholonko mamingkoba ma·sigija mikchipe ja·rikaiode an·tango donggipa changa sapaniko sandina changchipjawa aro uichipjawa.

Na·a an·tangni changa sapaniko sandibo, jean nang·ko jinmaoniko dingtang ong·ata aro nang·na chu·ongnikani baksa kusiko on·a. Ong·jaode nang·ni changa sapanirang a·kolo dongenggipa gamrang gita ong·gen. Uarango basako bikote jakkalgen aro maina jakkalgen uko uija gita na·a an·tangni changa sapanirango jakkalna uijawa. Jensalo na·a an·tangni kakketgipa cholon aro changa sapaniko man·a unon na·a kusiko man·a. Mande sakantian maiba changa sapani, maikoba dakna namnikani ba gisik nangani dongna nanga, unon na·a an·tangni kakketgipa jagringko man·na amgen aro uan nang·na pangchakani aro kusiniko on·gen. Mande sakprako donggipa changa sapanirang apsan ong·ja. Pilaknan dingtang dingtang changa sapanirango pattiaha.


Mande sakantion dingtang dingtang changa sapani donga; indiba uko sandianichi an·tangtango donggipa changa sapaniko ma·sia. Uko sandianichi aro rake jotton ka·anichisa an·tangtangni changa sapani aro gunrangko jakkalna ama. Na·a an·tangna somoiko on·e, chakchike, jotton ka·e an·tangni changa sapaniko gimaatna skang da·o somoi dongmitingon sandibo; Maina knalde ja·manchakdugaskanaba dongaha. Hai! A·chik ripengrang an·ching sakgipinko ja·rikgija an·tangtangni kakketgipa cholonko aro changa sapaniko sandie a·gilsakna mesok·parakatna. Unbaksana an·tangtango donggipa changa sapaniko Nokgipana on·kange Uni rasongnasa jakkalangna ine chadambe sakantikon ku·mongna namnika.

REPORTS OF THE EVENTS 2014-2015

TEACHERS' DAY PROGRAMME 2015

Organised by Chemistry (Hons) students on
5th Sept 2015 in the Chemistry Laboratory

Chemistry Honours Students



The Chemistry (Hons) students had organized a Teachers' day celebration on the 5th Sept 2014 by the past students of Chemistry and this year again the present students of Chemistry had organized a programme in the Chemistry Laboratory at 10 A.M on the 5th Sept 2015. The programme started with an opening prayer by Shimtihin , B.Sc II (Hons) and welcome speech was delivered by Hopon Rabha a student of B.Sc III(Hons) followed by a welcome song entitled, 'Pen is Mightier than the Sword' presented by the students . The Head, Department of Chemistry, Dr M.N.Bhattacharjee, delivered a speech which enlightened and encouraged the students. He also expressed his emotional feelings as this year is his last year to attend Teachers' day programme in the Department. After his speech, a dance performance was given by two students of B.Sc I Semester, Barrister Kharsohnoh and Sushmita Chakma. The performance was followed by the cutting of the Teachers' Day Cake by all the teachers of the Department. The two teachers Dr D. L. Buam gave a speech in which she expressed delight to get a chance to attend the second Teachers' Day Programme organized by the Chemistry students, and Shri K. Umdor also gave a short speech appreciating the thought by the students to organize Teachers' Day programme and he added that this programme can be in honour of Dr M.N.Bhattacharjee, Head of Department, since this is the last year for him to be in the Teachers' Day programme of the Department. This was followed by the presentation of gifts to all the teachers of Department of Chemistry and the Laboratory attendants. The vote of thanks was offered by Ibaklorlang Lapasam to thank all the teachers and students. The programme came to a close with a closing prayer by Dr D.L. Buam followed by the refreshments for all.

The mediocre teacher tells

*The good teacher explains.
The superior teacher demonstrates.
The great teacher inspires."*

- WILLIAM ARTHUR WARD



NSS

ANNUAL REPORT 2014-2015

Asst. Prof. M. W. Synrem,
Programme Officer

The NSS Unit of the College, first of all would like to express its deepest gratitude and appreciation to Dr. K.D. Ramsiej Principal of the College for his unstinted support and guidance in all activities and efforts taken by the Unit towards fulfilling its aim and objectives of the NSS. Our appreciation also goes to Dr. M.Dey Vice Principal, Prof. L.P. Shadap, Prof. V.R Solomon, Dr. R. Dkhar, Prof. D. Syiem, Shri. E Niang and all Members of the College NSS Advisory Committee. Our sincerest thanks and appreciations to Prof. L. Pariat, Dr. E. Kharkongor for being associated with the NSS as Resource Persons and Mentors in every programmes of the Unit conducted from time to time. Our thanks also goes to the Office staffs of the NSS Cell NEHU and Programme Coordinator for their relentless help and support in all our activities. Last but not the least, our sincerest appreciations and gratitudes goes to all the VOLUNTEERS of the NSS who had been always with us and are the pillars of strength of the Unit in all its successful endeavours in reaching out to the community.

NSS FOOD FEST

The NSS Unit of the college organised the Food Fest which was held on the 8th November, 2014 at the college Campus. The purpose of conducting this Food Fest is to raise funds for the Orphan children of NEIMA Orphanage, Pynursla. Around Rs. 4000 was raised during this programme. The programme was attended and participated by large number of student volunteers of the college including teachers.

GLOBAL DIABETES DAY

The next programme conducted is the celebration of 'Global Diabetes Week' on the 14th November, 2015. 11 student volunteers took part in this programme organized by the 'Bansara Eye Care Hospital' and 'Meghalaya AIDS Control Society'. This programme include of a Rally from Iewrynghep Ground, Laitumkhrah to SoSo Tham Auditorium besides many other programmes conducted during the day.

PRE CHRISTMAS CELEBRATION

The last programme organized by the Unit in the year 2014 is the Pre Christmas Celebration conducted at the NEIMA Childrens' Orphanage at Pynursla on the 16th December, 2014 In this programme a short prayer service was conducted along with the children of this orphanage and Prof. L. M. Pariat of the English Department delivered a short message on the significance of Christmas in the context of the present day world. He reminded that Christmas is not only a time to celebrate but to share the joy of this season by giving and helping those who are in need. The programme was followed by the cutting of the Christmas Cake by the Children of this orphanage followed with a Christmas Carol lead by the student volunteers and concluded with a tea party along with the children and those present in the gathering. A Gift of Rs. 32, 600 which was raised by the Unit through donations collected from student volunteers and teachers of



the college was also handed over to the caretaker of this orphanage for the requirements of this orphanage.

NSS NATIONAL SEMINAR:

'Role of NSS; Scope & Challenges'

25 NSS volunteers of the College along with two Programme Officers Shri. M.W. Synrem and Shri. S. Kharrymba attended a two day National Seminar on 'The Role of NSS: Scope and Challenges' held on the 5th & 6th March, 2015 at the Multi use Convention Centre, NEHU, Shillong. The Team also represented the Cultural Song Item at one of the Cultural Programme conducted during the programme.

NSS EXCURSION

Seven NSS Volunteers along with two Programme Officer went for an excursion conducted by the NSS to Kaziranga National Park, Assam from the 21st – 23rd March, 2015. The members were escorted by Pf. L.M. Pariat and the group stayed at the Highland Resort for the entire trip. Jeep Safari and Elephant Safari were some of the main activities conducted during this excursion.

FELICITATION OF INDIRA GANDHI NSS NATIONAL AWARD FOR BEST VOLUNTEER BY THE GOVERNMENT OF MEGHALAYA

Four NSS Volunteers from Shillong College who had received the Indira Gandhi NSS National Award for best Volunteers was felicitated by the Government of Meghalaya at the 2nd NSS North East Festival 2015 held at the University of Science and Technology, Meghalaya on the 28th April, 2015. The Volunteers felicitated were:

1. Palvy Dora Kharkongor for the Year 2010
2. Wantreki Lyngdoh for the Year 2011
3. Tara Prasad Upadhyay for the Year 2012
4. Shaisngi Lyngdoh for the Year 2013

SPECIAL CAMPING PROGRAMME AT LAITKSEH VILLAGE

A special camping Programme was organized by the NSS Unit from 1st June to 6th June 2015. Altogether 80 NSS Volunteers attended the Camp. A boundary wall of a village primary school was constructed during the camp. Other activities was also undertaken during the week long camping Programme.

TREE PLANTATION AT THYNROIT VILLAGE

NSS Unit of the College organized a Tree Plantation Programme to celebrate World Environment Day on the 5th of June 2015 at Thynroit Village. Altogether 100 saplings were planted by 60 volunteers on the day. The programme started with a speech delivered by the P.O of the unit Smti. S. Khyriemmujat who emphasized on the importance of tree plantation.

NATIONAL SEMINAR ON DRUG ABUSE AND ALCOHOLISM

20 NSS volunteers of the college participated at the inaugural programme of the National Seminar on 'Drug abuse and alcoholism' held on 15th June, 2015 at the State Convention Centre, Pine Wood Hotel, Shillong. The volunteers represented the NSS Theme Song at the gathering which were attended among many others by the Union Minister, Union Minister of State Government of India, Smti. Deborah C. Marak Minister i/c Social Welfare Government of Meghalaya and other dignitaries from the State and Central Governments. The volunteers were being praised by the organizers of the programme for rendering the Theme Song much to the delight of the dignitaries present.

NSS ORIENTATION PROGRAMME 2015

The NSS Orientation Programme for new volunteers which used to be held regularly every year was also conducted this year. The Orientation Programme for the 1st Semester Degree students was conducted on the 25th July, 2015. In this programme Ms. Palvy Dora Kharkongor and Shri. Tara Prasad Upadhaya, ex-volunteers and IGNSS Awardee of the college, were the Resource Persons. Ms. Palvy spoke about her experiences as NSS Volunteer and the opportunity that NSS is providing for the student youth in different aspects of life. Tara Prasad in his power point presentation gave a brief explanation on the aims and objectives of the NSS and the different programmes conducted by the NSS.

SWAACH BHARAT ABHIYAN WORKSHOP

25 volunteers along with 4 Programme Officers of the College NSS Unit participated at the One Day Workshop on 'Swachh Bharat Abhiyan' held on the 31st July, 2015 at the Multi use Convention Centre NEHU, Mawkyntoh Umshing. Many renowned personality and academicians from across various field of the country deliberated on this

campaign and many spoke about on the different issues confronting the implementation of this programme which is one of the major programmes launched by the Government of India and the role of NSS in taking this campaign ahead inspite of the different social issues and challenges that India and specially local community must be made aware on this campaign in making every nook and corner of the country littering free by 2019.

AGRICULTURE TRAINING & AWARENESS PROGRAMME AT SOHRYNGKHAM

The NSS Unit, Shillong College in collaboration with the District Training Officer, Farmer Training Centre, Upper Shillong and the Sohryngkham Presbyterian Youth Development Committee, organised a One Day Training & Awareness Programme at Sohryngkham village on the 31st July, 2015. Shri. K. D. Kharkongor, District Training Officer was the Resource Person at the Training Programme. He spoke on the various difficulties and challenges faced by the farmers and trained them on the various methods of modern agricultural technique to overcome these challenges. Others who were present during this programme include Smt. B. Myllemngap, Smti. I. Kharkongor and Smti. B. Chyne from the Agriculture Department, Prof. S. Kharrymba and Prof. M. W. Synrem Programme Officers NSS, Shillong College, Shri. K. Nongbri Secretary Jingiaseng Samla Sohryngkham Presbyterian Church and large numbers of residents and village elders and representatives.

TREE PLANTATION PROGRAMME AT UMTNGEW

The College NSS Unit organized a Tree Plantation Programme at Umtngew Village in Smit on the 1st August, 2015. In this programme, 200 tree saplings were planted by 60 volunteers in two catchment area of the two water sources

of the village. Others present in this programme were the local village headman and representatives of the village.

SKILL DEVELOPMENT TRAINING PROGRAMME

Another very important programme conducted by the NSS Unit of the college is the Skill Development Training Programme. NSS not only shapes and develops the personality of a student but also equips the student with skills and professionalism in various fields by tapping their potentials and talents. Many student volunteers were given trainings in some reputed training institutes in various trades of their interest and these trainings were fully sponsored by the NSS. The Training Institutes that have tied up with the NSS Unit of the college are the Don Bosco Technical School for Technical Trainings in the field of Mobile Repairing, Computer Hardware Course, Basic Electrical Appliances, Bakery, Beautician, DTP, Stenography & Shorthand Course, Film Making and Photography. The Don Bosco Youth Centre has been tied up for some courses on Fashion Designing, Dress Making and Computer Courses. The Rural Resources Training Centre (RRTC) Umran, is a collaborative institute for Candle Making, Fast Food Technology and Mushroom Cultivation. The Institute of Hotel Management and Catering Technology has been tied up for trainings on Food Processing, Food Technology and Hospitality Management. Altogether 30 student volunteers were selected to undergo trainings in various fields fully sponsored by the NSS in the above institutes. Some student volunteers have also started up their own enterprises after completion of their trainings. The Unit has also sponsored trainees selected from economically backward family from the adopted villages of Smit, Nongpathaw and Nongtyngur after considering the type of trainings and the employability factor of these trainings in their respective villages.



ENTREPRENEURSHIP DEVELOPMENT CELL

(FORGING AHEAD TO BRING CHANGE)

Dr. E. Kharkongor, Convener
Department of Economics

The Entrepreneurship Development Cell, Shillong College is forging ahead in its endeavor to contribute to the creation of entrepreneurial dynamism in the State and the North Eastern region of the country. It continues to train and build the capacity of the educated youth to take up the challenges of becoming "job – creators" instead of "job seekers". The highlights of the activities of the Cell since 2013 are briefly given as follows:

THE FIRST STEPPING STONE: UGC SPONSORED THREE MONTHS CERTIFICATE COURSE IN ENTREPRENEURSHIP.

FIRST BATCH, 2013: MILESTONES ACHIEVED:

- ◆ Mebanshanlem N. Talang Project Proposal on Car Servicing, West Jaintia Hills, was selected for PMEGP Beneficiaries for the year 2014 – 15; Director, State Office, KVIC, Shillong, (Letter dated 25th August, 2014).
- ◆ Bisanbok Jana Project Proposal on Bakery Products, West Khasi Hills District, was selected for PMEGP Beneficiaries for the year 2014 – 15; Director, State Office, KVIC, Shillong, (Letter dated 16th September, 2014).
- ◆ Jenes Kharbuli was selected and successfully completed ten (10) days Training Programme on Piggery at Vocational Training Centre; Kyrdekulai from 4th to 13th November, 2013. This was facilitated by Meghalaya Institute of Entrepreneurship; Government of Meghalaya (Letter dated 29th October, 2013).

Further, his Project Proposal for Cable TV Network, Laitlyngkot was selected for PMEGP Beneficiaries for the year 2014 – 15; Director, State Office, KVIC, Shillong (Letter dated 24th September, 2014).

- ◆ Rikynti Kharmawlong has successfully completed a certificate course for Bakery & Confectionary conducted by Indian Institute of Hotel Management, Shillong under the aegis of the National Council for Hotel Management and Catering Technology, Noida. Presently, she is undergoing a certificate course on

Bakery and Patisserie under Indian Institute of Hotel Management, Shillong.

BATCH OF 2014: MILESTONES ACHIEVED:

- ◆ Nishant Suchiang who was deputed for training in various trades to the Dr. B.R. Ambedkar Institute of Rural Technology and Management, Khadi & Village Industries Commission, Nasik, Maharashtra by the Meghalaya, Khadi and Village Industries Board, Shillong (Letter dated 19th August, 2014 from Chief Executive Officer), has emerged as a successful and budding entrepreneur in the country.

INNOVATIVE CONTRIBUTIONS:

- ◆ The task of framing the Syllabus of the Certificate Course in Entrepreneurship was taken up by three members of the Cell comprising of Dr. (Mrs.) E. Kharkongor, Mrs. P. Khonglah & Mr. S.O. Lyngskor. The Course was approved under UGC Scheme of Career Oriented Courses and started in the college from the academic year 2013 – 14. The Course Syllabus was submitted to Meghalaya Institute of Entrepreneurship which was accepted and proposed to be the model syllabus for the State. (MIE, Government of Meghalaya, Letter dated 13th June, 2014).
- ◆ The commitment to generate employment opportunities and the growing demand for a more cohesive programme that will educate and strengthen the capability of the educated youth to become dynamic entrepreneurs have encouraged the management and the EDC to explore the possibilities for the introduc-



tion of the Entrepreneurship Course at the Post Graduate Level.

Hence, on June 2014, the Entrepreneurship Development Cell was assigned the task of framing the Course Syllabus of *Masters in Entrepreneurship*. This task was taken in right earnest by a team of committed and dedicated faculty members comprising of Dr. (Mrs.) E. Kharkongor, Mrs. P. Khonglah, Dr. S. Sharma, Mr. T. Warjri, Mrs. A Basaiawmoit, Ms. I. S. Khyriem and Mr. S.O. Lyngskor. The draft Syllabus of *Masters in Entrepreneurship* has been submitted to the Principal, Shillong College on September 2014 for necessary action.

PROGRAMMES ORGANISED FROM 2014:

- ◆ Two-Day Workshop on Youth and Entrepreneurship on the 10th & 11th December, 2014 in collaboration with the Rajiv Gandhi National Institute for Youth Development (Institution of National Importance by the Act of Parliament No. 35/2012), Ministry of Skill Development, Entrepreneurship, Youth Affairs & Sports, Government of India, Sriperumbudur, Tamil Nadu. The event was inaugurated on the 10th December, 2014 by Dr M. Ampareen Lyngdoh Minister of Labour, Urban Affairs and Municipal Administration, Government of Meghalaya.

The workshop which was attended by 172 participants from within and outside the State besides other prominent dignitaries, experts and resource persons ended with a valedictory function on the 11th of December graced by Shri F R Kharkongor, Secretary Education, Sports and Youth Affairs, Government of Meghalaya as the Chief Guest and Mr. Salam D Singh, District Youth Co-ordinator, Nehru Yuva Kendra Sangathan Ministry of Youth Affairs and Sports, Government of India, as the Guest of Honor.

A highlight of the event was the release of the book (ISBN Publication) entitled "Women's Wide Canvas: Issues and Challenges", edited by Dr E. Kharkongor & Indasein S. Warjri.

- ◆ Town Hall Meeting on MSME (An awareness initiative), by Reserve Bank of India, Shillong in association with the District Commerce & Industrial Centre, East Khasi Hills District, Shillong, Government of Meghalaya. The event was held at the Conference Hall of the College on May 15, 2015 from 11:00 AM. The event was graced by Shri P.W. Ingty, IAS, Principal Secretary, Commerce and Industries, Government of Meghalaya as the chief guest besides other digni-

ties and resource persons from Ministry of MSME, Govt. of India, Directorate of Commerce and Industries, Govt. of Meghalaya, RBI, SIDBI, and commercial banks. The event was attended by over hundred participants including existing as well as budding entrepreneurs of the State.

TRAINERS' TRAINING – A CONTINUOUS PROCESS:

- ◆ Faculty members of the Cell have been facilitated for training in entrepreneurship and are continuously participating in diverse areas of entrepreneurship development programmes organized by the Government and other institutions. Some of these programmes since 2013 are as follows:
- ◆ *State Level Stakeholder's Conclave under Mission Green State Flagship Programme: Integrated Basin Development and Livelihood Promotion Programme* organized by the Meghalaya Basin Development Authority, Government of Meghalaya at the State Convention Centre, Shillong on 05th December, 2013.
- ◆ *State Level Stakeholder's Interactive Seminar on "Global Practices on Sustainable Development, Green Technology and Cleantech*, organized by Meghalaya Basin Development Authority on 24th March, 2014, Yojana Bhavan, Shillong.
- ◆ *Three (3) faculty members of the Cell were deputed for the Trainer's Training Programme on Entrepreneurship* from 28th April to 16th May, 2014 at the Entrepreneurship Development Institute of India, Ahmedabad. This was sponsored by the State Institute of Rural Development & Meghalaya Institute of Entrepreneurship, Government of Meghalaya.
- ◆ Faculty members of the Cell facilitated and accompanied 46 Final Year students from Arts, Commerce & Management to participate & interact with faculty members from the Entrepreneurship Development Institute of India, Ahmedabad in the *Pre – Admission Orientation for Post Graduate Diploma in Management – Development Studies*, organized by State Institute of Rural Development (SIRD), Nongstder, on 21st May, 2014.
- ◆ Faculty Members of the Cell and 60 (sixty) students from Commerce & Management Streams represented the college in the celebration of World Tourism Day on the theme **Tourism and Community Development** organized by the Directorate of Tourism, Government of Meghalaya, on the 27th September, 2014.



- ◆ Represented the College in the **Launch Ceremony of the State Apiculture Mission - Integrated Basin Development & Livelihood Promotion Programme (IBDLP)** on 16th October, 2014. This was organized by the Department of Commerce & Industries, Government of Meghalaya.
- ◆ Participated in the One Day Workshop on Community Colleges organized by St. Anthony's College, Shillong, on 23rd April, 2015. The Resource Person for the program was Rev. Dr. S. Xavier Alphonse, S.J., Founder Director of Indian Centre for Research and Development of Community Education (ICRDCE), Chennai.
- ◆ Two Faculty members are attending the IEF Master Class 2015 conducted by the Meghalaya Institute of Entrepreneurship, Government of Meghalaya on 17th – 18th June, 2015 in the Centre of Learning, Knowledge & Services (COLKS), Mawlai, Umshing, Shillong.
- ◆ Participated in the Conference on Entrepreneurship and Education: The way forward in the North East organized by FICCI, North East in association with Indian Institute of Entrepreneurship, Guwahati.
- ◆ Faculty members and 7 (seven) participants of the Certificate Course attended the Talks and Interactive Discussion on Medicinal and Aromatic Plants organized

by Meghalaya Basin Development Authority, Meghalaya on 8th July, 2015.

ONGOING PROGRAMMES:

- ◆ The Cell is conducting the third batch of the UGC Sponsored Three Months Certificate Course in Entrepreneurship which commenced from 1st July, 2015. The Meghalaya Institute of Entrepreneurship has sponsored a number of budding entrepreneurs to attend the mentioned Course (Letter dated 29th June, 2015).

FUTURE PROGRAMMES:

- ◆ Inviting papers for ISBN Publication entitled "Entrepreneurship Development: Challenges and Opportunities", proposed to be published in the month of September 2015, by one of the educational publishers of India.

FORGING AHEAD:

The Entrepreneurship Development Cell, Shillong College is striving to impart better knowledge, guidance, skill development and other necessary training to persons with entrepreneurial aspirations thereby contributing to the country's productive workforce.



**A LETTER OF APPRECIATION
TO ENTREPRENEURSHIP DEVELOPMENT CELL, SHILLONG
FROM A BUDDING ENTREPRENEUR**

A sincere regards to all the staff of the Entrepreneurship Development Programme (EDP) Shillong College. The contribution of each faculty involved has played a significant role in my steady progress at transforming classroom knowledge into a practical performing model. The little success that I have been able to taste is a clear proof that the course is a most effective school for hungry, struggling and upcoming entrepreneurs.

Highlighting a few of the lessons that have been of extreme help are:

- 1. Values and mindset of an Entrepreneur.*
- 2. The assistance that the Government provides (schemes, laws and bills)*
- 3. Untapped industries and potentially profit making industries*
- 4. Field Visits*
- 5. Interaction with local entrepreneurs*
- 6. Case studies*
- 7. Books and many more.*

A short gist of what I have been able to achieve after the Entrepreneurship Course. My Success-courtesy EDC, Shillong College.

- 1. Organize a computerized form of simple accounts (Excel sheet) keeping of the already running enterprise. This has proved convenient and most effective in tracking complex accounts with regards to FMCG.*
- 2. Invest in a restaurant (PriyaSagar-Little China) at a prime location in Mumbai, Vikhroli Area. (Pictures attached). It did not take a huge capital investment; It was only being on time for an opportunity.*
- 3. Invest in the stock market.*
- 4. Invest in an online franchise (which is proving to be a current hit)*

These have kept me occupied from the month of October 2014 and is continuing to take a large part of my time. I have travelled to more than 5 cities around India in this short span and the business has recently taken me on an international trip (Malaysia). I am focused on making the most out of all that I have at my disposal. So, with sincere apologies of not being able to make it in person. I THANK YOU SIR(s) AND MADAM(s) for having come into my life at the right time and helping me make my dreams achieve a concrete tangible reality.

Yours sincerely

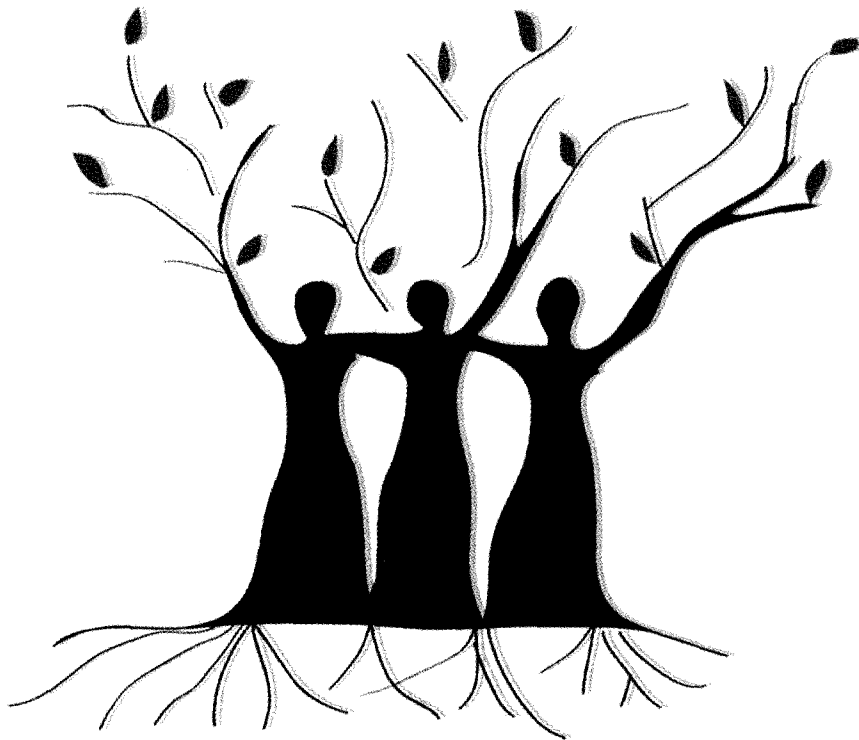
NISHANT SUCHIANG.



A Report From

WOMEN CELL

1. The cell published a book titled “Women’s Wide Canvas – Issues and challenges”, edited by Dr. Evakorlang Kharkongor and Smt. Indasien S. Warjri. The various articles included in the book have thrown light on various issues with regard to society in general and women in particular.
2. The Cell organized as Awareness Programme on Women and Children’s Rights in collaboration with State Commission for Protection of Child Rights (SCPCR), Meghalaya, State Resource Centre for Women (SRCW), Meghalaya, Round India Table supported by Shillong Round Table – 252, and Social Welfare Department, Government of Meghalaya on the 16th July, 2015 at the Conference Hall, Shillong College. Smt. Meena Kharkongor, Chairperson, Meghalaya State Commission for Protection of Child Rights (SCPCR), Social Welfare Department, Govt of Meghalaya, and Smt. I. Warjri, Mission Director, State Resource Centre for Women (SRCW), Meghalaya, were the Resource Persons. The topic for the 1st session was “Pros and cons of mobile technology and other gadgets”. The topic for the 2nd session was “Life Skills” including self-awareness, empathy, critical thinking, creative thinking, decision-making, problem solving, interactive communication, interpersonal relationships, coping with stress and emotion and assertiveness.



REPORT OF THE RESEARCH & PUBLICATION CELL, SHILLONG COLLEGE

*Dr D.L.Buam, Convener,
Research & Publication Cell*

*Some men look at things the way they are and ask why, I
look at things that are not and ask why not- Robert Kennedy.*

Research is an important component in education today, as we all know the situation in the present changing world necessitates transformation or redesigning of education system, not only by introducing innovations but developing learner-centric approach in the entire education scenario so that learners are given opportunities to develop and know their skills more than just acquiring knowledge, in other words it motivates and forms the basis of thinking out of the box and so it is imperative that research plays a key role in education of the present era. Research can open doors to knowledge that empowers teachers and learners in all spheres of work, studies etc. Moreover it can open opportunities to collaborative exchange with institutions, organisations, corporates all over the country. Today the research based education is linked with the future quality education in this new era of smart learning and so education involves more than just classroom teaching and learning, it goes out of the box.

The Research and Publication Cell, Shillong College has been constituted on 3rd July 2009 to promote research activity and developing skills in the students. The College authority had decided to provide financial assistance to carry out projects whereby teachers' projects were sanctioned for Rs 5000 and students' projects were sanctioned for Rs 3000/- for duration of 6 months. There were 4 teachers' projects in 2009-10, 3 projects in 2010-11, and 3 Teachers-Students Projects in 2009-10, then 1 Teacher's project in 2010-11 and 1 Teachers' Project in 2012-13. Apart from College Minor Projects, some teachers were also involved in UGC-Minor Research Projects NER There were 4 UGC-Sponsored Minor Research projects in 2009-10, in 2014-15 there were 6 Teachers' projects and 5 Teachers-Students' Projects sponsored by the college that are ongoing and some are completed and there were 7 UGC-MRP proposals in 2014 out of which 5 were approved by the UGC for the

duration 2014-15. The Research & Publication Cell in a committee had decided to compile all UGC-MRP and College Project reports for every five years as a volume to be published by the Cell and Shillong College. The details of format of application and guidelines can be obtained from the college website shillongcollege.ac.in under Administration link to Committee.

The Research and Publication Cell had recently published the compilation in the form of a volume entitled '*Venturing into Research Innovation*' released on the 16th October, 2015 by Prof. B. Myrboh, former Pro. Vice Chancellor NEHU.

List of MRP Proposals 2014-15 approved by the UGC, NERO Office, Guwahati

1. Impacts of Stone and sand quarrying on aquatic ecosystems along Umtngar river, East Khasi Hills district, Meghalaya -
*Dr(Ms) L .M. Jyrwa and Shri B. Dohling
Department of Zoology*
2. Physico-Chemical Analysis of river water supply in Mawlai Shillong-
Dr S. Khongwir, Department of Zoology
3. Khasi Bhasha aur sahitya ka vikasatmak adhyayan- A study of the development of Khasi language and literature-
Dr (Mrs) S. Pandey, Department of Hindi
4. Non-Timber Forest Products use and extraction in community forests of East Khasi Hills District of Meghalaya-
Dr (Ms) M. B. Lynser, Environmental Studies
5. BF3. Et₂O mediated alpha-halogenation of Propiophenones -
*Dr B. M. Laloo & Ms L. Pathaw,
Department of Chemistry.*



**List of College Minor Projects 2014-15
approved and sanctioned by the college**

1. A user survey on the usage of Academic Libraries by undergraduate students in Shillong-
Mrs B.Lyngdoh, Librarian, Shillong College
2. Production of Citric Acid using *Aspergillus niger* –
Dr(Ms) I.Lyngdoh, Ramreishang Wungmaiwo, Mebarishisha Lyngrah, Lasiewdor Marpna, Akoijam Rishikanta Singh, Department of Microbiology
3. Assessing Microbiological Safety of Drinking water in Shillong, Meghalaya-
Dr (Ms)I.Lyngdoh, & Mrs M.Diengdoh, Department of Microbiology
4. To find the exact value of 'g' in Shillong and hence the fractional change in the value of 'g' with altitude using electrical timer-
Shri L.Khongwir & Shri A.Dkhar- Department of Physics
5. Survey of fish diversity of Umshait River in Ri-Bhoi District, Meghalaya, India-
Dr S.Khongwir & Sebastian Syngkli - Department of Zoology
6. Chemical and Microbial Analysis of Water Samples from Shillong-
Dr C.Masharing, Dr D.L.Buam, Ms B.M.Laloo, Ms L.Pathaw - Department of Chemistry
7. Diversity and Abundance of insects at Nongrim Hills, Shillong –
Dr S.Khongwir & Holystar Horam, (Zoo) - Department of Zoology
8. Assessing the Biodiversity of insects in Shillong College Campus –
Dr S.Khongwir & Anilkumar Sinam - Department of Zoology
9. Principles of Soil Science -
Dr S.Khongwir- & Shanti Bikash Chakma, Department of Zoology
10. Study of Physico-Chemical Parameters as well as biomonitoring of Umkaliar Stream-
Dr (Ms)L.M.Jyrwa Department of Zoology
11. Study of Plant Diversity of Shillong College Extended Campus at Umroh, Mawkasiang – *Dr M.B.Lynser, Shri B. Mawrie, Environmental Studies*



**"Our research is solidified,
but our funding has vaporized."**

NATIONAL WORKSHOP ON CREATIVE WRITING IN ENGLISH

An Initiative of the English Department to Promote Creativity

Mrs. A B BASAIAWMOIT, CONVENOR
Department of English

A Two Day National Workshop on Creative Writing in English was organized by the Department of English, Shillong College in collaboration with the North East Writers' Forum on the 21st and 22nd of May, 2015. This workshop which primarily aimed at developing the skill of writing among the participants and envisioned to be a much needed platform for the creative talents. It was because of this that in this endeavour the activity was supported by the Sahitya Akademi, the foremost literary organization of the nation and the Chief Ministers Youth Development Scheme through the East Khasi Hills Deputy Commissioners Office apart from the State Bank of India and the Meghalaya Rural Bank.

The Advisors along with the Organizing Committee conceptualized the various sessions of the Two Day programme to be able to help the participants sequentially progress towards improving their skills of writing. Hence the first session which was entitled "ABC's to Creative Writing" was aimed at introducing the participants to the idea of how the skill of writing is a creative activity. The Resource Person for this session was Dr A.S. Guha, Regional Director IGNOU, Jorhat who is not only a well-known and established creative writer but also an academician of repute who was instrumental in successfully running the Diploma course of IGNOU on Creative Writing. The second Session entitled "Singing your own Songs" focussed on Poetry considering that in the State and particularly the North Eastern region the youth whose forte is English and passion for music delved in this creative genre. Here, poetry was envisaged to include not just to the literary realm but to broadly extend to the composition of lyrics. Hence the Resource Person for this session was Prof. Desmond L Kharmawphlang, Head of Creative and Cultural Studies, North Eastern Hill University who is an academician, poet as well as musician. "Through your characters eyes" the third session was entrusted to MitraPhukan, a well known short story writer and journalist of Assam. This was done keeping in mind that the purpose of this session was to address to the needs of participants who wanted to understand the difference between short story and feature writing. The fifth session was "Weaving Tales for Children" which aimed at propagating Childrens Writing and at the same time to give a much needed space to the young children to express and display their Creative talent. The Resource Per-

son Ramendra Kumar, a well known Childrens writer conducted the session. The fifth session "Opening a New world: Insights into the Art of Reviewing and How to grow as a Creative Talent" given to Dr Ashes Gupta, Head Department of English, Tripura University. This session not only gave participants the insights into how one can grown as a creative talent but also enlightened the participants both young and old on how to self-critique one's own writing so as to continually improve and at the same time delved on the aspect of reviewing a work of Art. The last session chaired by the academician and noted poet Robin Singh was a reading session entitled "Telling the World". This session had readings of well known creative writers like the Padma Shree awardee Mamang Dai, the creative talent and cartoonist Pankaj Thapa and upcoming talents of the state. The local creative talents who were invited to this session were Iadlang Pyngrope- a faculty of a local college, the young teacher and researcher LalnunsangaRalte who has created waves amongst the North East writers writing in English and the third participant was Don Ryntathiang- a faculty of a local college and a well known poet lyricist and musician. The aim of having this reading session was to promote the unsung and unrecognized creative talents, to showcase the potentiality of creative talents in the region and lastly to provide a platform for participants to come out of their closet and to share with the world their creative pieces in front of established writers and thereby build their confidence.

It may be added that the Organizers of the Workshop who expected around 100 participants were overwhelmed with more than 150 participants. This diverse group comprised of around 20 participants from others states (2- Bangalore, 1-Dehradun, 1- Pondicherry, 2-Nagaland, 9-Assam, 1-Tripura, 1-Sikkim, 1-Arunachal Pradesh), 11 out station participants from other districts (3 Garo Hills, 3-Jiantia Hills, 2-West Khasi Hills 3-Ri Bhoi district) and around 120 local participants which included journalists, film makers, school students and teachers. It may be mentioned that from amongst the 120 local participants there were 6 differently abled children who participated rendering this activity an inclusive endeavour. The organizers have also received the creative pieces from the participants which we intend to publish as a collection so as to promote the closet writers.

Report on **WORLD** **ENVIRONMENT DAY** **2015**

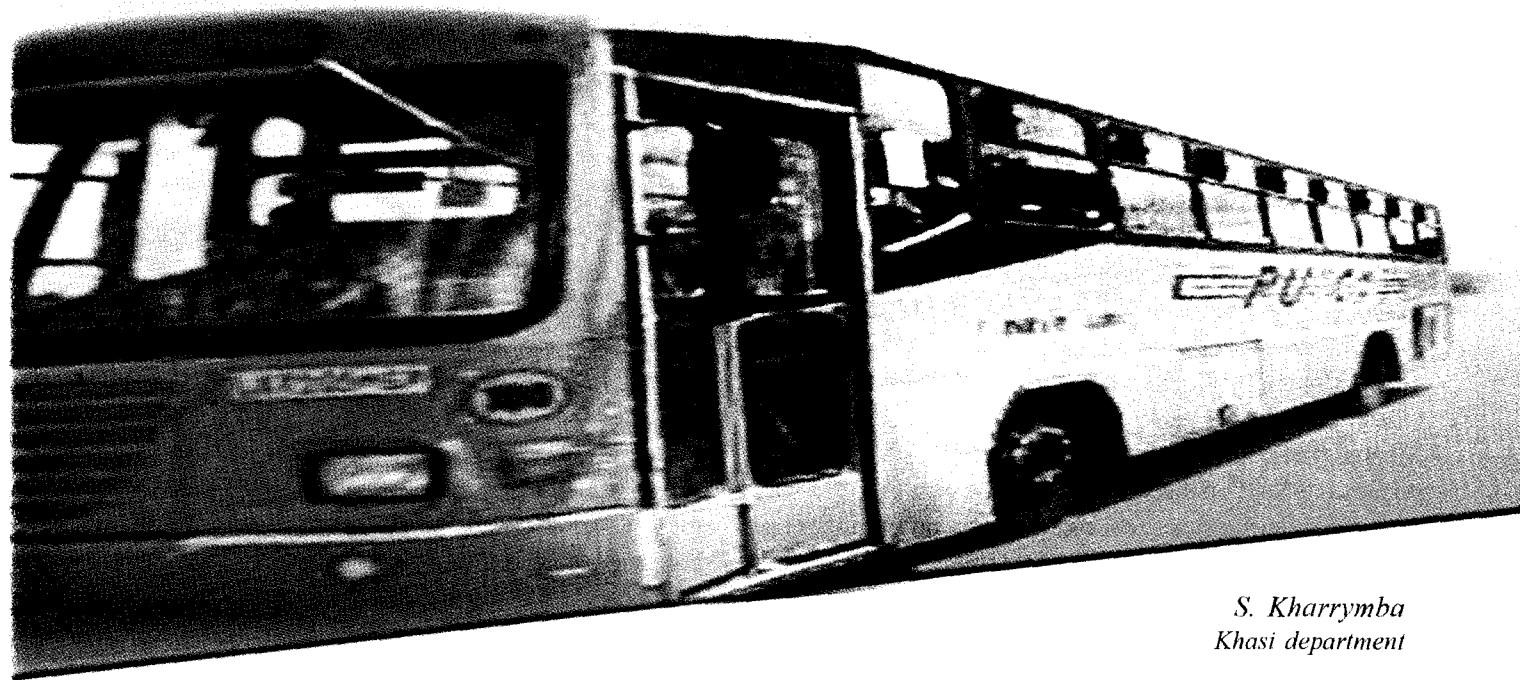
*S.Lato, Joint Convener
Shillong College Academics Society*

In an attempt to create awareness about the environment among the students, Shillong College, in collaboration with **Shillong College Academic Society** is very proud to inform you that this year **World Environment Day 2015** celebration was a grand success with as many as **25 numbers** of Schools, Hr.Secondary Schools and Colleges have participated in our various competitions. All together we have a total of **300 students** competing in various competitions and we also have participants from Dwar Jingkyrment, Mary Rice Centre for Special Education. The programme was inaugurated at 9.30AM in our College Conference Hall and the Chief Guest was Dr. B.K. Tiwari, Professor, Department of Environmental Studies, North Eastern Hill University, Shillong. Dr. Tiwari gave a lecture talk of 30 minute on the topic of "**Sustainability and Sustainable Development**", the students have benefitted a lot from his lecture as it was very informative and easy to understand. The various competitions stated from 10.00AM and ended upto 4.00PM. During the celebration we also have distributed 1000 pamphlets and badges to all the participants and teachers Incharge of various participating Schools. We also invited number of judges from other Colleges and retired Lecturers of our College. The Prize Distribution day was held on the 11th June 2015 at 2.00Pm in our College Conference Hall, and the Chief Guest of the programme was Shri.R.K.Brahma, AGM, SBI , Laitumkhrach Branch, Shillong. In order to create awareness and to the encourage the students to participate in such competitions we have also given participant certificates to all the students who have participated in the competitions.

We are very thankful to SCSTE Government of Meghalaya and SBI Laitumkhrach Branch for being associated with our College and Society to able to carry out the World Environment Day 2015 Celebration on the 5th June in a befitting manners. We are also extremely happy that through their financial help we have been able to run the programme smoothly.



REPORT OF THE STUDY TOUR CUM EXCURSION 2014-15



*S. Kharrymba
Khasi department*

It was the cold winter night of 27th Dec 2014. A group of 41 Students along with their parents and relatives and Three Teachers (S.Kharrymba, D.Thabab and MW.Synrem), gathered at Shillong College campus waiting anxiously to board the bus that would take them to Guwahati railway station. On that night at around 10pm we left the College campus and reached Guwahati on the next morning at around 2.00 AM. We had to spend about 10 hours in Guwahati railway station waiting anxiously for the train, but there was no complaint from the students as they were all excited to reach Kerala. Then we boarded the Vivek Express at 11 AM. We were on the train for three consecutive days. The three of us (teachers) were so tired and boring, but for the students they are all enjoyed the trip and they are all excited to reach Kerala. We reached Trivandrum (now called as Thiruvananthapuram) on 31st Dec 2014 at 9AM, we move to MANASA TOUR-IST HOME and stayed there for four days.

We have visited many places Vizag, Kovalam beach, Neyard Dam, Poovar Beach, Museum, Back Water of

Kerala, Kanyakumari etc. We stayed for four days and on the 4th Jan 2015 we left Thiruvananthapuram and were supposed to board TVC CHENNAI EXP but unfortunately our tickets were not yet confirmed, so we boarded a bus at 6 Pm and reach Chennai on the 5th Jan 2015 at around 11AM.

In Chennai we spend the whole days in shopping and on the same day we left Chennai and boarded the Guwahati Express at 9 Pm and again for three days we had to spend our time in train, but this time the students was so excited to reach home. We reached Guwahati on the 8th Jan 2015 at 6 AM and from Guwahati we were on the way back home. We reached Shillong at around 10 Am and took our different direction to our homes. This Study Tour cum Excursion was really memorable, exciting, enjoyable and learning experience for all of us, especially the students. So our Thanks goes to the Management of the college for taking initiative to the purpose of the students to vibrant culture and environment of our country.



REPORT ON THE ACTIVITIES OF THE SHILLONG COLLEGE ALUMNI ASSOCIATION



*Smt. Wandabha Sohliya
Secretary, Shillong College
Alumini Association*

As we are drawing nearer to the end of another academic year, I would like to highlight the events and experiences of the Shillong College Alumni Association during this past year. The Association led by the President Shri Joining Pde, and an executive committee of elected members has grown in strength since its inception in 2002. Recently, Shillong College Alumini Association is registered under the Meghalaya Societies Registration Act, 1983. The SCAA also released its logo on the Alumni Day this year.

Various Fund raising events, charity programmes have been organized over the years and meritorious students were awarded by the association, recognizing their achievements. Last year, the Association collaborated with the N.S.S. Unit of Shillong College to organize a Blood Donation Camp on the 17th October 2014. A 'Health Awareness Programme on Lifestyle Management: A Pathway for a Healthy Life' was organized by the Association on the 25th October 2014 at the College Campus, in collaboration with the Health Care Committee. Dr. Laldin Puia, Senior Medical Officer, Civil Hospi-

tal Shillong and Smt. Tracy Hek, Dietician, Civil Hospital Shillong were the resource persons for the programme. As part of the fund raising activity, a Food Fest was organized last November, on the last day of the College Week Programme organized by the Shillong College Students Union.

This year, to commemorate the College Foundation day which was on the 15th August, Shillong College Alumni Association observed the Alumni Day on the 18th August 2015. A day long programme was organized by the association to mark the occasion. As part of its charity mission, the programme started with a charity drive at 8.am at Kynjat Phutbol, Lumparing and at 9.am at Lum Durbar Sports and Community Centre, Lumparing. The programme continued with the hoisting of the College Flag followed by the singing of the College Anthem before the start of a short cultural programme in the college campus. The Guests on this occasion were noted Alumni Members, Dr (Mrs) Ampareen Lyngdoh and Shri. R.G.Lyngdoh. On this occasion, 18 students, from various departments, who were position hold-

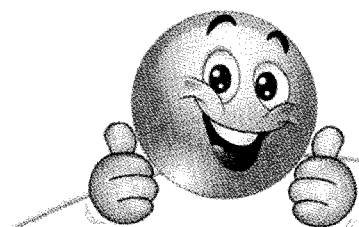


ers in this year's NEHU Exams, were felicitated by the Association. Notable Alumni Members were also felicitated by the College for their contribution towards the college, through the years.

SCAA had organized the Charity drive as part of its charity Mission. In previous years the association had extended its help to various institutions like the Mercy Home and the Nirmali Home and offered material support to their mates. However this year, the association wanted to reach out to the economically weaker sections of the society within the Shillong city limits. Lumparing (which was constituted of three localities, Upper Lumparing, Lower Lumparing and Kynjat Phutbol) was identified as one such area, where there were pockets within these localities that had a huge population of people living below the poverty line. With the help of the three local Dorbar Shnong, 129 families were identified (75 from Kynjat Phutbol, 40 from

Upper Lumparing and 14 from Lower Lumparing) as the beneficiaries. In connection with this programme, the association organized a donation camp within the college campus. All items including clothes, toys, shoes, household items were collected from members of the Association and also from students and staff of the college. In addition to these the Association donated new blankets, personal hygiene and food items to each of these families.

The Association is very active and has been able to thrive and grow as a result of the support from the management of the College, the staff and students alike. On behalf of the Association, I would like to thank each and every member of the Shillong College family for your contribution in making our endeavour successful. Lastly, we appeal to all students who are about to graduate from the college and past pupils alike, to join the Association so that together, we can make a difference.



**"LET US ALWAYS MEET EACH
OTHER WITH A SMILE,
FOR THE SMILE
IS THE BEGINNING OF LOVE"**

- Mother Teresa





A STUDY TOUR TO GARO HILLS WANGALA FESTIVAL

Smt. L.D. Marak,
Department of Garo

A study tour was conducted by Shillong College to witness the Wangala Festival in Asanangre, West Garo Hills, during 6th to 9th November, 2014. The team consisted of 30 members and included 28 students and Smt. L. D. Marak, Department of Garo and Dr. S. Pandey, Department of Hindi. The team started from Shillong on 6th November, 2014 and reached Tura the next morning. After witnessing the 37th Annual Hundred Drums Wangala Festival at Asanangre, 25 kilometers away from Tura and headquarter of Rongram Development Block, West Garo Hills, the team came back to Shillong on the 9th November, 2014.

NATIONAL CADET CORPS

*Lt. A Basaiawmoit
Shillong College*

The young military brigade of Shillong College comprises of both boys and girls enrolled as Senior Division and Senior Wing cadets of the oldest and largest voluntary organisation of India. The NCC has helped in developing qualities of character, leadership, comradeship, courage, discipline and the ideals of selfless service amid the youth of the country. The energy, enthusiasm and feeling of patriotism is visible in each and every cadet.

The NCC cadets have been regularly taking part and have received various decorations at Camps such as Combined Annual Training Camp, National Integration Camps, Mountaineering and Trekking Expeditions, Thal Sainik Camps, Pre Republic day Camps, Military Hospital Attachment Camps, Army attachment Camps to name a few apart from taking part in various other activities such as Swacch Bharat campaign, Blood donation drives, Tree plantation programmes, Volunteering in Civil Defence programmes and observation of various National and International Days programmes. The decorations received for 2015 are for Best in Firing, Best cadet and Best Camp Senior for the CATC II held at Umroi on May, 2015.

Some of the International, National and Regional Achievements of the NCC cadets are listed below:

- ◆ Roiwanki Suchiang was selected by the IMF, New Delhi to be part of the All Women Expedition Bhagirathi, 2015.
- ◆ The NCC cadets took part in the International Yoga Day Record Breaking event of the Country.
- ◆ NCC Cadets participated in the Independence Day Parade at Polo Grounds and the 61 Megh Girls NCC Bn Contingent was commanded by SUO Grace F Nongrum.
- ◆ A Senior Division Cadet attended the Trekking Camp at Odisha in January, 2015
- ◆ Lynda Mary a Senior Wing cadet attended the Basic Mountaineering Course at Manali in June 2015
- ◆ 5 Senior Wing Cadets attended the Basic Leadership Camp at Silchar in August, 2015
- ◆ ANO Lt A Basaiawmoit and 7 Cadets attended the NIC camp in Odhisha in October, 2015
- ◆ 3 Senior Division Cadets attended the Thal Sainik Camp at Jorhat on August, 2015.
- ◆ NCC cadet Themreichen was felicitated at a state function held to observe World Sports Day at State Central Library, Shillong.

NCC GIRLS REPORT YEAR WISE

The total enrolled strength of the cadets is 51 which is as per the strength allocated to the Girls Unit of the college. The NCC girl cadets have been regularly taking part and have received various decorations at Camps such as Combined Annual Training Camp, National Integration Camps, Mountaineering and Trekking Expeditions, Thal Sainik Camps, Pre Republic day Camps, Military Hospital Attachment Camps, Army attachment Camps to name a few apart from taking part in

various other activities such as Swacch Bharat campaign, Blood donation drives, Tree plantation programmes, Volunteering in Civil Defence programmes and observation of various National and International Days programmes. The decorations received for 2015 are for Best in Firing, Best cadet and Best Camp Senior for the CATC II held at Umroi on May, 2015.

Some of the International, National and Regional Achievements of the NCC girl cadets are listed below:



YEAR	ACHIEVEMENTS AND AWARDS OF CADETS
2012	K.Themreichen won the Bronze medal at the Sub Junior National Taekwondo Championship. Examinations cleared: B Certificate: 5 cadets and C Certificate: 1 cadet
2013	Roiwanki , Larisa, K.Themreichen took part in the country wide NCC Games (Kabbadi) on 28 th Oct , representing NER directorate K.Themreichen took part in the 27 th N.E Games at Imphal April 8-11, winning Silver medal in Taekwondo Larisa Mawthoh won the First Best Cadet Shillong Group Level cash Award Examinations cleared: B Certificate:3 cadets and C Certificate:1 cadet
2014	K.Themreichen Bagged 2 nd position in Run for Peace (Senior category) on 31 st Oct at Shillong. K.Themreichen Bagged 3 rd position in Independence Day Run at Shillong. K.Themreichen won the silver medal in Taekwondo in the North East Games at Arunachal, Dec 10-13 Grace Nongrum represented the NER and was a part of the Republic Day Parade Contingent in New Delhi Grace Nongrum was a member of the International Youth Exchange Programme from 20 th -29 th of November held at Singapore. She also received the decoration of being the Drill Instructor for the YEP participants. Examinations cleared: B Certificate:2 cadets and C Certificate:4 cadets
2015	Girl cadets took part in the International Yoga Day Record Breaking event of the Country. Roiwanki Suchiang was selected by the IMF, New Delhi for the All Women Expedition to Mt Bhagirathi III, 2015 Lynda Mary participated in the Mountaineering Course at Manali in June 2015 Cadets who participated at the CATC at Umroi won the second prize for Group and Solo Song and Dance competition 5 Cadets attended the Basic Leadership Camp at Silchar in August,2015 Cadets took part in the Swachh Bharat Campaign organised by the NSS,NCC and YRC of Shillong College on 8 th of August. 10 Cadets participated in the Independence Day Parade and O Grace F Nongrum commanded the 61 Megh Girls NCC Bn Contingent ANO Lt A Basaiawmoit and 7 Cadets attended the NIC camp in Odhisha in October NCC cadet Themreichen was felicitated at a state function held to observe World Sports Day at State Central Library, Shillong. Examinations cleared: B Certificate:5 cadets and C Certificate: 5 cadets

PLACEMENTS:

Apart from these achievements and awards It may be added that a number of our cadets have also been recruited in the state police force , security agencies and are serving nurses or paramedics serving the state and country in various capacities.

ANO ACTIVITY REPORT:

- ◆ The ANO Lt A Basaiawmoit in charge of the girl cadets has been attending to her duties as per the instruction received from the 61 Megh (G) Bn like attending camps and Republic and Independence Day parades at Polo Grounds.
- ◆ ANO Lt A Basaiawmoit has also completed a Refresher Course on Disaster Management at the ASC NEHU in 2014. Since then, she has been actively involved with the District Task Force in various programmes pertaining to Disaster Management.
- ◆ ANO Lt A Basaiawmoit is also a Resource Person for the District Administration and Zila Sainik Welfare Board since 2013 in their programmes related to recruitment of the youth to the Armed Forces which has been very successfully implemented and yielding results in the state.
- ◆ ANO Lt A Basaiawmoit attended the 3 day Workshop on the PMDVA, 2005 at NIPCCD from 24-26th of August, 2015.

REPORT REPUBLIC DAY CAMP AND INTERNATIONAL YOUTH EXCHANGE PROGRAMME, SINGAPORE

BY:-SUO GRACE F NONGRUM

It is a matter of pride and honour for me to write this article and share my experience as a cadet who had attended the Republic Day Camp Delhi 2014 and the Youth Exchange Programme Singapore 2014. Inspired by the officers and staff of the unit to which I belong, it was my desire and dream to be a part of the Rajpath Contingent and to represent my country as an ambassador.

My desire and dream came true after my hard-work and performance in the many Pre-RDC Camps which led to my selection as Republic Day Cadet of the NER Directorate. Elated I went to New Delhi to attend the Republic Day Camp from the 1st of January to the 29th of January, 2014. What unfurled in the days to come was more good news for me. From the thousands of cadets of all the 17 Directorates who attended the camp I was selected to be part of the Marching Contingent which comprised of 148 cadets, 1 Parade Commander and 3 other Supernumerary of the three services. I was positioned in the 1st row and 8th column of the Marching Contingent as I was not that tall but none the

less I felt I had achieved a feat for I showed I had what it takes to be a Rajpath Cadet.

The experience that I had marching down the Rajpath on such an auspicious occasion is one that words fail to describe. It was not just a patriotic feeling but a sense of pride for the nation to which I belong. The NCC provided me an opportunity for a cadet like me to learn, to grow and develop into a better citizen of India. The RDC camp was a chance for me to interact with others to learn, gather and share experiences which now form the storehouse of unforgettable memories. After the RDC Camp, I was amongst the few chosen to be part of the delegation which visited Singapore as part of the NCC International Youth Exchange Programme. The news placed me on cloud nine. I realized then the responsibility that came with it, I was one amongst the 10 cadets who was to be an Indian Goodwill ambassador. But the most important lesson of life that I take from these two experiences is that "one should dare to dream the impossible" and perseveres to make ones' dream come true.



REPORTS OF THE SPORTS ACTIVITIES OF THE COLLEGE DURING THE YEAR 2014-2015

*Dr. Cheerful Masharing
Convener, Sports committee*

Sports and Games play a vital role in the overall development of every individual in general and the students in particular. Sports are not only include institutional competitive activity but also helps in educating the youth regarding behavior and qualities that will help them in their social and emotional adjustment with the society at large irrespective of culture, religion or beliefs. Shillong College, from the time of its inception in 1956 has always strived hard to maintain a balance between Academics and Sports activities. The College has always been a forerunner in different disciplines of sports. The College Sports Development Cell together with the College Authority work hand in hand in whatever ways they can to organize or to participate in different sports activities organized within or outside the college. The Sports Development cell aims at encouraging students to perform well academically and also to be physically fit. Shillong College has always taken active part and keen interest in co-curricular activities such as – Sports and Games, Debate, Quiz, Extempore Speech, Essay, Music, Dance, Drama and other Cultural Competitions. These activities are held regularly (i) inside the College Campus during the “Annual Fresher Social Week” and (ii) Outside the College in all Inter-College and Inter-Zonal Tournaments/Competitions in Sports and Games and other such activities generally conducted by the North Eastern Hill University and other organization. The different Sports Infrastructures provided by the College are- Semi-Indoor Basketball cum-Badminton Court, New Football Ground located in the New Campus, Mawkasiang, Shillong, Table Tennis, good Gymnasium and various sports equipment are also available.

2014: At the beginning of the year 2014, the college sports activities started first with the participation of the college in the 1st inter Schools and Colleges, Seven aside Football Tournament of the IFB BOCA Junior Football Champ, organized by the Highlife Management Kolkata held at St. Anthony's Stadium, Shillong on the 5th and 6th

of April 2014. The IFB BOCA Junior Football Champs conducts this tournament in eight (8) different regions of India viz., Delhi region, Chandigarh region, Bengaluru region, Mumbai region, Goa Region, Kozikode region, Kolkata region and Shillong region. Depending on the number of Schools and Colleges participated in different regions, only the champion of each region were selected to represent in the All India Final that was held in Goa on the 4th and 5th of May 2014. From the Shillong region, there were 46 Schools and 23 Colleges that participated in this tournament in which the Higher Secondary as well as the under Graduate section of Shillong College emerged as the Champion. **Mr. Hardy Cliff Nongbri** was adjudged the best Player of the Tournament.

The School and College Teams then left for Goa under the guidance of Dr. C. Masharing and Shri S. Kharchandy, to fight in the IFB All India Football Final held on the 3rd and 4th of May 2014. Both the Teams tried their level best and fought very hard, but couldn't manage to reach the final. In spite of all the odds, the School team managed to get one trophy and that was the “Best Player Award” which was received none other than **Mr. Hardy Cliff Nongbri**. Besides the trophy the Goal Keeper **Mr. Aibormiki Suchiang** (Photo) of the College team was selected to undergo a two weeks training in **Argentina** on October 2014 where he could meet many renowned Argentinian Football Players during the course of his training. (Photos)

On 24th July 2014 the College Football team participated in the “**2nd invitation of Fr. Joseph Arkyswamy memorial football tournament**”, organized by St. Anthony's College. Out of the 6 Colleges that participated in the tournament; the College Football team emerged as the Champion by defeating the Host 3-2 goals. The Goal Keeper **Mr. Aibormiki Suchiang** was adjudged the best player of the Tournament.

In the Annual Inter college sports and Games 2014 organized by NEHU, the different sports discipline partici-

pated by the College are- Men Football, Men Cricket, Men/ Women Basketball, Men/Women Badminton, Men/Women Table Tennis, Men/Women Chess and Cross Country.

- (i) In Football, out of the 19 Colleges participated in the tournament; The College Football team as the reigning Champion, maintained their trophy back as the defending champion by defeating Jaintia Eastern College, Jaintia by 9-3 goals. Out of the 18 players, 13 players of our college were selected by the NEHU sports dept. to participate in the North East Inter University Football Tournament held in Mizoram.
- (ii) In Basketball, only the Men team could manage to reach the semi-finals place.
- (iii) In the Cross Country, Mr. Vicky Phawa received the Silver medal.
- (iv) Other disciplines like badminton, Table tennis and Chess, no medals were obtained during this year.

The Annual Sports and Cultural Week of the College was one of the main activities participated by almost all the students of the College. The Sports discipline consisted both outdoor and indoor games. The Outdoor games are- Football, Basketball, Volleyball, Cross Country and the Indoor games are-Badminton, Table tennis, Arm Wrestling, Chess, Carom board. To add variety to the above games, other games like Pillow fight, seven stone, and Tug of War were also played. The College week help the members of the Sports Development Cell to scout out talented students who are fit in different sports disciplines. These students will then have to undergo basic training headed by the Physical Education Teacher Shri E. Syiemlieh and Shri C. Syiemlieh together with the Assistant trainer Shri P. Moksha.

In the 2014 Intra-college Annual Sports activities (College Week), the following classes/individual is the list of winners-

Football: Winner: 3rd Year BA Morning

Basketball (Men): 1st Year BA (Day)

Volleyball: 3rd Year B.Com

Arm Wrestling (Men/Women):

Mr. Lasolang Rymbai (1st Year B.Sc)/

Ms. Sanishisha L.K. Jyrwa

Chess: Janith Chakma (1st BA),

Stevenson Mawla (3rd B.Sc)

Carrom: Convencus Dkhar (Men single);

Mebanrilang Rymbai and

Khandunhun Lamin (Men Doubles)

Seven Stone: 3rd Yr BA (Day) Men and

1st Yr BA (Day) Women

Tug of War: 2nd Yr B.Sc

The **2014 Sports Award** of the College was given to **Shri Redeem Tlang** with a cash price of 5000/- for his contribution in the field of Football. Shri Redeem Tlang joined the College in 2011 as a class XI student and completed his under graduate studies in 2015. He was an active player of the Shillong Lajong Football Club and was also selected in 2014 in the squad of 22 of the North East United Football Club (Indian premier League).

The College Sports Development Cell, would like to sincerely thanks the Directorate of Sports and Youth Affairs, East Khasi Hills, Shillong, Government of Meghalaya for their financial assistance (Rs 25000/-) during this Year.

2015: In 2015, 9th May, the College Inaugurated the Football playground at Mawkasiang by organizing a **“One Day Football Tournament”** in collaboration with the Mawkasiang Sports and Cultural Club. The Chief Guest on that day was Shri David Pyngrope (MLA). There were Six Teams participated in this Tournament and the Mawkasiang Sport and Cultural Club emerge as the winner. The Winner received a trophy and cash price of 10000/- (Ten thousand).

In July 2015 the College Football team participated in the **“3rd invitation of Fr. Joseph Arkyswamy memorial football tournament”**, organized by St. Anthony’s College. Out of the 6 Colleges participated in the tournament; the Shillong College Football team once again emerged as the Champion by winning over St. Anthony’s with a 3-1 goals. Photos)

Shri.Wallambha Mawlong of class XI secured the 1st position in the 2015 Cross Country organized by the Zoological Survey of India, Ministry of Environment, Forests and Climate Change, Government of India, held on the 1st of July.

Smt. K. Themreichen who was also an NCC student, received many medals both State and National Level in the field of Taekwondo. She received a State award in 2015

Mr Bransley Nongkynrih was crowned the 2nd Runners Up in the Mr. Punjab Junior 2015 body building championship organized by the Punjab Amateur Body Building Association at Ludhiana.

Ms. Roiwanki Suchiang the only participant to be selected by the Indian Mountaineering Foundation (IMF), New Delhi, among the 10 selected climbers from the Country (INDIA) to participate in the Mount Bhagirathi III (6,454 m) Expedition at Garhwal Himalayas, Uttarakhand.



A REPORT ON THE ONE-DAY PROGRAMME ON CHOICE-BASED CREDIT SYSTEM: CHALLENGES & PROSPECTS

*Held on 13th August 2015 organised by Academic Sub-Committee for
NAAC Reaccreditation Shillong College*

*Dr D.L.Buam,
Convener, Academic Sub-Committee,
Shillong College*

The University Grants Commission had initiated and persuaded Universities all over the country to make academic reforms like introduction of Semester system, Choice Based Credit System and Grading system. With the commencement of Semester programmes in June 2015, it is imminent that the CBCS will soon be adopted in undergraduate colleges. With this view, the Academic Sub-Committee, for NAAC Re-Accreditation, Shillong College had organised a one-day programme on "Choice-Based Credit System :Challenges and Prospects" on the 13th August 2015 knowing fully well the obstacles and constraints that are faced and will be faced by many colleges in Meghalaya. The resource persons for the programme were Dr L.Cajee, Controller of Examinations, NEHU and Prof K.G. Bhattacharyya, Department of Chemistry, Gauhati University and Former Director, Academic Staff College, Gauhati University.

The programme was attended by some IQAC Coordinators of different colleges, President of MCTA, General Body, Shillong, teachers and students of Shillong College. It began with a welcome speech by Dr K.D.Ramsiej, Principal, Shillong College who gave a welcome to all the resource persons, guests and participants. The Convener of the Academic Sub-Committee, Dr D.L.Buam gave a brief introductory speech about the aim of organising the programme. She also introduced the two resource persons Dr L.Cajee, Controller of Examinations NEHU and Prof K.G.Bhattacharyya, Former Director Academic Staff College, Gauhati University. The IQAC Coordinator Shillong College, Dr M.N.Bhattacharjee, in his short speech said that the introduction of CBCS will bring a change in the education system as it is a learner friendly system and so students can take the courses according to their choice. However he emphasised that a proper discussion should be held with all stakeholders before its implementation. He narrated that recently the AIFUCTO was in protest demanding withdrawal of CBCS.

The first invited speaker on the topic 'Choice-Based Credit System : Challenges & Prospects', Dr L.Cajee said that the UGC is moving forward to introduce Grading system. His presentation covers the different aspects of the CBCS, the objectives, courses, examination system and assessment procedures. He said that the main objective is to have a uniform system of evaluation throughout the country. He mentioned that the UGC had organised a Regional Workshop of University of North Eastern Region and Bengal on 27th March 2015 and had a lot of feedback regarding the CBCS. The UGC is of the opinion that the grading system is considered to be better than conventional marking system as the uniform grading system will facilitate students' mobility across institutions and to be able to assess the performance of students. He further added that in CBCS, two consecutive semesters constitute one Academic year in which one Semester will consist of 15-18 weeks of academic work. The CBCS provides choice for students to select from the prescribed courses and the course work is measured in terms of number of credits where one credit is equivalent to one hour of lecture or tutorial or two hours of practical work after which the Grade Points are being calculated. For each semester, Semester Grade Point Average (SGPA) is calculated as the ratio of total Credit points secured and the total course credits taken during that semester. The overall performance of a student is measured in terms of Cumulative Grade Point Average (CGPA). These will be reported in the transcripts for each semester and a consolidated transcript indicating the performance in all semesters. He also said that the Credit Based Semester System (CBSS) provides flexibility in designing curriculum and assigning credits on the course content and hours of teaching. It provides a cafeteria type approach in which students can learn at their own pace and undergo additional courses. The types of courses in a programme may be of three kinds

-Core, Elective and Foundation. He concluded his presentation by showing the method of computing CGPA and SGPA. The first session was followed by interactions from teachers and students during tea.

The second session started off and the resource person Prof K.G.Bhattacharyya, took over where he first pointed out that whenever any new system is introduced there is a lot of opposition and doubts. However, there is a need for discussions and deliberations over the system with no delay of introducing the system. He said that CBCS is a student-centric system since the workload estimated is based on investing time in learning and not in teaching which one of the advantages is. He gave detailed information of the CBCS key terms which include programme and its duration. He also gave an elaborate speech highlighting the introduction of CBCS in Delhi university and concluded by suggesting some measures for the effective implementation of CBCS which he mentioned as to reduce class size, to improve student teacher ratio, to appoint teaching assistants to assist the teacher in assessment and tutorials, that the examination questions should be conceptual and test the understanding level of students, to introduce mentorship to guide students with problems, to encourage self study for certain

topics and to improve the facilities by providing laptops, projectors, collar mikes and PA system in every classroom. In regard to the State, he commented that Meghalaya is the only state in India that has not come under RUSA where fund flow could be sent to the State Higher Education Sector for funding to the institutions while neighbouring states like Nagaland, Manipur had already come under RUSA and availed fund flows.

It may be noted that in order to facilitate the successful implementation of the scheme, the Government of India has set up a National Mission Authority for RUSA in the MHRD (Department of Higher Education). The funding to States is made on the basis of State Higher Education Plans outlining the States' strategy to address issues of equity, access and excellence in higher education, the commitment by States and institutions to certain academic, administrative and governance reforms is in fact, a precondition for receiving funding under RUSA.

The whole session was very lively and interactive and there were lots of queries and discussions, finally it ended with the vote of thanks proposed by Dr S.Khyriemujat, Joint Convener, Academic Sub-Committee Shillong College followed with refreshments.



REPORT ON NATIONAL SEMINAR ON "EXPLORING RECENT ADVANCES IN CHEMISTRY IN THE SERVICE OF MANKIND"

Organised by the Department of Chemistry, Shillong College in collaboration with IQAC, Shillong College and Seven Huts Socio-Educational Association, Mawlai, Shillong

*Department of Chemistry,
Shillong College*

With the passage of time, chemistry-related work extended to the realms of physical sciences on one side and biological sciences on the other side. Some of the celebrated achievements in the fields of Physics and Biology are also perceived as landmark achievements in Chemical Sciences. Consequently, Chemistry is now increasingly referred as the 'Central Science'.

Chemistry and human welfare are two interwoven aspects where both of them are complementary to each other. Variety of chemical reactions and out and out chemicals are involved in them and so life is nothing but chemistry. Chemistry is used in every field – physics, biology, earth science, material science, medicine, engineering etc. In the 21st century, chemistry has become the largest scientific discipline, producing over half a million publications a year ranging from direct empirical investigations to substantial theoretical work.

The Department of Chemistry, Shillong College, embarked on organising a National Seminar on these aspects of Chemistry. The Seminar was held on 30th and 31st July, 2015, at Shillong College on the topic, **"Exploring Recent Advances in Chemistry in the Service of Mankind"**. The main objectives of the Seminar included:

- ◆ In how Chemistry has contributed and will continue to contribute toward Human Welfare.
- ◆ To deliberate upon the recent advances in the field of chemistry which has always played a significant role since the advent of civilization, in making life easier and using the knowledge in innovating newer technologies.
- ◆ To provide a platform for dialogues among the educationists/academicians/scientists/researchers/students and participants, on emerging developments in recent and frontier areas of chemistry which contribute to making life comfortable and also towards human welfare.
- ◆ To update knowledge in the field of chemistry and also finding ways of applying science and technology to develop human resources in chemistry and related fields.

The Inaugural programme of the two-day Seminar started at 9.30 A.M on the 30th July 2015, the day when the body of the Former President, Dr A. P. J. Abdul Kalam was laid to rest in his hometown and so the organising committee planned to observe a 2-minute silence before the programme schedule gets started. The Inaugural Function was graced by Dr. P. G.

Rao, Vice Chancellor, University of Science and Technology, Meghalaya, Baridua, Jorabat and former Director, CSIR-NEIST, Jorhat. The Principal of the College Dr. K. D. Ramsiej delivered the welcome Speech and in his speech he touched on the philosophical aspects of chemistry and services that this branch of science is providing towards advancement of human civilisation. The special song entitled '*Pen is mightier than the sword*' was rendered by the Chemistry Hons. students Dr. M. N. Bhattacharjee, Head, Department of Chemistry, Shillong College, and Convener of the Seminar gave short Introductory Speech on the background of the Seminar. He elaborated on how Chemistry as emerged as 'central science' in the present day and also briefed on how chemistry is playing role in various aspects of human welfare and then having its effect even in literature with the usage of phrases like 'in the limelight', 'acid test' etc. Finally, the Chief Guest, Dr. P. G. Rao, while thanking the organisers for holding such an important Seminar stressed on directing the research in chemistry more towards everyday needs of the emerging society, putting more importance on Green Chemistry, and also impressed upon the fact that a scientific outlook is required for all to make further progress and to have a career on the Chemistry it is most important to acquire scientific analytical mind. Dr. Malay Dey, Vice Principal of the College, offered Vote of thanks to the gathering while Dr. (Smt.) Badaker M. Laloo, Assistant Professor, Department of Chemistry, Shillong College anchored the whole programme.

The inaugural Session was followed by eight technical Sessions – four on the 30th July and again four on 31st July. The First Technical Session was chaired by Prof. K. M. Rao, Head, Department of Chemistry, North Eastern Hill University, while Prof. Okhil Kr. Medhi, former Vice Chancellor of Gauhati University and formerly Head, Department of Chemistry, Gauhati University, was the Resource Person. Prof. Medhi made enchanting presentation detailing the philosophy of chemistry, different roles it is playing, the concept of human welfare and how chemistry entwined with human welfare. He covered all areas of chemistry but made Inorganic Chemistry and Coordination Chemistry as his central theme. The Technical Session 2 was chaired by Prof. O. K. Medhi, former Vice Chancellor of Gauhati University and the Resource Person, Prof. R. N. Dutta Purkayastha, Department

of Chemistry, Tripura University presented different aspects of chemistry which have been playing vital role in shaping human civilisation. The Technical Session 3 was a session of 'Paper Presentation' which was conducted by Dr. (Smt.) Bharati Bhattacharjee, Head, Department of Chemistry, St. Mary's College, Shillong, wherein altogether 8 papers were presented by scientists and research scholars from North Eastern Hill University, Gauhati University, Assam University, St. Anthony's College and other institutions. The last session of the day Technical Session 4 saw a beautiful new aspect of chemistry covering Nano-chemistry and Supramolecular Chemistry, presented by Prof. C. R. Bhattacharjee, Head, Department of Chemistry, Assam University, Silchar. This session was chaired by Prof. Kali Prasad Sarma, Department of Environment Science, Tezpur University, Tezpur.

On 31st July, 2015, the seminar session continued and started with Technical Session 5 which saw an interesting presentation on Arsenic contamination in water and its affects by the Resource Person, Prof. Kali Prasad Sarma, Department of Environment Science, Tezpur University, Tezpur, which was chaired by Prof. R. N. Dutta Purkayastha, Department of Chemistry, Tripura University. The Technical Session 6 was chaired by Prof. C. R. Bhattacharjee, Head, Department of Chemistry, Assam University, Silchar, and this included a presentation by Resource Person Prof. Ambikesh Mahapatra, Department of Chemistry, Jadavpur University, Kolkata who covered various aspects of Spectroscopy, particularly with reference to NMR, and how these technologies and knowledge have been helping to elucidate the structure, properties of compounds and use in human life. This session was followed by a session of Paper Presentation which was chaired by Dr. Manash Dasgupta, Head, Department of Chemistry, St. Anthony's College, Shillong. This Technical Session 7 was a long session in which altogether fifteen research papers were presented by various teachers and research scholars from various universities and colleges of the region. Last Technical Session 8 again was a lively presentation that covered how Organic Chemistry and its various developments are being pursued and contributing to progress of society. The Resource Person for this Session was Prof. Ghanashyam Bez, Department of Chemistry, North Eastern Hill University, Shillong, which was chaired by Prof. Sujit Kr. Ghosh, Department of Chemistry, Assam University, Silchar.

The Seminar also included 'Poster Presentation' and altogether Ten (10) posters were on display which again covered various aspects of chemistry and mostly the recent research areas. The judges of the Poster Contest were Prof. R. N. Dutta Purkayastha, Prof. C. R. Bhattacharjee, Prof. Kali P. Sarma and Shri Amartya Saha of University of Miami

(USA). Three prizes were awarded in this session and the following is list of prize winners :

1. Smt. O. Rusuklang Shangpliang, Department of Chemistry, North Eastern Hill University – *First*.
2. Smt. Deboshikha Bhattacharjee, Department of Chemistry, North Eastern Hill University – *Second*.
3. Jane Adalene Kharbudon, Bakorshisha Kharjana, Banridor Kharbyngar, Pynbitbha Rynjah and K. Ramtawon L. Nonglait, Students of Shillong College – *Third*.

The Seminar then came to a close with a short Valedictory Function in which Prof. Ambikesh Mahapatra of Jadavpur University was the Chief Guest and he delivered the Valedictory Address. There was also a felicitation of the two Chemistry Hons students for their outstanding performance in the final Hons examination conducted by NEHU in 2015, Shri Uddit Narayan Hazarika who secured 5th position and Smt. Biscora Umdor who secured first class, and also the teachers who have been conferred Ph D degree, Dr B. M. Laloo and Dr B. Wahlang, Department of Chemistry and certificates to the participants were also distributed in the Valedictory Function. The winners of Poster Contest were also rewarded in the programme.

The Seminar sessions were somewhat behind schedule and so due to time constraint, there was no space for the organisers nor the participants to give the remarks as scheduled. However, the participants had sent mails regarding their experience of the seminar and expressed their views of their experience. On the whole, the experience of the seminar was thoroughly inspiring and the student delegates were particularly benefitted. The College had invited four teachers from other Degree colleges of Shillong along with the Chemistry honours students of the respective Colleges to be the delegates. The discussions that followed each of the presentations showed the interest of the students on various aspects of Chemistry and the feedback received from them has encouraged the Department to organise more interactive sessions with scientists and academicians of repute in future. The students of Chemistry honours of the College presented an innovative and humorous 'Theme Song' that delighted everyone which prompted the Head, Department of Chemistry of the College to suggest it as the Anthem of the Chemistry Department of the College.

The Seminar thus reasserted the famous statement of world revered chemist and philosopher:

"It is impossible to deny that Chemistry has played a major part in determining the nature of the modern world." - Linus Pauling, Double Nobel Laureate.



REPORT OF FIRST SC DATTA MEMORIAL LECTURE

Organised by department of Mathematics, Shillong College

*Shri. Dikes Shadap
Department of Mathematics*

The First S.C.Datta Memorial lecture was organised by Mathematics dept, Shillong College in association with IQAC, Shillong College held on 18.11.2014 at Shillong College Conference Room .

The lecture started with the welcome address by Dr.M.N.Bhattacharjee, co-ordinator of IQAC, Shillong College who welcome each and everybody to the function. Dr.M.N.Bhattacharjee also highlights the life and work of Prof. (late) S.C.Datta, the founder principal of the college.

Before the main speaker make a speech, Dr. M. Dey, Vice-Principal Shillong College gave a speech and recollected some of memory about Prof (Late) S.C.Datta which he have heard through his senior colleague.

Shri D.Shadap, Head Department of Mathematics, Shillong College gave the introduction of the speaker and told something about Prof(late) S.C.Datta who have taught many students in St.Anthony's College and Shillong College one of his student was Prof B.C. Goswami who was the first head of the department of mathematics Shillong college and Prof. B.C. Goswami who have retired from Shillong College as Vice-Principal taught Shri. D.Shadap, the present head department so indirectly Prof (late) S.C.Datta hardwork as a teacher does not go in vain.

The main speaker was Prof.H.K.Mukherjee, Department of mathematics, NEHU, Shillong, who highlight on how mathematics continue from the last century and now. What is the progress of mathematics through his lecture with the help of topology in very simplified ways.

The Lecture end with the vote of thanks from Shri. B.Nongbri, Assistant Professor, Department Of Mathematics who was a student of Shillong College and Shri.D.Shadap.

MATHEMATICS
is not about
numbers, equations,
computations, or
algorithms:
it is about
UNDERSTANDING.

William Paul Thurston

A BRIEF REPORT ON THE ACTIVITIES OF THE DEPARTMENT OF SOCIOLOGY, SHILLONG COLLEGE FOR THE YEAR 2014-15

Dr S. Khyriemmujaat
Department of Sociology

1. A Screening and Interactive Programme on “Where the Clouds End” a Documentary film by film maker, Wanphrang Diengdoh was organised by the Department of Sociology, Shillong College on the 16th August 2014 in the Conference Hall, Shillong College.

The programme commenced and it was chaired by the Principal, Shillong College, Dr K.D Ramsiej. The introductory and welcome speech was delivered by Dr (Mrs.) S. Khyriemmujaat, HOD, Department of Sociology, Shillong College. The objective of the Screening the Documentary by the Department in collaboration with the film maker was to present the documentary in academia, where the students were made aware on issues that had become sensitive in contemporary Khasi Society. A profile of the film maker was presented by Dr S. Khyriemmujaat, HOD, department of Sociology, Shillong College.

Wanphrang Diengdoh is an independent film maker based in Shillong and Delhi. His films, including 19/87 was awarded the Best Film, Best Cinematography and the Best Screenplay at the Gauhati International Films Festivals 2011. His works reflected his interest in the politics and culture of his hometown Shillong.

The documentary “Where the Clouds End” had focussed and examined tribal identity as a fluid concept which defies man-made imagination, historical ideals, political definitions and geographic boundaries.

The Screening was followed by enthusiastic participation and active discussion among participants which include teachers, students and renowned per-

- sonalities from the society. The discussion highlighted on issues of identity, matrilineal system, religion and land rights of the Khasi people.
2. Students and faculty of the Department attended the Panel Discussion on “Society for All: Is Egalitarian Possible?” organised by ICAFI University on 25th September, 2014 at Conference Hall, Eldorado Guest House Shillong.
 3. The Department of Sociology in Collaboration with the Department of Political Science, Shillong College had organised a Panel Discussion on Juvenile Delinquency on the 3rd November 2014 at the Conference Hall, Shillong College. The discussion highlighted on various issues with the topic. The programme was followed by active participation among students, teachers and the esteemed panellists which included Prof A.K Nongkynrih, from the Department of Sociology, NEHU, Ms. N.Shylla, Govt Advocate, Shri Vivek Syiem, S.P.City, Rev R.G Laloo, Director Shillong Reach Ministry. The Panel Discussion was chaired by Rev (Dr) L. Toi a renowned Church leader.
 4. The 3rd year Sociology Honours student along with Dr (Mrs.) S.Khyriemmujaat and Miss S.P.M Kharbhih attended and participated at the Panel Discussion on the topic “Ka Kamran bad Jingkitkhlieh ki Nongialam-Mynta bad Nangne Shakhmat” organized by Meghalaya Institute of Governance in collaboration with Synjuk ki Seng Samla Shnong on the 17th July 2015 at MEBADA Hall, Bishop Road, Shillong, This programme was organize to celebrate the death anniversary of the Khasi freedom fighter U Tirot Singh.

*The Function of Sociology, as of every science,
is to reveal that which is hidden. -Pierre Bourdieu*



A FIELD REPORT ON MAGIC CEMENT INDUSTRY BARAPANI

*Submitted by: Teiborlang Kurbah
BSc III Year
Department of Chemistry
Shillong College*

Introduction:

The field trip to Barapani Magic Cement industry was conducted on the 9th December of 2014. The field trip was conducted on the countryside 20 km from Shillong. A visit to this place has brought about a very useful knowledge about Portland cement manufacturer. Portland cement is by far the most common type of cement in general use around the world. This cement is made by heating limestone (calcium carbonate) with small quantities of other materials (such as clay) to 1450 °C in a kiln, in a process known as calcination, whereby a molecule of carbon dioxide is liberated from the calcium carbonate to form calcium oxide, or quicklime, which is then blended with the other materials that have been included in the mix. The resulting hard substance, called 'clinker', is then ground with a small amount of gypsum into a powder to make 'Ordinary Portland Cement', the most commonly used type of cement (often referred to as OPC). Portland cement is a basic ingredient of concrete, mortar and most non-specialty grout. The most common use for Portland cement is in the production of concrete. Concrete is a composite material consisting of aggregate (gravel and sand), cement, and water. As a construction material, concrete can be cast in almost any shape desired, and once hardened, can become a structural (load bearing) element. Portland cement may be grey or white.

The objective of the field trip to Magic Cement factory, Barapani was to study mainly how cement was manufactured. Later it was study the raw material that was required during this process, the pollution control steps and other aspects.

Preparation of Cement in brief.

With the help of the manager in this cement industry some explanation was explain about cement manufacture and the raw materials that included.

RAW MATERIALS PREPARATION

1. Limestone is the main raw material in cement production, and most factories are located near the limestone by blasting or use the loader to the mining of raw materials limestone, transported to the crusher into fragments.

Main raw material:

Limestone, clay and Iron Ore.

RAW MATERIAL GRINDING

Process introduction:

2. The use of ball mill or vertical mill raw material is ground to a powder, and then by conveyor transport to preblending yard for storage and further material mixed

CALCINING CLINKER

Process introduction:

3. The homogenized material enters the preheating decomposition system, decomposition rate of 95%, into the rotary kiln, clinker.

CEMENT GRINDING

Process introduction:

4. Clinker, gypsum, mixed materials in a ball mill, cement grinding into a qualified drug cement. The use of the powder selecting machine can conveniently adjust cement drug, to achieve energy saving production

SCEMENT STORAGE AND PACKAGING

Process introduction:

5. The use of packaging machines and automatic loading machine can achieve the shipment off.



Observation and Results

Some observation has been made in the industry with the help of the manager, how cement in this industry has been manufactured. The ingredients used for making cement are limestone, that is calcium carbonate (CaCO_3) and clay, which consists of silica (SiO_2), alumina (Al_2O_3) and ferric oxide (Fe_2O_3).

The following steps are involved in the manufacture of cement.

1. Limestone and clay are crushed to a fine powder.
2. They are blended in the desired proportion.
3. The mixture is poured into the upper end of a slow-turning cement kiln and heated to about 1500°C .
4. The following reactions take place inside the kiln.

Calcium carbonate decomposes to form calcium oxide which combines with alumina and silica.

Note that chemically, cement is a mixture of calcium aluminate and calcium silicate (formed on adding water).

5. The mixture (cement) solidifies into lumps about the size of a pea, called clinkers.
6. Clinkers are then mixed with gypsum (it delays the setting of cement).
7. These are then ground into a fine powder.

Safety issues

Bags of cement routinely have health and safety warnings printed on them because not only is cement highly alka-

line, but the setting process is exothermic. As a result, wet cement is strongly caustic and can easily cause severe skin burns if not promptly washed off with water. Similarly, dry cement powder in contact with mucous membranes can cause severe eye or respiratory irritation. Some ingredients can be specifically allergenic and may cause allergic dermatitis.^[1] Reducing agents are sometimes added to cement to prevent the formation of carcinogenic chromate in cement. Cement users should wear protective clothing.

Conclusion

Cement manufacture causes environmental impacts at all stages of the process. These include emissions of airborne pollution in the form of dust, gases, noise and vibration when operating machinery and during blasting in quarries, and damage to countryside from quarrying. Equipment to reduce dust emissions during quarrying and manufacture of cement is widely used, and equipment to trap and separate exhaust gases are coming into increased use. Environmental protection also includes the re-integration of quarries into the countryside after they have been closed down by returning them to nature or re-cultivating them.

Thus from the statement above it was seen that if proper steps is taken in cement manufacture, there will be no problem encounter in the environment as it was controlled in this cement factory by filtering the smoke particles in the long chimney above and any other steps to control the pollution of the environment.



A BRIEF REPORT OF THE DISCOURSE ON “EMOTIONAL INTELLIGENCE – WHY IT MATTERS”

*Dr. (Smt.) R. Dkhar
(HOD), Department of Education*

The aim of education is to develop the total personality of the individual and its function is not only to produce men of intellect but to equip them to meet the demands of the ever changing world and also to enable them adjust to the different situations of life successfully. Considering the fact that emotions play a significant role in directing and shaping the behavior and personality of the individual as well as the importance of emotional intelligence in determining how people fare in life, the Department of Education Shillong College organized a Discourse on “**Emotional Intelligence – Why it Matters**” on the 10th November 2014 to enlighten the students on this important topic. The programme was attended by the Education (Honours) students of Shillong college, St. Mary’s college, Seng Khasi college and Synod college. Dr.(Mrs.) Ibadani Syiem, Associate Professor, Department of Education, North Eastern Hill University, whose area of specialization is on Emotional Intelligence was the Resource Person.

The programme was started with a welcome speech and a brief introduction about the programme by the Head of the Department of Education Dr. (Ms.) R.Dkhar. It was then followed by a short speech from the principal of the college Dr. K. D Ramseij, who extended a hearty welcome to Resource Person, teachers and all the participants of the said function and appreciated the Department for taking the initiative in organizing the programme.

Then the Resource Person Dr. (Mrs.) I.Syiem delivered her lecture. She began with an interaction by asking the participants to state the emotions projected on the screen. After which, she gave a brief background into the meaning of emotions and intelligence before going in depth in discussing about emotional intelligence. She pointed out that our emotions including both positive as well as negative, directs our behavior and very often we behave as they want us to. However, she emphasized on the importance of expressing our emotions in a socially approved ways which is essential for the individual’s well-being and social well-being. She pre-

sented in detail about the concept of Emotional Intelligence and why it matters more than Intelligence Quotient (I. Q.) She mentioned that research studies conducted since the 90s have revealed that a person’s emotional intelligence measured through his Emotional Quotient (E.Q). may be a greater predictor of success than his or her I.Q. Through her study, she has observed that people who possess high emotional intelligence are the people who truly succeed in life, for example, in the working situations even a person with high I.Q. or even a professionally competent person but having poor emotional intelligence may suffer due to his inability of getting along properly with others. Emotional intelligence which involves the ability to express and control our own emotions and the ability to understand, interpret and respond to the emotions of others helps in better handling of interpersonal relationships which is quite essential for happiness and success in life. She further pointed out that Emotional Intelligence is the new yardstick which is applied to judge a person, to find out how far a person excels in his life. She emphasized that teachers have to take a new turn in evaluating the student’s performance. Students need to be evaluated for their intelligence (I.Q.) as well as their emotional aspect, that is, emotional intelligence or emotional quotient (E.Q.).

She concluded with an activity whereby all the participating students were asked to write down their negative emotions and later on explain how negative emotions affect themselves as well as the others. It was then followed by another activity whereby the students were divided into four groups - each with different assignments using materials like newspapers, scarves and balloons. Through these activities the Resource Person concluded by stressing on the importance of social skills like team work, cooperation and trust as it helps us in maintaining healthy social relationships and in helping those around us succeed.

The programme ended with a vote of thanks which was delivered by one of the teachers of the department Ms. G.A Donn, which was then followed by light refreshment.

REPORT ON PROF. S.C. DUTTA MEMORIAL LECTURE

Smt L. Shadap
Department of Political Science

The Department of Political Science Shillong College, in collaboration with the IQAC, organized the S.C. Dutta Memorial Lecture in the College Conference Hall on the 10th of June 2015. Mr. Toki Blah, former IAS officer, Government of Meghalaya, and a social activist graced the occasion as the Guest of Honour. The topic chosen for the lecture was POLITICS OF VISION VERSUS POLITICS OF OPPORTUNISM. Participants from different colleges of Shillong as well as faculty members and students of the College attended the Lecture. The Programme was compered by Mrs. Amina Marbaniang, Assistant Professor, Department of Political Science.

The Programme was spearheaded by the welcoming address delivered by Mrs. L.P Shadap, HOD Political Science, Shillong College. She reminded us, in her address, of the early stages of the development of the college and the role played by (L) Prof. S.C. Dutta, the founder of the College, in moulding the college to what it is at present. She also introduced the Guest of Honour and made mention of his many contributions to the upliftment of the Khasi Society. She also gave us a brief introduction on the two concepts.

Dr.K.D.Ramsiej, Principal of Shillong College, also spoke on the occasion. He welcomed the Guest of Honour, Mr. Toki Blah, and gave his views on the theme of the Lecture.

Mr. Toki Blah, while delivering the lecture on Politics of Vision versus Politics of Opportunism, made a clear distinction between the two concepts. He stressed mainly on the fact that the dynamics of politics in Meghalaya was triggered by social crisis. He reminded us of how the forefathers of our state were greatly influenced by the traditional value systems such as Kamai ia ka Hok(KIKH), Tip brieiv tip Blei(TBTB), Pdiang ia ka Hok bad bret ia ka Sniew(PKBBKS), Ka Ktien Kaba Tam(KKT), Ka Nia ka

Jutang(KNKJ), etc. To him, the politics of yesterday was dictated by consensus; it was also dictated by logic and reason. But the politics of today is a party based majority vote system.

He pointed out that politics of vision basically involved statesmen who focus on the future survival of society but politics of opportunism concentrated more on day to day survival of the elected members. He cited the example of Mr. Lee Kuan Yew, the 1st Prime Minister of Singapore, as being one of the best statesmen of all times who was influenced by *Politics of Vision* and not by *Politics of Opportunism*. Mr. Lee was the Prime Minister of Singapore for three decades, and within his tenure he transformed Singapore from being a Third World State to a Developed State.

Turning his view again to Meghalaya, Mr. Toki Blah informed the audience that *politics of opportunism* dictated the political scenario of the state. The voters were mainly driven by fear and the elected representatives had no vision but were driven by power and selfish motives. This had been going on for almost 45 years since Meghalaya attained its statehood.

The lecture became all the more exciting when Mr. Toki Blah turned our attention to the controversial current issue of the Village Administrative Bill (VAB). Since he was involved in the drafting of the Original VAB, he mentioned that the Bill was actually based on *politics of vision* meant for the protection and upliftment of the tribal people of Meghalaya under the Sixth Schedule. This got the attention of the audience and they actively participated in the interactive session later on.

The Memorial Lecture ended with the vote of Thanks delivered by Mrs. Rikelyne J Tham, Assistant Lecturer, Department of Political Science, Shillong College.

**All who have meditated on the art of governing mankind have been convinced
that the fate of empires depends on the education of youth -Aristotle**



STUDY TOUR TO MAIRANG

Smt. A. Marbaniang
Department of Political Science

On 17th December 2014, the teachers of the Political Science Department along with the major students left for Mairang to visit the memorial of U Tirot Sing Syiem of Hima Nongkhlaw, a renowned freedom fighter of the State.

Mairang is located at a distance of about 75 kms from Shillong. The group comprising of teachers and students left at 9:00 am. We reached Mairang at 11:40 am. The students were thrilled as they disembarked from the bus and walked towards the monument. It was indeed a moment of pride and awe as we stood there, recalling the brave and heroic sacrifice of the great son of the soil.

U Tirot Sing was born towards the end of the 18th century to Ksan Rympei and U Khain Kongor of the Nongkynrih Clan. He became a ruler of the State of Nongkhlaw at a young age.

He led a number of raids against the intruders from the plain territories. He was one of the greatest Khasi Kings and patriot par excellence, who led his fellow chiefs and the Khasi people in the war of independence against foreign yoke. The 2nd of April 1829 marked the beginning of the Khasi people war of liberty. It was their last recoil to protect the freedom of their motherland. U Tirot Sing realized the imminent danger from the massive attacks of well-armed British Troops at the Sylhet Border of Khasi Hills.

The war between U Tirot Sing and the British lasted for four long years. Perhaps his military strategy did help him as he fought the might of the British. Most of the other Syiems executed treaties with the British Government but U Tirot Sing did not yield to defeat. At last, he was captured and was asked by the British (in the Court of Mr T.C. Robertson) to

make his final decision once and for all, to either choose to rule under the British or to be sentenced to death. U Tirot Sing then made the boldest reply which totally shocked the army packed British Court, when he said "Better the death of a free commoner than the life of a Chief who is a Slave". He died on the 17th of July 1834. U Tirot Sing had since become a Legend.

On the 29th of March 1954, the then Governor of Assam, Mr. Jairamdas paid a glowing tribute to Tirot Sing Memorial Monument at Mairang. In his writing on "The people of the Frontier" in 1956, Mr Jairamdas observed, "U Tirot Sing inherited the qualities which distinguished these ancestors. When forced to defend his land against the British, he showed rare courage and dignity in preferring to sicken and die in prison than to be a nominal Chieftan under British suzerainty"

We left Mairang and proceeded to Kyllang Rock about one hour from Mairang because its height was perhaps used by the fighters to have an aerial view of the approaching enemies during U Tirot Sing's reign. We all had our lunch on a hillock, by the side of this huge rock. By this time, it started drizzling and thick black clouds engulfed the whole area, as if Mother Nature joins us, as we recall how the British captured him treacherously and took him to Dacca.

We hurried back to the bus parked at the foot hills of the huge rock, started our journey back home. It was indeed an enjoyable and memorable trip. As teachers, we believe the trip has enhanced the understanding of the students about the life and sacrifice made by this great Syiem and will instill in them a sense of patriotism and love for their country.

The theory of relativity worked out by Mr. Einstein, which is in the domain of natural science, I believe can also be applied to the political field. Both democracy and human rights are relative concepts - and not absolute and general

- Jiang Zemin



PANEL DISCUSSION

ORGANISED BY DEPARTMENT OF POLITICAL SCIENCE AND DEPARTMENT OF SOCIOLOGY,
SHILLONG COLLEGE

Smt A.Marbaniang
Department of Political Science

The Department of Political Science and the Department of Sociology, Shillong College, organised a Panel Discussion which was held at the College Conference Hall on the 3rd of November, 2014. The topic for the Discussion was *Juvenile Delinquency*. The Panel Members included Prof A.K. Nongkynrih, Department of Sociology, NEHU, Mr. Vivek Syiem, SP Crime Branch, Shillong, Rev. R.G. Laloo, Director Shillong Reach Ministries and Ms. Nakilin Shylla, Advocate, Gauhati High Court Shillong Bench. Mr. Lambok Toi, Director Soul Ministries, Shillong, graced the occasion as the Moderator of the discussion.

The Discussion started with the welcoming address delivered by Mrs. L.P.Shadap, HOD, Department of Political Science, Shillong College. The programme was then followed by a speech from the Coordinator IQAC, Dr. M.N. Bhatacharjee. Subsequently, there was the presentation of bouquets and mementoes to all the panelists which was then followed by the reading of the Panelists' Profile by Dr. S. Khyriemujat, HOD, Department of Sociology, Shillong College.

Mr.Lambok Toi, who moderated the discussion brief the audience on the topic and then gave the platform to the panel members to showcase their views on this relevant societal issue.

Dr. A.K.Nongkynrih pointed out that the issue of juvenile delinquency was a social problem as well as a sociological problem. He mentioned that a person who was below 18 years of age was considered a juvenile and if he violated social or legal norms or norms against oneself, he became a juvenile delinquent. He also emphasised that no child was

born a delinquent but the delinquency in him was shaped and influenced by a number of factors like affluence, poverty, parental support, and the like.

Mr. Vivek Syiem, brought to the notice of the audience that about 70% of the crimes against property in the city was committed by juveniles. He also pointed out that majority of the juvenile delinquents belonged to poverty stricken families. Only a handful of them came from rich and affluent families.

Rev. R.G.Laloo also pointed out the fact that the number of street children in Shillong city have increased tremendously. These children committed crimes against society mainly because of survival instincts. Many of them, because of their sizes, were used by senior gang members to operate many crimes.

Ms. Nakilin Shylla also stressed that a juvenile was always in constant conflict with the law. Juvenile homes were established in the state and these tried to accommodate those who were tried by the law and convicted. These homes also provided counselling to such children.

All the panelists agreed on one point and that, the problem of juvenile delinquency which affected the society at large could be dealt with if these children who deviated from standard societal norms received counselling in all spheres. Moreover the role of the parents and the guardians should not be neglected while trying to reform these delinquents. The parents should cooperate with the law if they want to see changes in their children's behaviour.

The Panel Discussion ended with the Vote of Thanks addressed by Ms. Susan Khongwar, Lecturer, Department of Sociology.

For the real difference between humans and other animals is that humans alone have perception of good and evil, just and unjust, etc. It is the sharing of a common view in these matters that makes a household and a state

- Aristotle



A REPORT ON STUDY TOUR TO KAZIRANGA NATIONAL PARK

Organized by the Department of Zoology, Shillong College, 2014



*Dr.S.Khongwir, Department of Zoology
Shillong College, Shillong*

Kaziranga National Park, one of the jewels of India is located in Golaghat and Nagaon Districts of the state of Assam. A World Heritage Site, tucked away on the North eastern state of the Indian peninsula is a splendid place, indeed not only of its scenic beauty and rich animal diversity but also for its friendly and hospitable people. Gorgeous Kaziranga, the tiny tropical paradise has lured mankind since time immemorial. The pristine beauty along with its history is quite inebriating, everything is so special and unique that no visitor can escape the magical charm of Kaziranga National Park.

Therefore, as part of the 3rd year BSc (Honours) syllabus, the Department of Zoology, Shillong College organized a field trip for the students to this wonderland. The herculean task for the arrangement and preparation for the trip was done by Mr. B. Dohling and some of the 3rd year BSc stu-

dents. So, after two or three months of preparation, Myself, Dr. Lucy M. Jyrwa and Mr. B. Dohling along with 24BSc final year studentson getting permission from their parents, left for Kaziranga on the 8thDecember 2014. After the initial hiccups with the students on arriving late in the college campus, we managed to leave Shillong by about 7.30 A.M. We took a break for lunch enroute at Nongpoh, which is quite popular for its mouthwatering and scrumptious jadoh and dohjem with a hot and spicy tungrymbai.

We reached Khanapara at around 12:00 P.M and from there we boarded the bus to Kaziranga. Our students were really excited once inside the bus, and they were busy searching and looking for their own seat. We spent about 2hrs in the bus and the journey was really enjoyable for our students. Finally, we reached Kaziranga round about 3:00 P.M and from

there we went straight to the hotel that has been booked for us. At the counter, the receptionist greeted us warmly and handed over the keys to us. In the hotel, the students got a chance to relax and refresh themselves and after a cup of tea and hot samosas we head straight to the Karbi Heritage Sites in Karbi Anglong District.

The place is studded with majestic concrete buildings and monuments of different ethnic groups of the Northeast, reflecting the rich history and diversity of the region. Here, we found our students immersed themselves in the beauty of the finest examples of traditional architecture in the world. After strolling through the length and breadth of the site and after our students had finished posing themselves in front of their mobile cameras, we finally called it a day.

All of us went back to our hotel room, refreshed ourselves and got ready for the documentary film on the wildlife of Kaziranga and its conservation measures which were undertaken by the local NGO. Tired and hungry, all of us immediately rushed to the dining room to enjoy the delicious Assamese food after the show ended. Some of our naughty and witty students slipped out of the hall before the show ended without us noticing them and quietly entered the dining room. When all of us entered the room and when we saw them enjoying their food, they smiled at us cunningly. After dinner, as it was a bit cold all of us gathered round the bonfire that was prepared for us by the hotel staff. A lot of interactions between students and teachers took place around the bonfire and our students really enjoyed themselves by the way they sang and danced. By 10.30 P.M, all of our students were snoring in their respective rooms because the journey has really eaten them away.

On the next day at around 7.00am after heavy breakfast, we all got into different hood-less maruti gypsies that was arranged for us by our guide and started off to our safari through the park, to watch the wild animals at close range. At the entrance to the park, the place was crowded with not

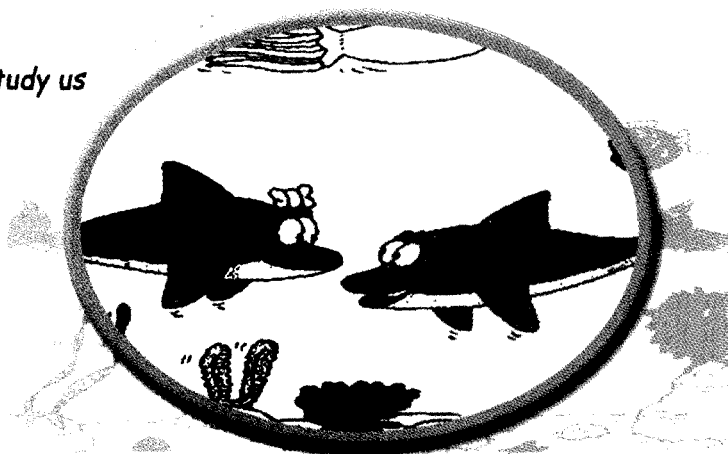
only tourists but with local people also. The gentle swaying of the hood-less maruti gypsy and the hypnotic condition of the road made us all feel like heaven on earth. "Look! Rhinos! There, there, two oh! No, three of them!" suddenly somebody in one of the car shouted. All the eyes turned to the other side of the jungle. Some of our students picked up their mobile to take a picture, but by the time they clicked, the rhino have long gone into the tall grasses. Luckily, it was the experience of my colleague Dr. Lucy that she managed to capture the rhino with her Nikon camera. Not to forget, however, some of our students also managed a shot at the rhino with their mobile cameras. It was really an unforgettable sight for all of us.

Last but not the least, our students also got a chance to see other animals like the elephant, deer, wild buffaloes, turtle and different types of birds in and around the bheel. Unfortunately, some of our students feel dejected as they could not see any tiger in the park during our trip.

We left Kaziranga by bus at around 12pm after we finished our bath and rested for some time. From the hotel it took us nearly 2 hours to reach a small but cosy dhaba where our students could refill their empty stomachs. Our student realized that their study tour had come to an end when we stopped at Nongpoh for an evening tea. Finally, we reached Shillong round about 5 o'clock in the evening and we all head homes after saying Good Bye and Good night to each other.

It was really a sublime experience for all of us especially the students as most of them were unaware how majestic God's creations are. Until then, we had only seen wild animals in movies or in pictures, so encountering, experiencing and learning about wildlife in their natural habitat was a transcendent moment for all of us. No wonder, Kaziranga has an incredible charm. A place you would want to visit again and again. If you are planning a vacation and if you are an animal lover, don't forget to explore the wonders of Kaziranga National Park.

*Another team of scientists has arrived to study us
I wonder if they'd be so keen
if we didn't live in tropical waters.*



KA SHANGKAI PYNPROH SHA LAWBAH

(A Report on Study Tour to Lawbah organized by Department of Khasi)



*Imanda War Khyllaw,
B.A 2nd Year
Department of Khasi*

Dei ha ka 8th Nohprah 2014 nga lah ioh lad ban mih leit bam lyer pyngngad kham pa jih na Shillong bad Ka sngi ka la kylla long ka sngi ban sah kynmaw ha ka jingim jong nga. Kumba ju long lem kiwei pat ki sngi tlang kam pher eh, ka mariang ka khuid, shai phyrnai ha kane ka sngi ruh. Dang step nga khie ban khreh, nga ia id marwei ha lynti na Laiumkhrah ban leit sha College.

Katba nangiaid nga pyrkhath bad mutdur lypa shaphang kata ka jingleit (Study tour) ba la pyniaid bad pynbit pynbiang da ka Khasi department na College. Shuwa ban mih na College la iathuh lypa ba ka ta ka jaka ban leit kan shim por kumba lai kynta bad tam. Ngi ia don kumba 60 ngut tam ne duna ki khyannah 2 tylli ki Bus, bad ki nonghikai kiba ialam ia ngi. Shuwa ban ia id ka bus la buh jingduwai da I wei na ki nonghikai I ba long ruh I Head Department ha ka to ka por.

Ha lynti katba ka bus ka ia id sted kat ban biang, ki paralok kynthai bad shynrang ki ia shongshit bad ki jingrwai (music) kiba shongshit bha ki ia shad ia kmen ia sngewbha, khlem lap sngewthuh ba ia id ki kynta ngi lah da poi ha Janiaw. Ka bus ka sangeh noh la dei ka por bam sngi. Ngi ia hiar ban ia leit bam j alum. Sngew muja ka bam lum. Ngi ia bam kloi namar hap ia id biang nangta ban poi sha kata ka jaka ba ngi thmu ban leit. Ngim pat dep ban shondur la khot noh da ka besil.

Ngi ialum lang ha ja ka ba ieng ka bus ban sngap ia ki jingbthah; la ong ba kim ia ngi ban kham ia pra namar kata ka jaka ba ngi don ka dei ba don bun ki krem. Kumta dei ban husiar ioh bakla lynti ioh jah. Nangta la don I wei I bah ban ialam ia ngi I ba khamtip I ba dei na shato. In ym ai lad ban ap slem in pyniaid kat kum ka por bad la ong ba ngi ia lum lang bad ki paralok ban ym bakla lynti ngin bud be it ia ita iba ialam. Tang shu ioh sngew ia ka besil ngi dei ba ia lum bad bud shano ban ialam. I la bthah ban ym dei ban pynjakhlia ia ka mariang, ngi dei ban leh khuid ban ym bret kulmar ia ki kot ne plastik.

Ngi ia id sa tang shiphang ngi poi, ha kata ka jaka ba ki khot Mawlymbna. Ka bus ka sangeh biang ngi hiar baroh, ngi

ia dih umsoh bad bam ei ei hangta namar ban suk ka rah shata ba ngi leit kumjuh ban ym pynjaboh ia ka mariang.

Ngi hab ia id kjat kumba shiteng kynta ne duna khyndiat. Ngi poi nyngkong ha ka “kshaid um di kain” ba ki khot ia kata ka kshaid. Na klier u Lum don u mawlong baheh bad iar uba kot sha duh tbian. Ka um ka noh ia lade rymphai suki jai na kita ki maw. Ngi lah ban poi haduh hajan bha, don ruh na ki paralok shynrang kiba nud ki leit kiew haduh marshiliang u mawsiang kata ka kshaid ban shondur nangta. Namar ba dei myntlang ka um kam khyndiat than eh ki shu jhieh malu mala. Ha trai kata ka kshaid don ki um baling kum ki kynja pool kaba itynnad bha ia kaba la saindur da ka mariang.

Nangta na sha phang ka diang ba don ka kshaid ngi ia kiew sa kita ki mawkyndon kiba long kum ba shtah khnang ban ia id lynti. Hangta ha lum pat ka long kum ka madan baheh bha. Napoh da ki mawsiang na jrong tap da ki phlang suda ymdon dieng don ki jaka ba long sngem kum ba ha ka por lyiur te da ki um suda. Sha jan ba kut artad ka ta ka madan don ka kata bi khot “fossil”. Hangne ha lor maw don ki shell kiba itynnad, ki dak jong ki dohkha ki mrad duriaw ba la iap, ki starfish bad kiwei kiwei kiba kham pajih khlem lap ban iohi lut, ki pyni tang shi jaka namar ka shim palat iaka por. Dei hangne ba ka pynkynmaw pat ia nga ia kaei ka ba ngi ai pule ha klas I2. Ha ka kot English “Voices” ba u B.D. Kharpran Daly u thoh ha ka subtopic ‘Geology’. Shaphang ka Meghalaya da ki million snem mynshuwa ka dei tang ‘Coral Island’. Kumjuh ine I bah ba pyni iangi I la iathuh ia ka juh ka khana ka ba don ha lyndet lyngba kine ki dak ba sah haduh mynta.

Ym da jngai eh nangta kumba shimit arminit ngi poi ha ka wei pat ka jaka ba dap tang da ki mawbah ba siang bad taplup ia baroh kawei hi ym don phlang shuh, hangne ki maw I kumba don ha ka dur ka shuki ruh kum ban shong pynjah thait. Ki jaka ba long them ba don um malu mala I mat por lyiur te ka tuid. Nangta pat marjan hangta kine ki maw ki long sohkhruh soh khram ki at bad them lhong lhong I kulmar jingmut shiphang.



Hynrei ki ong ba dei kata ka dienkjat ki mrad ha ka iew luri lura. Ka pynlyngngoh shibun haba khmih thuh bha I kum ki dienkjat hati, ksew, khla ruh watla ngam pat iohi ia ki khla ne hait da la ki khmat teng teng nga shu iohi tang ha T.V. Ki ia syriem hi ki ong namar ka jing shoh u slap kine ki dak hi sa dam suki suki. Ym don ki matti briew hangne ruh dei ba la pynlong da ka mariang bad ki jah ruh na ka daw ka mariang hi.

Kumba julong ban leit ka jngai haba wan phai pat ka jan, sngew kloi bha ha ba wan phai sha kali. Haba poi ha kali katba ngi ap ia ki wei ban ia poi lut. Ng ioh lad ban khmih sa ia u wei u jait jingthung uba kham phyla u bym ju kham long koit ha ki wei kiwei ki jaka uta u dei u 'Tiewklong' ba ki khot ha ka ktien shnong jong ki bad u 'Pitcher Plant' uba ngi pule ha klas 7 kot saian. Don ba ong ba ha une u syntiew don ka um bad kata ka um ka long dawai shkor ruh. Nga lah ioh ban mad ia kane ka um ka long lamjew, shngiam, pyngngad ka pher bha ka jingmad kaba ngam lah ia nujor bad ka ei kaei ruh. Kata da ka jingpynbor jong iwei I nonghikai ba nga dih, hynrei nga itieng bad pyrkhath ioh kan sniew ne long bih pynban.

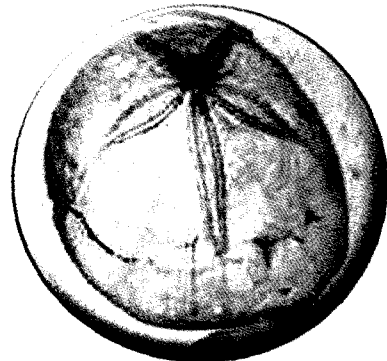
Nangta ngi leit sa sha kawei ka jaka kata ka 'Umkhakoi'. Hangne te la sdang iohi ia ki matti briew; ha

ka lynti iaid kjat, ki jingker , ki jingkieng siej, shuki jaka shongkai, ki sohpadoi abd kiwei kiwei. Hynrei kata ka umpat kaba kum ka kymja nan ym don ba den ia ka ka shu long hi. Tang da ki mawsiang suda naduh trai bad ker baroh sawdong lakum ba tih khnang.

Mar synsdang kem iong rein ngi poi ha umpohliw kaba don ha Lawbah. Hangne ruh I phylla shibun ka um ka shu kyrsoi na shapoh buk ka tuid bad kum ka wah syndon. Ym don jaka tyllong ban mih na ki lum ne ki jaka hynrei ha rud surok shu mih um. Imat kumba ka ngen nangno re na ki krem bad mih pyrthei hangta. Ka lah dum hangta ngi wan phai noh tang dep dih sha na iing jong I wei na ki nonghikai ha Lawbah.

Ngam iohi jinhthung ki ban pynjaboh ia ka lyer da ka jingsynreit dawai ki ban pynsniew ia ka lyer. Nga iohi tang ki mrad, ki khlaw, ki phlang bad ki wah lehse don kiba thung jingthung khyndiat khysoit ruh hynrei kim kynrei pat kum ha shnong jongngi ha ka ba kat sha ba ngi leit dap da ka jingthung. Bad la pynjaboh jakhlia ia ka khyndew ka lyer bad ka um da ka jing pyndon kam ia ki dawai sbob bad dawai khniang.

Ki briew kiba shong shato ruh ki long kiba ieit ia ka mariang kiba ri bad tyngkai ban pynneh pynsah ia ka jingitynnad ka mariang kumba la buh da u Blei.



A BRIEF REPORT ON THE VARIOUS ACTIVITIES ORGANISED BY THE DEPARTMENT OF HISTORY

Smt J. Choudhary
HOD, Department of History

The Department of History organized a host of co-curricular and extra-curricular activities. The teachers and students often take part in different activities and programmes organized by the various departments of the college. The department had organized a number of programmes which are related to the course of study, where both teachers and students participate. The study tours were organized by the department by taking the students for the field trips to historical places both at the Khasi and Jaintia Hills. As one of the papers in the syllabus is about the study of the History of North East, visiting the places would help one understand the subject better.

- ◆ Understanding the growing needs of the students as well as seeing their zeal to present themselves in the bigger forum is a primary concern for the teacher in the department. Important Guest-lectures accompanied by interactive sessions had been organized by the Department of History. A talk on Historiography was also held on the 21.10.2014. The Department was fortunate to have Dr. Binayak Dutta from the department of History NEHU, who with his elaborate nature of explanation and expertise, deep knowledge made the talk very interesting to all. Historiography is a new and very popular and extremely important subject. The subject is also essential for those who want to pursue higher studies especially research work. Historiography is the Honours Paper of BA 1st year. The talk also emphasises on Subaltern Historiography. It discusses how the common people make history. The lecture focuses that history is not only the story of the bygone days or of kings and queens or bureaucrats. With the help of their active participation everyone present has gathered the benefit of such talk. The lecture also deals with different definitions of History; whether it is Science or Arts, and biasness in writing History and also how to overcome such biasness. If impartiality is not maintained properly in the writing of History and 'truth' is not revealed before the people, it may culminate in disastrous effects which would be against the interests of the humanity as well as it may cause a national harm. The lecture was followed by the active participation of the students who put forward different questions to the resource person

which converted the talk into an interactive session. At the end of the session, it was found that the resource person and students were extremely happy, confident and satisfied with each others' response. The success of the programme is also marked by the active support and words of appreciation from both the Principal, Dr. K.D. Ramsiej and Vice-Principal, Dr. M. Dey. The programme winded up with a vote of thanks.

- ◆ The Department also organized another guest lecture on 17th November 2014 and the topic was "Drain of Wealth and Rise of Economic Nationalism" with special reference to Drain Theory of Dadabhai Naoroji, by Shr.A.K. Thakur. This topic is one of the most important parts of degree syllabus (BA 2nd Year). This topic is not only important from the historical point of view but for its national significance as well. The lecture highlighted that the pre-independent India has suffered enormous loot and plunder under British Colonialism, yet it is sad to observe that the people of today still seem to think that the British rule had left only the positive effect in India. But in reality the picture is otherwise. But history speaks that starting from agriculture to trade, from textiles to goods, from education to culture, from minerals to crops, the nature of drain of wealth that India has suffered during the entire British Rule, is perhaps inexplicable. Major part of economic activity centred around the export of wealth to enhance the economy of Great Britain. Instead of strengthening the economic fabric of India, the drain contributed as one of the primary causes of India being baptised as a poverty-stricken nation till today. This lecture on 'Drain Theory' focuses and helps in removing the pre-conceived notion of many people with regards to British Colonialism. It is understood that the lecture served a noble purpose in enlightening the students who actively participated in the interactive session at the end. It has also received appreciation from the Principal, Vice-Principal and also the other teachers present.
- ◆ A study tour was conducted by department of History on 14th November 2014. There were twenty students led by three teachers, Smti N.Lytand, Smti V.C.S.



Dkhar and Smti V. Ropmay. The department decided to take the students to Cherrapunjee as this is a place of immense historical importance. Most of the sites visited were of great benefit to the students as such sites were very much relevant to their study on the paper, 'The History of North East'. **Cherrapunjee**, is locally and now officially known as '**Sohra**'. It was once the capital of Assam of British India. In 1829, Cherrapunjee was established as the civil and military station of the British. It remained so until the British decided in 1865-66 to shift the station to Shillong. Cherrapunjee is a small town located on the southern edge of Khasi Hills, a dissected plateau at an altitude of about 4823 feet (1484 m) above mean sea level. Today it is the headquarters of Sohra Civil Sub-Division and falls in East Khasi Hills District of the Indian State of Meghalay a. Khasi people of Mon-Khmer origin inhabit it. Cherrapunjee is known as the centre of Khasi Culture and Literature. Cherrapunjee possesses some exotic waterfalls and impressive limestone caves. On the way to Sohra, we had to cross the beautiful bridge, called **Duwan Singh Syiem Bridge** locally known as **Jingkieng Mawkdok**. On proceeding towards Lower Sohra, and at a place called **Pomsohmen** are the different monoliths and cairns of the Khasis and the interesting **cremation site of the Khasi king or Syiem and priestess or ka Syiem** known locally as **Kpep Syiem**. We were able to explain and show the students the stone tablets on the crematorium that belong to three Syiems of Sohra, i.e. of U Suba who died in 1856 A.D. U Ram Singh who died on 23rd July 1875 A.D and U Roba Singh who died in 30th November 1918 A.D. These were well known Kings and mighty warriors of their time. Our next stop was at a place called **Nongsawlia**, where stands the **first Welsh Presbyterian Church** constructed in 1848, although after the great earthquake of 1897, it was reconstructed again. Just opposite the Church, on a small hillock is the **Presbyterian Church Cemetery** where many of the Welsh Missionaries were buried. Near the church, one of the **first primary** school started by Thomas Jones I who came as the first Welsh Missionary in 1841 and the **Cherra Theological College**, the first theological college established in 1897 by Dr. John Roberts. one of the pioneer of Christian Missionary in the Khasi Jaintia Hills. Today, the same building is named as the **Thomas Jones School of Mission and Evangelism**. The church had made efforts to take care of the areas associated with Welsh Missionaries and their works. As

we entered the church, the students were amazed as they were able to learn more about the missionaries and how Christianity first started in this area. Ahead of Nongsawlia at a place called **Saitsohpen**, we could have a glance of the British soldier's cemetery. The next historical spot was the **monument** erected in Saitsohpen, in memory of **David Scott** who was the political agent of the Governor General on North East Frontier of Bengal to the hills. David Scott died on 20th August 1831 and his monument stands erect telling us stories about days gone by when Sohra was under British rule. The students have read and learned so much about David Scott, but it was only when they saw the monument and the inscription on it that they seem to understand more of what they have heard and read. About two kilometers to the south of the David Scott monument lay the Mawsmmai village. **Mawsmmai** was the ancient seat of the Sohra Syeimship (Kingdom). At this place there were a collection of magnificent **Monoliths**. The students had always been anxious to visit monoliths, and it was here that they got to study more about the stories behind the monoliths. We were able to take the students to two caves, the **Mawsmmai Cave** and the newly discovered **Lumshynna cave**. The caves were well lighted and well maintained. Beautiful stalactites and stalagmites of different shapes and sizes decorated the cave's interior. As we entered the caves we explained to the students of how the Khasi warriors and kings hid their family members inside such caves in time of war and how the caves were used as tunnels for escape. We concluded our tour at the **Thankharang Park** where we could have a clear view of our neighbouring country, Bangladesh. Here the students could get a clear picture of how near we were to this country and therefore could understand how trade and communication was possible ever since the days of the British. On the whole, the tour was a success, and it was of great benefit to the students as well as the teachers.

Based on the success of the past endeavours, we have every intension to continue organizing talks and discussions topic and theme which are relevant to the subject and lessons that are part of the syllabus. Special visits, excursions and tours to places of historical significance will definitely help in delivering hands-on lectures. Besides this would provide up-close and personal research and study opportunities for a closer interaction between the teachers and the taught which would go a long way in improving performances not only in examinations but providing a firmer background for further academic pursuits in the subject.





WORKSHOP ON REALITY BYTES

Smt S Pandey
Department of Hindi

A workshop on "Reality Bytes" was organised by the Department of Garo and the Department of Hindi in collaboration with Women's Cell, Shillong College, on 11th September 2015. A feature film, a short film, and a documentary film were screened at the workshop. This includes "Mi Amua", the documentary film directed by Prof.L.D.Marak, depicting the religious ceremony of the Garos during the Jhum cultivation. A short film "Poos ki Raat", based on a short story by famous Hindi writer Munshi Premchand, was also screened at the workshop. The main objective of the workshop was to highlight the role of films and electronic media in communication, with special reference to the acquisition of linguistic skills.

Ms Sahana P Marak, Museologist, Ministry of Art and Culture, Govt of Meghalaya, was the Resource Person in the workshop. Teachers and students from Shillong College participated in the workshop.



REPORT FROM DEPARTMENT OF MANAGEMENT

*Smt. Wandabha Sohliya
HOD, Department of Management*

A Brief History of the Department of Management

The business environment in today's world is characterized by a high degree of uncertainty and complex and dynamic changes. In such an environment, it is necessary for an entrepreneur and for organizations alike, to have the required knowledge and skills to survive the growing competition. A business management course imparts relevant education to students, which reflects the changes in society. This has led to an increased demand in the course.

In view of the Objectives of the College backed by such knowledge, the BBA Course was created under the Professional Courses wing of the college, headed by Dr. S. K. Gupta, Vice-Principal (Professional Courses). It was inaugurated on the 22nd June 2004 along with two other Professional Courses. At its inception the department functioned under the charge of Shri. Bikash Roy (former Head, Department of Commerce). In its initial years, the course was managed by Smt. W.C.K. Sohliya and Smt. P. Khonglah, who were supported by a number of part time teachers which included Shri Joshua Phanwar and other teachers from the Departments of Commerce, Economics, Statistics and English. On the 1st June 2006, Shri. Bikash Roy, relinquished the job and Shri. S.R. Nongkynrih, (Head of the Department of Commerce) took charge of the BBA Course till his retirement. In September 2015, the Department of Commerce and Management was bifurcated and is now known as the Department of Com-

merce and the Department of Management.

The BBA course started with strength of just 28 students and we currently have 152 students enrolled in the course. The Department has seven faculty members (five full-time and two part-time).

The department also conducted a student presentation on Business Management and Organizational Behaviour for the 1st Semester students of BBA. Presentations and Case Studies are regularly conducted by the department as part of the curriculum. Field trips and skill development programmes are organized to enhance and prepare the students for their careers. In the past the BBA students have visited the Maruti Suzuki Ltd manufacturing plant at Gurgaon and we hope that in the future we can organize more field trips to other parts of the country as well.

In conclusion, we are grateful to the Management of the College, for their continuous support and encouragement to the department in all our activities and we hope that we can continue to deliver good results.

The department recently organized a field trip for the students of 2nd and 3rd year BBA course, to Star Cement Manufacturing Company Ltd., Lumshnong, Meghalaya. The objective of the field trip was to expose the students to the practical aspects of the course which include Productions and Operations Management in the 2nd Year Curriculum and the Project Management in the 3rd Year.

**LEADERSHIP IS WORKING WITH GOALS AND VISION;
MANAGEMENT IS WORKING WITH OBJECTIVES.**

-Russel Honore

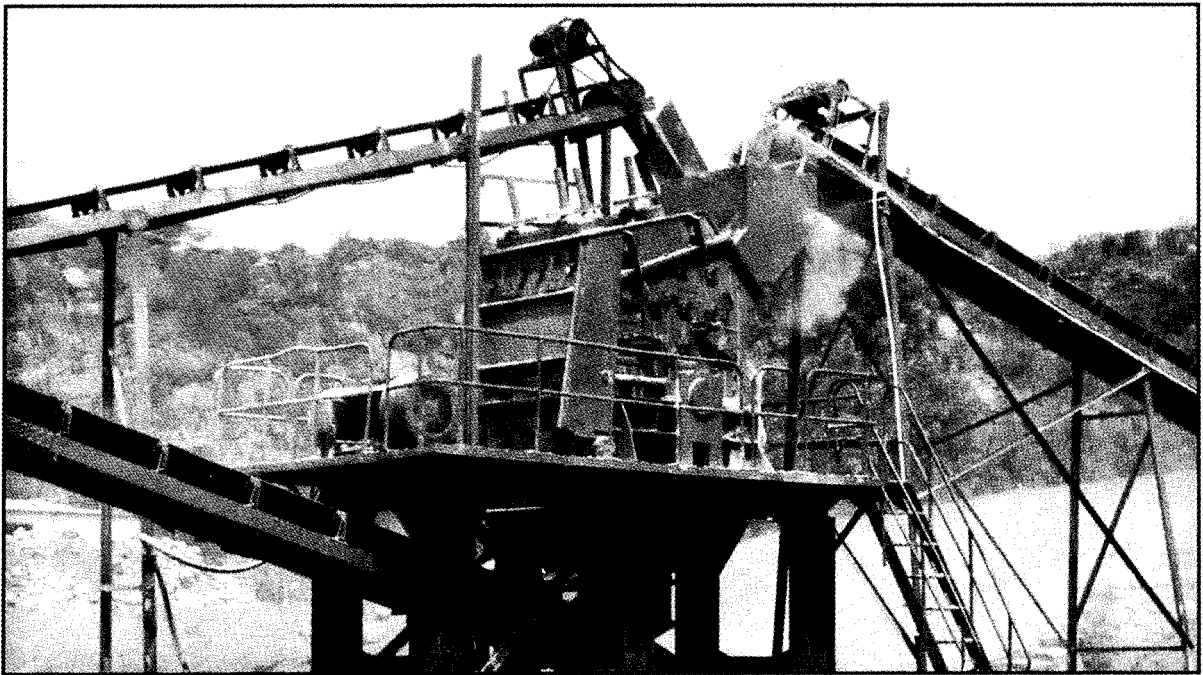


REPORT ON THE FIELD TRIP TO STAR CEMENT MANUFACTURING LTD. PLANT AT LUMSHNONG.

Mr. Single Rose, 2nd Year BBA

On the 19th September 2015, the Department of Management took us- the students of class 2nd & 3rd year BBA (bachelor of business administration) for a study tour to the Star Cement Factory which is located at Lumshnong, Jaintia Hills District, Meghalaya. We were accompanied by our teachers Mrs. Wanda Sohliya, Shri. Kipjen and Ms. Aiba Diengdoh. We started the journey at 7:30 am from the college and we reached our destination at 1:30 pm.

The AGM of the plant Shri Panda, took us around the factory and showed us the different types of activities and process that take place in and around the factory for their production. Lots of interaction took place between the students and the officers of the company. Various questions regarding the production, management, marketing strategies and various other related subjects were asked by the students. We gained a lot of required information, ideas and knowledge from this field trip. Apart from gathering knowledge we also had fun during the trip. We would also like to take this opportunity to thank our respected Principal and the teachers of the Department of Management for providing us such a good and meaningful study tour which will help us in the course of our studies.





A Brief Report on THE SWACHH BHARAT-SWASTH BHARAT

(Clean Mind, Clean Body, Clean Environment, Clean City)

Campaign organised by Shillong College

*Dr (Mrs.) S Khyriemujat, Smt A. Basaiawmoit, Shri G.R.Rumnong and Smt K. Lartang
SWACHH BHARAT COMMITTEE*

As part of the Swachh Bharat-Swasth Bharat Campaign, the Shillong College has implemented the scheme by instilling the idea through the 4C's (Clean Mind, Clean Body, Clean Environment and Clean Society) firstly by cultivating the idea of "Cleanliness is next to Godliness" amongst the students of the College by organising a Cleaning Drive on the 4th of August, 2015 at the College premises. This programme was jointly organised with the Extension Activities of the college, namely, NSS, NCC and YRC. The one day programme saw the enthusiastic participation of the student volunteers guided by their teachers. The students started the programme at 9am and the cleaning drive of the old and new building was completed at 12 noon. It was observed that the cleaning drive had instilled in the students the sense that the college infrastructure set up was for them and it is their duty to maintain cleanliness. This also resulted in the change of attitude of the students who now took more interest in the maintenance of the general cleanliness of the college.

A people's awareness programme was also organized by Shillong College, DSNIC, MOTT MACDONALD, SITMIU, Dept. of Urban Affairs, Govt. of Meghalaya in collaboration with NCC, NSS, XRC and Rovers and Rangers Shillong College Unit on the 17th September 2015.

The programme started at 11 AM in the Indoor Sports facility with a welcome address given by Dr. S. Khyriemujat, HOD Dept. of Sociology. This was followed by a speech by the Vice-Principal, Dr. M. Dey. Shri. L Rymbai, state manager MHIS spoke on Meghalaya Health Insurance Scheme, an initiative of the Govt. of India. He informed the gathering about the benefits of the scheme in the state of Meghalaya. Having clarified the myths and doubts surrounding this scheme, he urged the people to come forward and make the best use of the scheme.

Smti. L. Pathaw, compere of the programme then called upon the Principal Dr. K.D. Ramsiej to deliver his speech. The

Principal spoke strongly about the degeneration of civil sensibilities among the student community today. He highlighted the need to reform ones' mindset as a fundamental step in order to change ignorant views and to initiate positive action towards clean mind, clean body, clean environment and clean city.

This was followed by a speech by the resource person Shri. P. Lokho, Community Development Specialist at DSMC Mott Macdonald, SITMIU, Dept. of Urban Affairs, Govt. of Meghalaya. The resource person informed the gathering that India is the highest producer of waste in the world. In saying so he brought into awareness the crisis situation that the country is facing in managing this enormous amount of waste the nation produces each day. In addition he also presented a very grim picture of the situation in Shillong where he informed that about 180 metric tonnes of waste is produced every day.

Smti. G. Lamare of the Dept. of Urban Affairs gave a PowerPoint presentation on waste management which was then followed by a street play presented by the students of BSW of MLCU. The street play focused on the theme of health and the benefits of MHIS. The programme came to an end with a vote of thanks from Smti. K. Lartang, Dept. of Philosophy.



A REPORT ON INTER-COLLEGE STUDENTS SEMINAR 2015

Organized by the Department of Physics on the 28th September 2015

Shri. L. Khongiang
Department of Physics

Objective of the Seminar: The science seminar is one of the several activities conducted by the Physics Department to motivate the students and get them thinking in a scientific manner, with an aim of generating intellectuals having creativity and scientific temper for the future in the society. The objective of the science seminar is to inculcate a spirit of scientific enquiry and analytical thinking in the minds of young students. Students prepare presentations on any given of the subject topic by collecting all necessary information and data in form of pictures, graphs, tables, etc. Students are encouraged to use multiple resources for data collection like books, research works, internet, CDs, etc. and enrich their presentation of scientific content. Assimilating the data and bringing up innovativeness in the presentation was of prime importance. This logical way helps students in understanding the importance of the subject, and gave them a platform to gain fluency in speech and learn the systemization of work.

Nature of the Seminar: The Science Seminar is organised on a competitive basis. The BSc students having Physics as their honours subject can take part in the Inter-College Students' Seminar. Since the seminar is on competitive basis, the department of physics appointed D.M Mukherjee, Shri F.S.L Mawlong and Smt. L.S Devi in the panel of judges.

The Participating Colleges: An invitation was sent to all the science Colleges in the state requesting the Principals and the HOD of Physics to send two teams comprising of two students each. The department is extremely grateful to all those participating colleges and thanks them profusely. In all there are thirteen Teams from the different colleges in the three districts of the state.

Inaugural Session: The HOD, Physics, Shillong College, Smt. E.N Dkhar delivered the welcome address. She welcomed all the guests present in the seminar hall which include the Vice-Principal (regular courses), Shillong College, the IQAC coordinator and all the guests from all the participating colleges, including the students and their teacher-in-charge and she expressed her sincere gratitude to all the principals of the participating colleges for sending their students to this seminar. She introduced to the audience the panel of judges.

The Vice-principal, Dr. M Dey delivered a short speech

highlighting the importance and relevance of a seminar in the present day context of education.

The Technical session: The Technical session starts immediately after the brief inaugural Session. The participants were very keen and enthusiastic about their work which was reflected in their Power-point slides and in their presentations. The topics presented by the students from the different colleges include an eclectic range from the different field of Physics, the record of which is maintained by the department. Each presentation was set for a time of 10 minutes which was then followed by a 5 minutes interaction. The deliberations are open to questions and discussions.

Before the declaration of the results, and during the time the Judges are compiling the results, one the faculty members of Physics Department, Sri. M. Rynjah conducted an open quiz on various topics of Physics which actively and enthusiastically participated by the students. A token gift was given for every correct answer.

Declaration of Results: The first prize for the Inter-College Seminar competition was bagged by the team from St. Edmund's college for their presentation on the topic "BLACKHOLES". The Second Prize went to Kiang Nangbah Government College for the topic "BRIDGE RECTIFIER" and the third prize went to St. Anthony's College for the topic "PARTICLE ACCELERATORS".

Prize Distribution and releasing the Departmental Magazine: The prizes were handed over to the winners by the Principal of the College, Dr. K.D Ramsiej who also lauded the students for the efforts they have put in during the preparation of the slides and also for the enthusiasm they showed during their presentations. He also urged upon those who could not make it to work harder for any future competition. The Principal also released the third edition of the Departmental magazine, titled "*SPECTRUM*". The magazine is constituted of articles contributed by the Faculty members of the department and the Honours students from a various range of topics on the subject of Physics, thus reflecting the colours of Physics.

The competition was then ended with a vote of thanks from Shri. S.Lato, another faculty member of the Physics Department.

REPORT ON ACTIVITIES OF SHILLONG COLLEGE STUDENTS' UNION



*Iohbyntalang Sanglyne
Member, SCSU*



With the departure of our seniors, the more familiar faces of the college, new and fresh faces entered into our Shillong College family. There were new and active members who decided to join the Shillong College Students' Union which grew stronger with each and every year. The Shillong College Students' Union was able to organise the Teachers' Day on the 5th of September 2014 in the College Conference Hall at 01:00 PM. Speeches were given by the students and there were some performances by some students who wanted to entertain the teachers to show their love and respect for their teachers. With the hardwork and the unity of the SCSU members, the function went on smoothly and we were all satisfied with our efforts.

Apart from this, we also organised a Farewell Party for all the 3rd students on the 13th December, 2014. We did everything we could to make it a memorable day for our departing seniors. To thank our seniors, we had some games for them and there were some performances by the juniors. Some heart-warming speeches were given by the Third year students. Many of them confessed that it was difficult to say Goodbye to their second home as they forge ahead with their life. The function went out smoothly and we were glad we could make it a memorable day for our seniors.

Apart from this, we also organised a meeting with the teachers on the 1st of September to finalise the new and dif-

ferent office bearers of the executive body of the SCSU in the Conference hall at 10:45 AM. The principal was also present with us to congratulate all the new members of the executive body.

After the appointment of the different office bearers of the SCSU, the dates for the Annual Social & Cultural Week 2014 was finalised it was decided that the College Week was to start on the 30th November, 2014 with its theme "Be the Change". We started this year's College Week with a Marathon which started at 6:00 AM from Shillong College and it was to end at Polo Grounds where the football matches were also started. On the first day, there was Debate & Sports Competition. Various competitions were held on the following days. Winners of the cultural programmes were made to perform on the final day of the College Week and the Mr. & Ms. Shillong College were also crowned on this day. The college week concluded with a Jam Session in the evening. The college Week went smoothly due to the hard and dedicated efforts of the SCSU members and the participants for without them the week itself has no meaning.

Finally we would like to thank the Principal, the Vice Principal and all the teachers for being there with us whenever we needed them. We would also like to thank the NSS and the NCC members for their cooperation and helping us whenever asked.



REACHING TO YOUR GOALS!!!!

The starting point of achievement is having a dream and converting a dream into reality. However, to make a dream come true the journey is long and it's not just a highway, but it can be a lane or a trail. In life, almost every person sets out on the journey of achieving something but only a few reach their goals. What is the difference between the achievers and the rest of the people? The answer lies in the fact that they are focus and have patience, perseverance, and courage to move forward, know the direction, and seek help on the way.

Every year the college witness achievers who dreamt of their goals and started their journey and accomplishing of what they have aim. As one family we are proud of them and we congratulate those who have achieved their goals and we encourage others to follow the same.

**"Winners must have two things:
definite goals and a burning
desire to achieve them"
- Brad Burde**



THOMAS EDISON AWARD 2014

In 2014, Dr Evadaihun Mary Pala was awarded with the Thomas Edison Award of the Photon Foundation, USA for her paper entitled "Ultrastructural deformities in the gills of a fresh water fish, *Channa gachua* inhabiting a North-east Indian hill stream, Umkhrach, contaminated by municipal wastes" which is acknowledged for inspiration and knowledge distribution among young research scholars. This is world's prestigious award, dedicated to most innovative researchers. Scientists, academicians, recipient of the award impact the scientific domain with their excellent research work and incubate cutting edge research across the globe.

Endowment PRIZES

1. **Nirjhanrini Deb Roy – Biman Behari Deb Roy Memorial Scholarship:** Awarded to a Girl Student of the College pursuing a postgraduate course in any university. Selection is based on merit. Fund contributed by Prof. Bibek Deb Roy.
2. **S.C. Dutta Memorial Prize:** Awarded to a student securing rank in the University/ Board examination which is top position from among the students of the college.
3. **N.K Sarkar Award for English:** Awarded to a student securing highest mark in the subject English in University/ Board examination from any stream. Instituted since the year 2006. Fund contributed by Prof. N.K. Sarkar, Retd. Vice Principal.
4. **D. Mukherjee Award For Physics:** Awarded to a student securing highest rank (atleast a 1st class) in Physics Honours from among the students of the college. Instituted since the year 2009. Fund contributed by Prof. D. Mukherjee , Retd. Vice Principal.
5. **Rekha Devi Prize:** Awarded to a student securing highest rank (atleast a 1st class) in Zoology Honours from among the students of the college. Instituted since the year 2009. Fund contributed by Prof. Rekha Devi, Retd. Vice Principal.
6. **Merit Prize for meritorious performance in Professional courses:** Awarded to a student securing highest rank (atleast a 1st class) in BCA, BBA, BSc (Comp. sc), B.Sc Microbiology from among the students of the college. Fund contributed by professional courses Student's welfare fund.
7. **T. J. Kharbhih Memorial Endowment Award and Scholarship instituted in the year 2014.**
 - (a) **T. J. Kharbhih Memorial Endowment Scholarship:** The family of Late Prof. T. J. Kharbhih (Head, Department of Chemistry), who expired prematurely on 26-11-2012, donated a sum of Rs. 50,000.00 (Rupees Fifty Thousand only) to the College to be used towards encouragement of the students in their studies in Chemistry every year. Scholarship of Rs. 1000.00 (Rupees One Thousand Only) per annum is awarded to three students every year called T. J. Kharbhih Endowment Scholarship.
 - (b) **T. J. Kharbhih Endowment Award:** Two students, one each from Class XII (MBOSE Final HSSLC examination) and one from B. Sc. IIIrd Final (NEHU) Chemistry honours will be given an award of Rs. 1000/- and Rs. 1500/- respectively every year and selected as:
 - (i) A student who secures First Division (60% overall) and highest marks in Chemistry in the HSSLC Final examination every year. As such, a student securing highest marks in Chemistry but obtaining second division will not be eligible for this award.
 - (ii) A student who secures highest percentage marks in Chemistry Honours in B. Sc. final examination conducted by North Eastern Hill University will only be eligible for this award.



THE FOLLOWING STUDENTS WERE SELECTED FOR THE ENDOWMENT PRIZES FOR THE YEAR 2014:

STUDENTS NAME	RANK SECURED	ENDOWMENT PRIZE
1. PARIJAT HAZARIKA	TOP SCORER AMONGST THE POSITION HOLDERS OF THE COLLEGE	NIRJHANI DEB ROY-BIMAN BEHARIDEB ROY
2. FERRANDO L. NONGLAIT	1 ST POSITION IN BA EDUCATION (HONOURS)	SC DUTTA MEMORIAL AWARD
3. EVALYNE N. SWER	9 TH POSITION IN BA PHILOSOPHY (HONOURS)	SC DUTTA MEMORIAL AWARD
4. LAVINIA LAWAI	HIGHEST MARK IN ENGLISH IN CLASS XII SCIENCE	NK SARKAR AWARD FOR ENGLISH
5. FILBERT NONGLAIT	1 ST CLASS IN BSC PHYSICS	D. MUKHERJHEE AWARD FOR PHYSICS
6. DEIMAPHISHA NENGNONG	1 ST CLASS IN BSC ZOOLOGY	R. DEVI AWARD FOR ZOOLOGY
7. KALYAN BHATTACHARJEE	5 TH POSITION IN BCA	MERIT PRIZE FOR MERITORIOUS PERFORMANCE IN PROFESSIONAL COURSES
8. PARIJAT HAZARIKA	1 ST POSITION IN MICROBIOLOGY	MERIT PRIZE FOR MERITORIOUS PERFORMANCE IN PROFESSIONAL COURSES
9. BANARI KHARJAHRAIN	1 ST DIVISION WITH DISTINCTION IN CHEMISTRY CLASS XII EXAM 2014	T.J. KHARBHIH ENDOWMENT AWARD
10. POLESTAR RANI	HIGHEST MARK IN CHEMISTRY HONOURS	T.J. KHARBHIH ENDOWMENT AWARD
11. UDIT NARAYAN HAZARIKA	3 RD YEAR BSC CHEMISTRY HONOURS	T.J. KHARBHIH ENDOWMENT SCHOLARSHIP AWARD
12. BISCORA UMDOR	3 RD YEAR CHEMISTRY HONOURS	T.J. KHARBHIH ENDOWMENT SCHOLARSHIP AWARD
13. IBAKORLANG LAPASAM	2 ND YEAR CHEMISTRY HONOURS	T.J. KHARBHIH ENDOWMENT SCHOLARSHIP AWARD
14. NABANITA CHAKMA	2 ND YEAR CHEMISTRY HONOURS	T.J. KHARBHIH ENDOWMENT SCHOLARSHIP AWARD
15. MEBANRILANG RYMBAI	1 ST YEAR CHEMISTRY HONOURS	T.J. KHARBHIH ENDOWMENT SCHOLARSHIP AWARD
16. JUBANLANG P. KHONGLEIN	1 ST YEAR CHEMISTRY HONOURS	T.J. KHARBHIH ENDOWMENT SCHOLARSHIP AWARD
17. SEIMINLUN LHOUM	1 ST YEAR CHEMISTRY HONOURS	T.J. KHARBHIH ENDOWMENT SCHOLARSHIP AWARD

CERTIFICATE OF MERIT FOR EXCELLENCE IN CO-CURRICULAR ACTIVITIES

1. NCC AWARD FOR BEST PERFORMER

- A. SGT. SANBORLANG NONGLAMIN (MSD/13/10000) OF BSC 2ND YEAR
- B. J.U.O. GRACE NONGRUM OF CLASS XII ARTS

2. NSS AWARD FOR BEST PERFORMER

- A. GRACE ADIEU PASI OF BA 3RD YEAR
- B. RIDA WANBHA NONGBRI BA 3RD YEAR

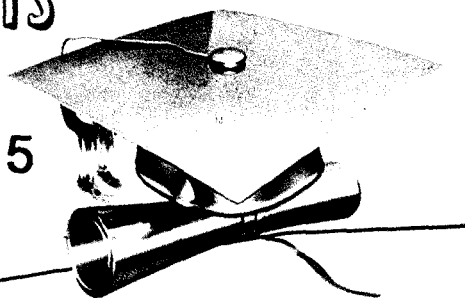
3. AWARD FOR BEST PERFORMER IN SPORTS AT THE NATIONAL LEVEL

- A. REDEEM TLANG –FOOTBALLER NATIONAL LEVEL (N.E. UNITED CLUB) OF BA 3RD YEAR

ACADEMIC ACHIEVEMENTS

IN

THE NEHU EXAMINATION 2015



The following students have secured top ten positions in the subjects of Microbiology, Chemistry, Mathematics, Philosophy and Khasi in the final Honours examination conducted by NEHU in 2015

Name	Roll No	Marks secured	Percentage	Rank	Department
RAMREISHANG WUNGMAIWO	S1300218	633	79.13	1 st	Microbiology
LEORIS MALNGIANG	S1300210	605	75.63	2 nd	Microbiology
LASIEWDOR MARPNA	S1300209	590	73.75	3 rd	Microbiology
MEBARISHISHA LYNGRAH	S1300212	586	73.25	4 th	Microbiology
R N ROZIINII GIDEON	S1300217	568	71.00	5 th	Microbiology
AIBANROI MYNSONG	S1300194	557	69.63	6 th	Microbiology
MIMI K LALNUNFELI	S1300214	550	68.75	7 th	Microbiology
AKOIJAM RISHIKANTA SINGH	S1300195	547	68.38	8 th	Microbiology
MILDLIANCY MARWEIN	S1300213	514	64.25	9 th	Microbiology
CHALCEDONY WAHLANG	S1300200	501	62.63	10 th	Microbiology
UDDIT NARAYAN HAZARIKA	S1300149	602	75.25	5 th	Chemistry
WANSHAILANG KHONGSTID	S1300157	551	68.88	8 th	Mathematics
PORTIA LYNDOH	A1302065	499	62.38	1 st	Khasi
BANSHANSKHEM KHONGLANOH	A1301855	531	66.38	6 th	Philosophy



OUR HEARTIEST CONGRATULATIONS TO THE FOLLOWING TEACHERS WHO HAS REACH ANOTHER MILESTONE OF THEIR CAREER



DR. EVADAAIHUN MARY PALA (*Department Of Zoology*) was awarded Ph.D Degree by Guwahati University on 6th May 2015, for her thesis entitled “Histological, ultrastructural and elemental analysis of certain tissues of *Channa gachua* (Hamilton Buchanan) inhabiting the river Umkhrah, Meghalaya”, under the guidance of Prof. A Borkotoki, Guwahati University and Prof. S. Dey, SAIF- NEHU .



DR. AROMA LYNGDOH (*Department of Botany*) was awarded Ph.D Degree by North Eastern Hill University on 2015, for her thesis entitled “Diversity of wood –rotting macro fungi of East Khasi Hills and decay potential f selected fungal species “, under the guidance of Prof. M. S. Dkhar.



DR. BARISHA WAHLANG (*Department of Chemistry*) was awarded Ph. D Degree by North Eastern Hill University on 7th February 2015, for her thesis entitled “Studies on Synthetic Applications of Electron Deficient and Hetero atom Substituted Olefins with Special reference to Olefin Metathesis” under the guidance of Professor Dr. Ghanashyam Bez.



DR. B.M LALOO (*Department of Chemistry*) was awarded Ph.D Degree by North Eastern Hill University on 29th July 2015, for her thesis entitled “Selenium dioxide promoted synthesis of alpha substituted and alpha, alpha- disubstituted aromatic ketones and related compounds”, under the guidance of Prof. B. Myrboh and Dr. R.L. Nongkhlaw.



SMT. WANDABHA C.K. SOHLIYA was awarded M.Phil. Degree by Madurai Kamaraj University for her dissertation entitled “Innovation for Performance: A case study of Floriculture in Meghalaya” under the guidance of Prof. N.M. Panda (NEHU).

A short farewell message to **THE FOLLOWING TEACHERS**

Our dear colleagues, we sincerely thank you for your dedication in your service in Shillong college. we know for sure that your contribution to the college has had a direct impact on the development of the college and the learners as well. words can't be described of how much we will miss you. however, we wish you good health and meaningful retirement.

SHRI SHINING R NONGKYNRIH

Joined the Department of Commerce and Management on 13th March 78 and retired on 31st March, 2015.



SHRI TEIBOR S RAJEE

Joined the Department of Khasi on 1st September 1987 and retired on 31st December 2014.

SMT. CHANDANA DHAR

Joined the Department of Bengali on 14th February 1991 and retired on 30th June, 2014.



The Farewell Programme on their retirement was held on the 7th AUGUST 2015 organised by the MCTA, Shillong College Unit and Shillong College.



BOOK RELEASE

■ “Women’s Wide Canvas: Issues and Challenges”



EDITORS- Dr. Evakorlang Kharkongor and Smt. Indasien S. Warjri

A need was felt to reflect the issues and challenges faced by women. The title of the book is therefore an acknowledgement of the variegated and diverse talents of the woman of today, be it the professional, the academician or the career woman who dexterously balances her work and her home. Such are the different colors painted of a woman therefore this book.

The following are the List of contributors:

1. Women- Biologically Strong and Balanced- **Malay Dey**
2. The Indian Women-A Historical Perspective- **V.C.S.Dhkar**
3. Women’s Education in India- **S.M. Sungoh**
4. Education and the Labour Participation of Women: A Review of Literature- **Deigracia Nongkynrih & Eugene D. Thomas**
5. Women Empowerment_ Indian Perspective- **Brinda Bazely Kharrymbai**
6. Gender Discrimination and Women Empowerment- **Kareen Sohtun**
7. Women’s Education and Gender Sensitization- **Donna R.Diengdoh**
8. Law Related to Women and Children- **Meena Kharkongor**

9. Development of Alternatives: Marginalized Voices Open Up New Historical Archives- **Shruti Pandey**
10. Edward Said and Postcolonial Feminism-**Dhira Bhowmick**
11. North East's Tribal Women Poets Writing in English: Perspectives By and About Women - **Indasien S. Warjri**
12. Telling Ourselves into Being: The Art of the Story -**Rence Lulam**
13. Gender Equality and Women's Empowerment in Meghalaya- **Valentina Pakyntein**
14. Beyond Prescribed Roles (Shall the hen crow?)- A Brief Look at Khasi Society- **Iamon M Siyem**
15. Women in the Khasi Matrilineal Society -**S. Khyriemmujaat**
16. Matrilineal and its Paradox: A Case Study of Garo Woman- **L. D. Marak**
17. The Role of the Khadduh-**Amanda Basaiawmoit & Naomi C. Nonglait**
18. The Women's Reservation Bill _ Some Observation - **H. Diengdoh**
19. Political Participation and Empowerment of Women in Meghalaya- **M.P.R. Lyngdoh**
20. Women's Political Participation in Meghalaya Legislative Assembly From 1972 to 2008 - **Vinery R. Solomon & Amina Marbaniang**
21. Status and Changing Power Structure of Women in Meghalaya- **Ibakitbok S. Kharkongor**

■ **“Ka Kolshor Khasi Kumba Ka Paw Ha Ki Parom-mutdur
Jong U Dewi Singh Khongdup: Ka Bishar Bniiah”-**

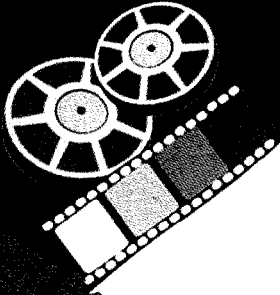


*Author: **Shri. Pynjopthiaw Nongrum,**
Department of Khasi, Shillong College*

In this book, the author has keenly emphasized on the importance in the cultures of the Khasis with reference to the context of the imaginative writing of Dewi Singh Khongdup. In the first chapter entitled 'preface', the author explain the meaning of the word culture as imparted by the different intellectuals, Scholars of both the English speaking and the Khasis. Attempt was also made to describe the work and dedication of Dewi Singh Khongdup towards the Khasi Society. In the second chapter, the author emphasise on the family and clan system of the Khasis. Importance was also given to the system of inheritance practice by the Khasi. In the third chapter, the author describe on the system of marriage which was followed by the Khasis. In the fourth chapter, the author elaborated on the democratic system governance, adjudication which was one of the most important cultural aspects of the Khasi Society. The system of the Dorbar Shnong was elected whereby the state of affairs, decision making pertaining to the society was taken up. In the last chapter, the author concluded on the aspects of cultural changes which is prevailing in the Khasi Society. However, the Changes whatsoever will not have lasting impact on the uniqueness of the culture of the Khasi.



RELEASE OF THE DOCUMENTARY FILM



Smt L.D Marak
Department of Garo

The first attempt to prepare this documentary film on 'The Indigenous Religious Ceremony of the Garos concerning Jhum Cultivation' was taken up by the Literary Circle, Shillong College. The indigenous religion of the Garos has almost disappeared due to modernity and the spread of Christianity. It is not expected to last beyond the next generation of a handful of people presently following the religion. A need was felt to document and preserve the traditions and rituals of the indigenous people as a record so that it will be used as a reference in the future generation.

I express my heartfelt gratitude to the Principal Dr KD Ramsiej, Vice Principal Dr Malay Dey, Vice Principal, Professional Courses Dr K D Roy, Dr M N Bhattacharjee, Coordinator IQAC, Smt Bobina Wanniang, Convener of Literary Circle, Dr Ailynti Nongbri, Joint Convener of Literary Circle and all the members of Literary Circle.

I also want to, thank my team Sembertush A Sangma, Videographer; Script and Editor, Melkey Chisim; Bilman Momin. Assistant Editor, Pangsri M Sangma, Narrator n my family members wihtout whose help it would not have been a successful one.

Dr K D Ramsiej, Principal of Shillong College released the film ' Mi Amua (the Indigenous Religious Ceremony of the Garos concerning Jhum Cultivation) on 14yh of September 2015.

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The Lamp



B.A. I (D)



B.A. II

The Lamp



B.A. III



B.Sc. II

The Lamp



B.Com II (D)



B.Com III

The Lamp



B.Sc. III



B.C.A I

The Lamp



B.S.C II (Microbiology)



B.B.A I

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B.B.A II



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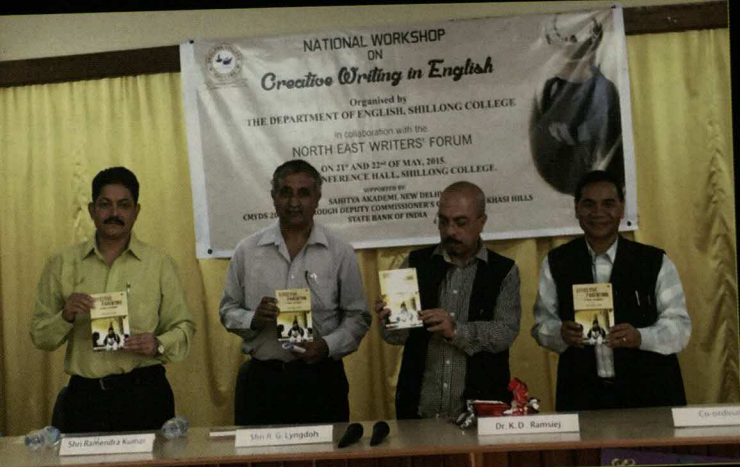


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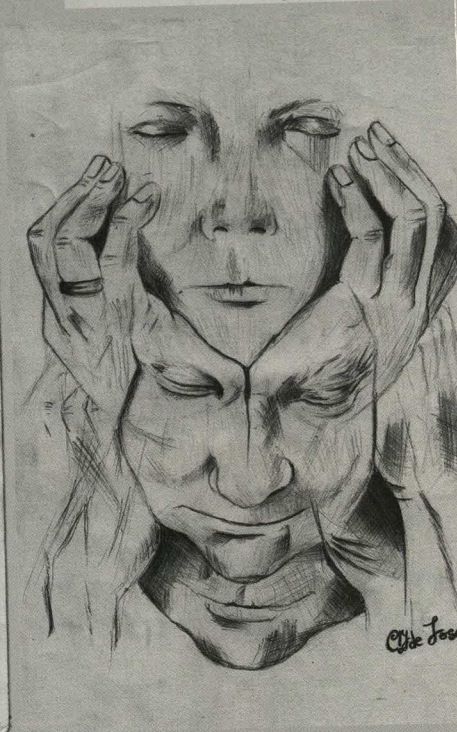
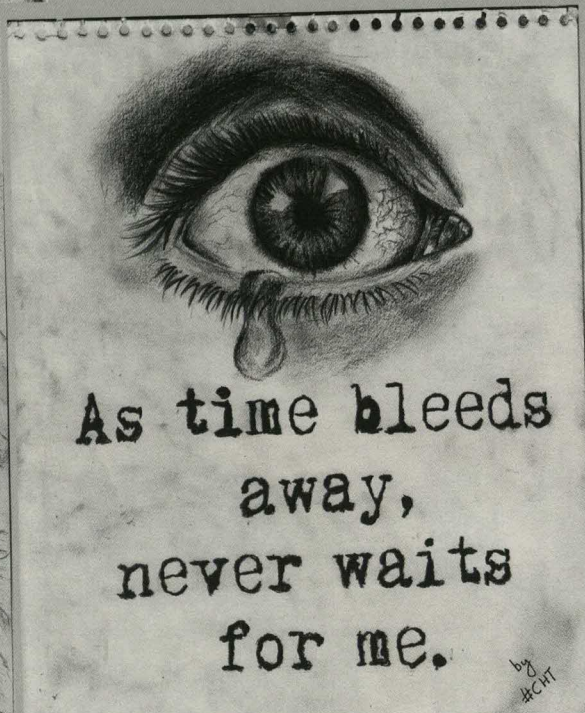
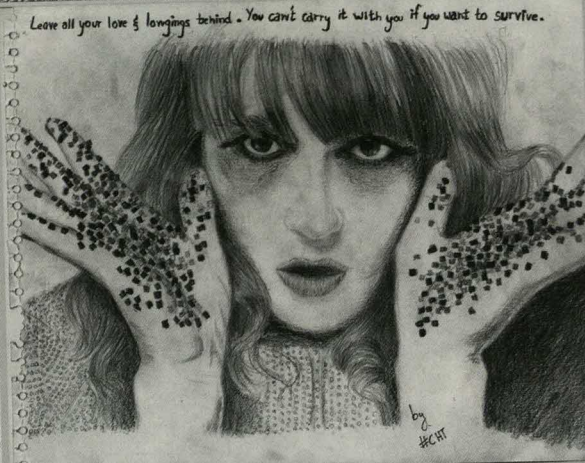
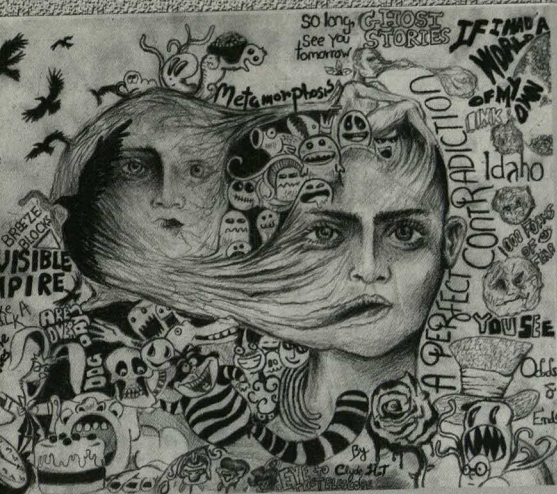
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Department of Sociology



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