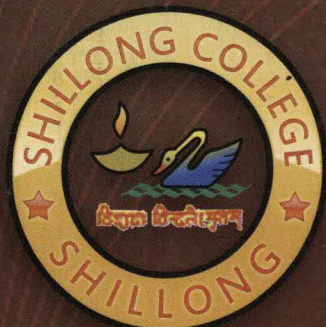




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COLLEGE

Contents & Structures of Education



MAGAZINE 2009



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"If you shoot for the stars and hit the moon, it's OK. But you've got to shoot for something. A lot of people don't even shoot."

Confucius (China's most famous teacher, philosopher, and political theorist, 551-479 BC)

FROM THE PRINCIPAL'S DESK



It is my pleasure to write a few lines in the Annual College Magazine 2009. The College magazine reflects the various activities of the College throughout the year. It is the College magazine that gives an opportunity to the students in particular to express themselves in creative writings. The academic year 2008-09 and 2009-10 are very hectic for the College, as we prepare ourselves for the reaccreditation of the College by the National Assessment and Accreditation Council (NAAC), Bangalore. The visit of the NAAC Peer Team is scheduled in the first week of August 2010. The College is gearing up to get ready for the important visit, and for the purpose, a number of Committees and Sub-Committees have been formed. Many activities and programmes in academic, co-curricular and extra-curricular have been organized by the different departments, the NSS, NCC, Rovers and Rangers, ICGC, Women Cell and others. In spite of our limited resources, many developmental works have been taken up for the benefit of the students and all concerned. The Shillong College Gymnasium and Health Centre for first aid and emergency have been set up in the college. For the safety and security of the College, private security personals have been engaged through a private agency. I am sure that the College will wear a fresh look. In the academic sphere, besides courses of studies in Arts, Science and Commerce, new courses like BBA, BCA, B. Sc. (Computer Science), B. Sc. (Microbiology) and new subjects, viz. Statistics and Sociology have been started in the College, to enable the students to have more career options and to prepare them for the future.

This year's theme for the College Magazine is on Education. As we are aware, that Education is an important agent of change in the society, it is essential tool for full development of individuals and empowerment of the people. The constitution of our country advocates socialism, secularism and democracy and for the success of these, education plays a very important role. India is a multicultural, multilingual and multi-religious country; a healthy democratic education will solve the difficulties arising out of such diversities. The teachers, students and the society at large must be sensitive to the pluralistic nature of our country. Education should enable the students to develop and cultivate the qualities of discipline, cooperation, love and respect, social sensitiveness and tolerance. Education must aim at an all round development of the mind, personality of the individuals. Education should be relevant to the economic activities and needs of the people. The world is progressing rapidly and the 21st century is knowledge century, and the only thing that can keep India at par with the rest of the world is through a solid foundation in Education, as the future of the country depends on the development of its human resources. Education must not be limited to literacy, getting degrees and development of Education at all levels, but to suit the needs and aspirations of the people, and to bring about social, cultural, political and economic progress.

For the progress and development of the College, each and every one of us has an important role to play, the management, teaching and non-teaching staff and the students at large. I take this opportunity to express my sincere gratitude to Prof. K. S. Lyngdoh, President of the Governing Body and all the members of the Governing Body, for their continuous advice and support in all developmental and other activities of the College. My appreciation to Dr. M. Dey, Vice Principal and Shri K. D. Roy, Vice Principal, Professional Courses for their cooperation in all matters of the College. I also express my sincere gratitude to Dr. M. N. Bhattacharjee and all the members of the Editorial Board including the Student Editors for bringing out the College Magazine 2009. My special appreciation to all the members of the Shillong College Students' Union, and all the students of the College, the President, Secretary and all the members of the Shillong College Alumni Association, Parents, Guardians, Teaching and Non-teaching staff for the support to the college in different ways, and I am looking forward for the same kind of support in future also.

A big Thank You to each and every one who have helped the College in their different ways.

May God bless you ALL.

22nd October 2009

M. P. R. Lyngdoh

FROM THE TEACHER-IN-CHARGE...



All societies wrestle with the “proper” role education – primary, secondary, tertiary and all. This is an issue which is likely to have as crucial an impact on India’s future as its ability to rapidly and significantly improve its human capital. Often questions are raised as to what should be the goal of education in our national perspective. Is it only to train people to enter the labour force and prepare people to be easily trainable by their employers or should the emphasis be primarily on developing skills, disseminating knowledge and creating new knowledge.

Basically, the role of education is to ensure that children become lifelong learners as well as intellectually robust. It must aim to create thinking individuals. Consequently the quality of primary education, which is the building block for secondary and higher education, is the biggest challenge today. The enactment of the Right to Education Act 2009 is a positive move towards the right direction. Along with the conventional knowledge, the art of how to live a good life need to be imparted to young minds and hence all education should involve inculcation of a value system. Values are no less important than bookish knowledge. As the world advances with every day developments in science, technology and the financial market maneuvers, the socio-economic and socio-political scenario of the civilization undergo rapid changes and hence the education system of a country has to anticipate these changes and plan in advance its reforms so that every generation remain prepared to their changing environments.

The consideration for reforms should also take care of the changes that are taking place in the present era of globalization. One theme of globalization is that it considers scientific development would necessarily introduce social change, the introduction of new technology including new media, computers and the Internet would inevitably change the way people live and work. This phenomena, though appears to have been in existence, is rather a crude materialism that deprives people of their role as agents with a power over their own future. Out planners and policy makers would do better to remember that the economic changes did shape social life but they did not determine its condition. Actually, the materialist doctrine concerning the change in circumstances forgets that it is men who change circumstances. Human beings do not act under conditions of their own choosing but they do make their own history. There is continuously an interaction between base and superstructure, with the economic base shaping the society and society then reshaping its economic base. Any reform base has to have these fundamental considerations in mind so that the fruits of reform percolate down each and every strata of human race while maintaining a perfect balance with the environment.

Our country is now passing through a critical phase as a lot of reforms in education are sought to be implemented and a few among them are already in the pipe-line. It appears that there is hurry in such decision making processes disregarding the wishes

of the people to go for more debate to arrive at a consensus. Often arguments are forwarded so as to implicate that the market forces are playing the predominant role in influencing the decision of the government. Sadly, Education has never been a priority area in India and our State, Meghalaya, is no exception. Thus the efforts and policies in education focused more on narrow instrumental benefits instead on something fundamentally deeper shaping the sensibilities and values of citizens. For instance, faculties at even the regional universities were from all over the country during 1950's and 1960's. But today, faculty at most state universities and even many central universities are locally recruited leading to a virtual absence of mobility in faculty labour markets in the country. This fails to light a spark of a more cosmopolitan India.

There are many more issues that inflict the education system in India. Shillong College community is alive to all these issues and hence it decided to earmark the Annual Magazine 2009 of the college with a theme "Contents and Structure of Education with special reference to higher education". We are greatly indebted to all distinguished personalities who contributed and expressed their views in the subject. Students also expressed their views on the same and other contemporary issues that concerns the propagation of knowledge and strengthens the fundamentals ethics of human civilization. This issue of the magazine also throws light on the relevance of Gandhian thoughts, our concerns on the climate change and many others. The college is vibrant with many activities in and outside of the campus. The report of activities will give every one a insight how the college, its faculty and students are engaged in multifarious activities including those of national as well as international importance. A very satisfying experience of the Shillong College family came along

the Autumn Festival 2009 organised by the Meghalaya Tourism Development Forum and the Tourism Department, Government of Meghalaya, in which the tableau presented by the College was adjudged as the FIRST PRIZE WINNER. This is a unique achievement. CONGRATULATIONS TO ALL.

This magazine is the annual publication of the college and hence the mouthpiece of all members of the Shillong College Family. I am extremely privileged to be associated with the publication of this important publication of the college. I am extremely thankful to our Principal, Dr. (Mrs.) M. P. R. Lyngdoh, for her constant guidance and cooperation in bringing out the magazine. I express my gratitude to Dr. Malay Dey, Vice Principal, and Shri Kollol Dutta Roy, Vice Principal (Professional Courses), all members of the teaching and non-teaching staff for their endeavours and immense care. Each and every member of the Editorial Board of the magazine, Shillong College Students' Union, student editor of the magazine deserve special appreciation for their unstinted support and cooperation. The cover design of the magazine is a result of combined effort of Smt. A. Mitri and Shri B. Mukhim of Computer Science Department and our good friend Shri T. G. Manih – I congratulate and thank them for their selfless service. Shri Abel Merchener deserves appreciation for taking immense care in typing and composition and hence making that this issue of the Annual Magazine of the college sees the light of the day.

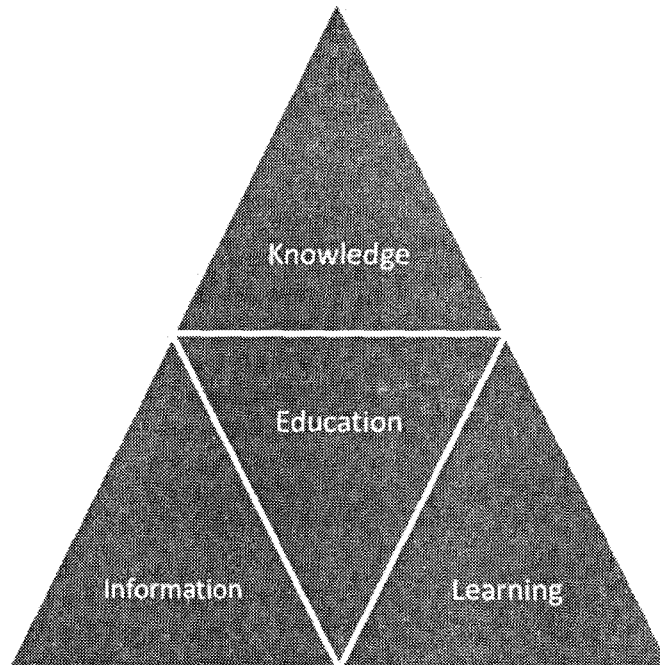
Finally, I take the responsibility of any mistake or printing errors, in spite of best efforts, and urge upon all to bear with the same.

Thank You & Happy Reading.

Dr. M. N. Bhattacharjee

SHILLONG COLLEGE MAGAZINE 2009: EDITORIAL BOARD

- | | |
|---|--------------------------------|
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On the Theme: Contents and Structure of Education

*"All children are artists. The problem is how to remain an artist
once he grows up."*

- Pablo Picasso

NATIONAL EDUCATION DAY

There have been consistent demands from various sections of the society and also several state governments to observe 11th November, the birthday of Bharat Ratna Maulana Abul Kalam Azad, a great Freedom Fighter, an eminent Educationist and the first union minister of education, in a befitting manner. Accordingly, the Department of Education under the Ministry of Human Resource Development, Government of India, has decided in 2008 to observe 11th November, every year, as the "National Education Day" throughout the country, without declaring it as a holiday. Ministry of Human Resource Development has also decided to commemorate the birthday of this great son of India by recalling his contribution to the cause of education in India. Educational Institutions at all levels would be involved in organizing seminars, symposia, essay-writing, elocution competitions, workshops and rallies with banner cards and slogans on the importance of literacy and nation's commitment to all aspects of education on the "National Education Day".

Maulana Abul Kalam Azad's real name was Abul Kalam Ghulam Muhiyuddin. He was popularly known as Maulana Azad. Maulana



Bharat Ratna Maulana Abul Kalam Azad (1888-1958)

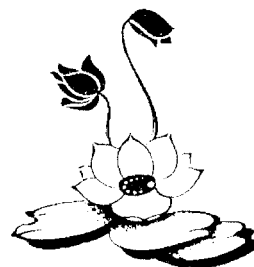
Abul Kalam Azad was one of the foremost leaders of Indian freedom struggle. He was also a renowned scholar, and poet. Maulana Azad was well versed in many languages viz. Arabic, English, Urdu, Hindi, Persian and Bengali. Maulana Azad was a brilliant debater, as indicated by his name, Abul Kalam, which literally means "lord of dialogue". He adopted the pen name 'Azad' as a mark of his mental emancipation from a narrow view of religion and life. Maulana Azad became independent India's first education minister. For his invaluable contribution to the nation, Maulana Abul Kalam Azad was posthumously awarded India's highest civilian honour, Bharat Ratna in 1992.

Maulana Abul Kalam Azad was born on November 11, 1888 in Mecca. His forefather's came from Herat (a city in Afghanistan) in Babar's days. Azad was a descendent of a lineage of learned Muslim scholars, or Maulanas. His mother was an Arab and the daughter of Sheikh Mohammad Zaher Watri and his father, Maulana Khairuddin, was a Bengali Muslim of Afghan origins. Khairuddin left India during the Sepoy Mutiny and proceeded to Mecca and settled there. He came back to Calcutta with his family in 1890.

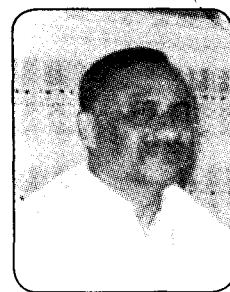
Azad met two leading revolutionaries of Bengal- Aurobindo Ghosh and Sri Shyam Shundar Chakravarty, and joined the revolutionary movement against British rule. In 1912, Maulana Abul Kalam Azad started a weekly journal in Urdu called Al Hilal to increase the revolutionary recruits amongst the Muslims. In 1916, the government banned this paper too and expelled Maulana Abul Kalam Azad from Calcutta and interned him at Ranchi from where he was released after the First World War in 1920. After his release, Azad roused the Muslim community through the Khilafat Movement. Maulana Azad was again arrested in 1930 for violation of the salt laws as part of Gandhiji's Salt Satyagraha. He was put in Meerut jail for a year and a half. Maulana Azad became the President of Congress in 1940 (Ramgarh) and remained in the

post till 1946. He was a staunch opponent of partition and supported a confederation of autonomous provinces with their own constitutions but common defence and economy. Partition hurt him greatly and shattered his dream of a unified nation where Hindus and Muslims can co-exist and prosper together. Maulana Abul Kalam Azad served as the Minister of Education in Pandit Jawaharlal Nehru's cabinet from 1947 to 1958. He died of a stroke on February 22, 1958.

Maulana Azad created the University Grants Commission (UGC), the National Academies - the Sangeet Natak Akademy, Sahitya Akademy, Lalit Kala Akademy, and the Indian Council for Cultural Relations, strengthened the All India Council for Technical Education (AICTE) and oversaw the establishment of a chain of top class technical institutions that now represent the best in the Indian Education System. It was under his distinguished leadership that the Indian Institute of Technology, Kharagpur (IIT-K) was established in 1951, which was followed by a chain of IITs at Mumbai, Chennai, Kanpur and Delhi.



CURRENT PHASE OF NEO LIBERAL REFORMS IN HIGHER EDUCATION



Thomas Joseph
President,

All India Federation of University and College Teachers' Organisations (AIFUCTO)

There is an important difference between the implementation of the neo liberal reforms in higher education during the last decade and the present one. The reforms were openly advocated and directly implemented in the nineties. There was even an attempt to provide theoretical justification for the reforms. For instance, privatization of higher education was sought to be justified with reference to World Bank's classification of higher education as a non-merit good as contrasted with education at lower levels, which was classified as a merit good. The argument was that while lower levels of education benefited the entire society, higher education benefited only its recipients. The ban on appointment of permanent faculty in universities and colleges was implemented by the Central and State Governments arguing that ad hoc appointments would bring about greater accountability. Such spurious arguments have now not only been discarded, but even disowned. Higher education has been reclassified as a merit good by the World Bank. The Planning Commission of India has recognized appointment of permanent faculty as one of the priorities in the XI Plan. Greater public investment and more permanent faculty are accepted norms day. The new mantra is that of inclusive development through Public- Private-Partnership (PPP), a subtle scheme for private appropriation

public funds through apparently innocent collaborative partnerships. Dismissing competitive globalization as outdated, this new strategy of collaborative engagement between public and private agencies actually facilitate disinvestment in education, without naming it. This new method of privatization is veiled and indirect, but more penetrating.

PPP and the XI Plan

The XI Plan in higher and technical education provides the most telling illustration of the new strategy. The Prime Minister has repeatedly called the Eleventh Plan a National Education Plan. The Plan has made the highest ever public investment in education, especially higher education. The allocation in the for Higher and Technical Education (H T E) has been raised 9 fold from Rs.9600 crore in the 10th Plan to Rs.84963. Of this Rs.30, 682 crore has been set apart for new initiatives which include the following: 16 central universities, 14 world class central universities, 370 colleges in lower GER districts, 8 IITs, 7 IIMs, 10 NITs, 20 IITs, 5 IISER, 2 SPAs and 50 centres for training and research in frontier areas. The Planning Commission has estimated that a total of Rs. 2, 52, 260 crores would be required for the implementation of the above schemes, indicating a resource gap of 2.22 lakh crores. In addition to the above, the Planning Commission has

further estimated that an investment of 1 lakh crore would be required for setting up 200 more universities during the 11th Plan, which would raise the resource gap to 3.22 lakh crore. In other words, of the total requirements for new initiatives in HTE, only 8 % would be contributed by the public sector. The remaining 92% will have to be contributed by the private sector.

Against this background, the Planning Commission wants to provide "necessary enabling framework to attract private investment and Public Private Partnership (PPP) in HTE sector". The consultation paper circulated by the Planning Commission comes clear on its objectives in this context:

"We need to unshackle education sector also from the legacy of Licence-Permit-Raj , which, despite economic liberalization, continue to persist in HTE. It is felt that given a conducive and congenial environment, the sector has tremendous scope of attracting value-based educational entrepreneurship both from within the country and abroad. Ironically, our existing policy and regulatory framework is restrictive and discouraging for quality private investments on the one hand and at the same time makes a very fertile ground for large number of unscrupulous profiteers. This is untenable and has to be reversed by creating a mechanism (effective regulator) that encourages, facilitates and support sustainable, sincere and genuine private initiatives and at the same time acts as strong deterrent for gross commercialization and debasement of HTE. ---In order to ensure rapid expansion , inclusion and quality improvement in HTE , Government has to partner with the private sector sharing the common goals ,objectives ,vision, values and beliefs "

The Planning Commission apparently seeks to reconcile business with charity. PPP is touted as the appropriate strategy for its implementation. Despite repeated

protestations about the need for enlightened not-for-profit private participation in HTE , what the Planning Commission actually seeks to facilitate is not only de-facto commercialization of HTE institutions, but also privatization of public assets in existing as well as new institutions. The new initiative has special significance against the background of the increased allocation for HTE under the 11th Plan. It is becoming increasingly clear now that the nine fold increase in allocation for HTE is only intended to attract private entrepreneurs into HTE by placing before them the lure of public funds. The fact that only a small portion of the projected investment would come from public sources makes it clear that the public control over the private investment under PPP would be minimal. It is quite likely that the small public share will be swallowed up by the private sector provider who would bring in an overwhelmingly large portion of the total investment. The myth around not-for-profit PPP is being deliberately created to create a policy frame that will distinguish PPP mode from self-financing mode ,so that that the legal embargo against profiteering through self-financing institutions will not be applicable to commercial educational activities undertaken through PPP mode.

New Initiatives

The second UPA Government has embarked on series of reforms which would substantially alter the character of higher education within the next few years. The list of reforms ranging from abolition of examinations for the X class to legislation on the establishment of foreign universities that Kapil Sibal is impatient to implement within the first hundred days of the new Government is instructive. The substance of it reflects the commitment of the new Government to the neo-liberal agenda in education. The manner, in which the HRD minister made the unilateral announcement, without consulting the

Central Advisory Board of Education (CABE) or the Parliament, is indicative of democratic deficit in decision making, which goes against the federal compulsions of this country.

The following legislative initiatives are proposed in higher education:

- 1) Law on an autonomous overarching authority for higher education and research based on the recommendations of Yash Pal Committee and National Knowledge Commission.
- 2) Law to prohibit to unfair practices in Technical and Medical institutions and Universities.
- 3) A law for mandatory assessment and accreditation in higher education through an independent regulatory authority;
- 4) A law to regulate entry and operation of Foreign Educational Providers;
- 5) A law to establish a Tribunal to fast-track adjudication of disputes concerning stake holders (teachers, students, employees and management) in higher education
- 6) A law to amend the National Commission for Minority Educational Institutions Act, to strengthen the Commission
- 7) A law to amend the Copyright Act, 1957 to address the concerns relating to copyrights and related rights of the various stake holders.

Bill on NCHER

It is not accidental that Kapil Sibal has clubbed the Yash Pal and NKC reports together. While there are basic differences between the brazenly pro-reform approaches of NKC and the humane and academic orientation of the Yashpal committee recommendations, the major administrative recommendation of both NKC and Yash Pal appear to be the same.

Though Yash Pal protests that his brainchild National Commission for Higher Education and Research (NCHER) is different from Independent Regulatory Authority for Higher Education (IRAHE) mooted by NKC, the obvious resemblances in the constitution and powers of the institutions cannot be overlooked.

The recommendations of Yash Pal committee on the constitution of NCHER conflicts with the spirit of the academic reforms it advocates. The recommendations on academic reforms are premised on decentralization of decision making process, on the autonomy of universities, colleges and the individual teacher and the student. The structural changes envisaged through the constitution of an NCHER with overarching powers and responsibilities, on the other hand, tend towards centralization. Moreover, the proposed NCHER entrusted with responsibilities such as national level policy formulation, academic innovation and regulation, coordination and financing of higher education institutions is likely to be overburdened with responsibilities which it will find difficult to perform. It would, as a result, stifle the possibility of diversity and innovation, which are cardinal for ensuring quality in higher education. This apprehension becomes more serious as the entire responsibility of NCHER is to be entrusted with a small committee of seven people, endowed with constitutional powers and privileges. There is no provision for mandatory consultation, which could ensure a consensual process in decision making and implementation. In view of the above, the recommendations on NCHER require modification as follows.

Restrict the responsibilities of the proposed NCHER to policy advice, academic innovation and coordination of apex level regulatory agencies, leaving the rest of the responsibilities like financing and coordination of universities and colleges to the existing regulatory agencies.

Create a three tier mandatory consultative mechanism, involving the following, for the formulation of policies:

- (a) State Governments
- (b) Representatives of the Universities
- (c) A cross section of the National leadership in various walks of life

Further, there should be provision in the enabling Act to ensure that policy decisions are taken by the Government on the advice of NCHER only in consultation with CAGE and with the concurrence of the Parliament. There are no signs as yet of any willingness on the part of Kapil Sibal to accommodate the demand for consensual consultation.

Bill on Prohibition of Unfair Practices

The Draft Central Legislation for prohibition of unfair practices in higher and technical education institutions is intended to provide the legal framework for deregulation in higher education. It seeks to legitimize corporatization and commercialization of higher education by incorporating the ethics of business in the administration of educational institutions. The provisions in the bill seek to limit the obligation of social accountability of educational institutions to merely ensuring transparency in the process of admission and levy of fees. The larger issue of social justice is totally ignored. There is no provision for an admission procedure based on a common entrance test (CET) and centralized counselling conducted by the agency of the State or for allotment of seats among various categories of students including SC/ST/OBC/Minorities. There is also no provision for a differential fees structure on the basis of merit/income of students. What is more, the proposed central legislation could even nullify the operation of admission and fee regulatory committees set up by various State Governments in accordance with the judgment in Supreme Court verdict in Inamdar case. The apex court has made

it clear that the "committees regulating admission procedure and fee structure shall continue to exist, but only as a temporary measure and an inevitable passing phase until the Central Governments or the State Governments are able to devise a suitable mechanism and appoint a competent authority".

The proposed legislation is a far cry from the draft UGC (Admission and Fee Structure in Private Aided and Unaided Professional Educational Institutions) Regulations, 2007, which was allowed to lapse. The UGC draft had provisions which empower the State/Union Territory Governments to regulate universities set up within the state /UT. The provisions in the UGC draft regulations provide for allotment of seats under Government General Quota, Government Reserved Quota, and Institutional Quota and Management quota. Such quotas would be variable for minority and non-minority institutions. There are also provisions for regulating admission through CET and centralized counselling conducted by agencies appointed by the State. There could be variable fee structure determined by fee regulatory committees appointed by the State, by taking into account "such social aspects as SCs, STs, OBCs, rural, economically weaker sections, the population of minorities in the area and their educational needs and all other relevant factors, including the suggestions of managements". In addition to the above, there are also adequate provisions for ensuring transparency in the functioning of educational institutions and for imposing exemplary penalties on those institutions which fail to comply with the regulations.

Bill on Foreign Universities

The draft bill on setting up of off campus centres of foreign universities has been pending with the Government for some time. The bill could not be introduced during the tenure of the

previous Government due to opposition of the Left parties, whose support was crucial to the survival of the Government. The bill is now being promoted citing the recommendation of Yash Pal committee to permit selected foreign universities to set up their campuses in India. The setting up of off campuses of foreign universities would not help improve the quality of education, even assuming that only the best institutions would be permitted to set up campuses and such institutions would be interested in running their quality programmes and post their best faculty in India. Improvement of quality has to come from within, through an internal process. Collaboration with foreign institutions can certainly assist this process. What we need therefore is not independent campuses of foreign universities operating on the Indian soil, but active academic collaboration of the best foreign universities with Indian universities. Hence instead of setting up campuses of foreign universities in India, steps may be taken to encourage academic collaboration of foreign universities with Indian Universities.

Though the concept of smaller universities is laudable, it may not be feasible to set up 1500 universities over the next two years. A more feasible project is to set up clusters of colleges. Instead of granting autonomous status to individual colleges, it would be better to grant autonomy to clusters. While individual colleges may not have adequate physical and human infrastructure to function as autonomous institutions, clusters could pool in physical and intellectual resources which would make autonomous functioning viable in terms of physical and intellectual facilities. The

scope for diversification of courses would be considerably enhanced if the cluster system is promoted. This would also encourage cooperation in place of competition.

People's Campaign

"What Manmohan Singh did to the economy in 1991 must be done to the education sector in 2009", the HRD Minister Kapil Sibal is reported to have stated. He has further made it clear that implementation of reforms, which have been delayed for two decades, cannot wait any longer. The character of the second UPA Government is substantially different from that of the first UPA Government. The first UPA Government was both supported and regulated by the Left parties. The left could rein in the neo-liberal adventurism of the first UPA Government to some extent. It could also force the Government to implement a number of pro-people programmes like national rural employment scheme and waiver of agricultural debt, which have brought big electoral dividends for the Congress party. But the new Government has misunderstood the mandate of the people. It tends to interpret the mandate as a mandate for reforms. It seems to think that a few popular programmes and inclusive slogans could cover up the grossness of the neo liberal reforms sought to be implemented without consultation and consensus. The new scenario has increased the responsibilities of people's movements, more so as the neo-liberal agenda is often presented in the form of well meaning pro-people programmes. The leadership for such people's movements has to come from the organizations of teachers and students in higher education.

"Imagination is more important than knowledge. Knowledge is limited. Imagination encircles the world."

– Albert Einstein

TO BOARD OR NOT TO BOARD (ON TO THE BANDWAGON)



Shri Nirmal K. Sarkar
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From the common man to superman, from the politicians to philanthropists (no comparison intended) – all seem to be excited, uncertain, if not apprehensive at times, over the proposed radical changes in the nation's educational scenario. The most startling among them, it appears, is the decision by the H.R.D. Ministry to abolish the Class X Board examination in the schools affiliated to the Central Board of Secondary Education. There have also come in its wake, a set of alternative substitutes to replace, by now, the most controversial public examination. Most parents, students, teachers and interested citizens are still not very clear about the implications the proposed changes will bring in. The academics, as usual, are divided in their responses. Some have welcomed the big change, some have expressed doubt, and still some look at it with guarded reaction. What else the poor academics do in our country! They are, after all, neither the decision makers nor are they treated as highly as they are in the West.

But in the wake of the singular declaration of abolition, came several other significant policy reiteration of seriously targeting the objectives of expansion, equity and excellence in our

education system. To give a feel about the nature of changes coming, some harsh but well-thought out intentions have also been announced, like pruning of the number of regulatory bodies in higher education, opening up more colleges and universities, an increased role of private-public partnership, particularly in school education.

No doubt, on the face of it Mr. Kapil Sibal, Union Minister of Human Resource Development is all set to bring about, by all reckoning, over-due fundamental changes in the country's education system. He candidly says in one of his interviews, "The time to act is now. We cannot afford to set up committees and wait for their reports." All will agree with him that the time to act is indeed now. Trauma, tension, uncertainty and stress are affecting us not only for results in public examinations but also for lack of employment and opportunities for livelihood, over digital divide and denial of decent education to the majority of our population and conspicuous absence of a delivery system that ensures justice to all. All these have compounded our system to such a proportion that it urgently calls for radical solutions of sound nature.

We are the largest democracy in the world but we have the largest number of the world's poor as well which stands now at the staggering 40 percent by the latest estimate. We have the largest number of students in higher education next only to U.S.A. and China but only 10% of our school-leavers join colleges. We have the largest pool of scientists in the world but we also have one-third of the world's illiterates. Some 75,000 schools of our country don't have a single classroom and another hundred thousand have only one each. But Mr. Barack Obama, the American President advises their children to look up to India and Chinese school students for inspiration. Our I.I.T. and I.I.M. graduates are in great demand abroad but only one out of ten of our humanities graduates find employment in domestic employment market. Paradoxes indeed, but they are also indicators of the big divide and discrimination that the majority of our youth has to face in today's reality.

The problems relating to our education are not only massive and complex but also rooted in our age-old attitudes, beliefs, ambition, selfishness, divide and desires. The three basic objectives of the new set of actions envisaged, namely expansion of facilities, ensuring competitive excellence in the system and above all bringing in palpable justice for the hitherto weaker and neglected segments of the society. They are not new nor are they being highlighted for the first time. Right from the divided dawn of 15 August, 1947, these objectives have been focused in reports and records of the government at regular intervals. It is not only the soundness of the policies propounded but also of creating such arrangement and opportunities that

the intended policies are pursued, implemented, monitored and success rate measured. The country proclaimed to achieve 100% literacy rate within 10 years after independence but we are still lingering at an ignoble 65% going by the estimate of the last census report. All our massive literacy programmes from "'Operation Blackboard' to current 'Sarva Shiksha Abhiyan' have been rendered much less effective than expected because of a large number of corrupt and insensitive implementers and lack of proper supervision and accountability. In a big number of our government primary schools teachers' absenteeism is a serious problem, not to speak of the necessary infrastructure of space and tools of education.

So when we talk about expanding the facilities for education, it is not only about the availability of fund but also about its proper utilization, creation of visible, reliable, concrete, usable and sustainable facilities. Otherwise we can't stop having schools run only on paper, drawing grants from authorities, not for learners but for agents and middlemen of the country's education system. On the other side of the picture are the sharks who want to run educational institutions like business shops so far the primary motive of profit is concerned. The clandestine and not-so-clandestine privatized education, particularly in primary and technical education system, we all know, has been going on for long without much caring about its social obligations and responsibilities. This has been possible because there is a demand for such facilities and recognition, affiliation and approval etc. are possible to procure at a consideration. As long as we treat 'education' as a commerce commodity, this will continue. Public

private partnership is fine as long as the private enterprise does not swallow up the public part. It is not that responsible private individuals and houses of commerce and industry have not contributed to the expansion and excellence of educational facilities. But they are too less to significantly help the situation. So, the proposed expansion of facilities should not only be big in size but it should also be qualitatively acceptable and above all, affordable by the majority of our learners. Private players, on invitation or as voluntary partners, must not only submit to educational administrative and social norms as framed by the concerned authorities but should also be periodically assessed for their role and performances. Past experience in this regard has not been encouraging.

Coming to the question of excellence of the courses taught and skills imparted in our system, nothing short of an overhauling of the entire system is urgently called for. Whether it will be possible in a reasonable time-frame or not is another matter. First of all, knowledge and the effort to acquire it must no longer be limited within the classroom. Knowledge must be related to the everyday life of the community. We learn much of the environment by seeing and touching than by only reading Frank Brother's book on Environment, for example. Students learn more about language by actually taking part in conversation and hearing other converse and interact. To liberate knowledge from the exclusive confine of the classroom, teachers have a big role to play. We teachers, in good grace, must accept our share of the blame for not being innovative and caring enough to enthuse our learners by and large.

We are no longer the major provider of knowledge content. With internet-access and excellent text-material in printed books available, teachers are no longer the singular knowledge provider. That some education Boards or Universities do not prescribe good text books and references is however another matter. It may relate to their academic incapacities of sorts or other areas of human weaknesses. But if people responsible to provide curriculum, frame syllabus and draft courses do not do so according to the demand of changing times, it does immense harm to the system. Together with a mindless examinations system, they help perpetuate ignorance or incomplete knowledge in thousands and thousands of our +2 passed and graduates. As we scrutinize the performance of such candidates in entrance or job examinations, we realise that the lot in rote learning is simply enormous, and nothing but a serious, steady and radical change can only partially improve the situation. Public Examination is just an adjunct of this crumbling edifice. Take care of the whole; the part will take care of itself. We may probably ask ourselves about what we are teaching – are they relevant to our living and earning a living; are they interesting enough to know and learn; does it help us acquire skill to apply to productivity, help us create and interpret things? If our courses of studies, subject areas offered and taught can positively respond to these questions, a lot would surely be achieved.

The obsession with marks, grades, home work and trauma and fear associated with public examinations will diminish when half-knowledge and incomprehension are replaced by real understanding and usable skill sets

measured by continuous and credible test mechanism. The over-dependence on the external examination marks and ranks will decrease when these are not treated exclusively as an entry level criterion for higher qualifications.

There are a whole lot of facts and figures in our system that should genuinely set us thinking than the perceived worrying factors of public examinations. Why doesn't it worry us when 40% of the enrolled children in school drop out before they are ten years old? It should seriously bother our teachers, parents, educational planners, education boards, universities, concerned government departments when our Class X and XII passed as well as our graduates are being increasingly found unfit for any gainful employment. Probably we are too dipped in status quo and rituals to come out for new, innovative, useful and meaningful alternatives. As long as we do not change in our precepts, perceptions and policies, public examinations, with all their trappings, will continue to be a long nagging pain in the neck.

And finally, the equity - fair opportunities for a decent education for all, irrespective of all man-made divisions. It is a huge, complex task, better said than done, yet an urgently needed objective for our stability as a nation and democracy. To achieve justice in educational facilities or otherwise is an extremely complex yet an extremely desired end, more so in a country where social and economic disparities predominate so glaringly. The right to education and its accessibility to the poorest of the poor is the most important guarantee that our government must be able to give to the nation. Education is

not only an important empowerment but it also ensures life with dignity and honour. Equally important is nutrition and health which are so intricately connected with education.

Educational rights cannot be seen in isolation of social, economic and political empowerment. The government policies and actions, endeavours and evaluation are of paramount importance to ensure the right aimed at and empowerment wedded to fulfill that right. It is also true that successive governments both at the centre and the states have been taking up useful programmes and plans. There may be debates about their suitability, inclusiveness and execution. But where there is no debate is that corrupt public officials, thugs, middle men and agents have been cornering a huge chunk of government fund allocated to education through central and state designated agencies. The sacking of several officials of the regulatory bodies of the government recently is a pointer to this huge malady. Added to this open plundering are inefficiency, lack of transparency in the system and above all lack of accountability which has severely harmed the delivery of opportunities and access to the intended beneficiaries. No less do we hear of various types of scam in this university or that board, this institution or that, located here or there. If our poor and the needy should get the facilities due to them, it must be ensured that they get it in time and in full.

It has also been expressed by the Central Minister of Human Resource Development that the government cannot alone take care of the entire schooling at the primary and secondary level. So he wants a bigger role for

private entrepreneurs in the system. But the government, it is hoped, can certainly take measures to see that private business in education acts responsibly without compromising its legitimate economic interest. This is important given the track record of private enterprise in the field of higher technical education particularly in the south and the school sector in urban centres across the country. Good schooling and higher education run by the private commercial and industrial enterprises and rich individuals in the disguise of trusts still remain beyond the reach of the poor and under-privileged irrespective of merit and eligibility. The government therefore has still the main role to play to enlarge opportunities in a massive way both in school and higher education and ensure decent, useful and modernized education to the majority of the country's population. Side by side the government machinery has to gear to ensure that schools, colleges and centres of higher education update themselves as needed to build up a knowledge society. The government has also to regulate and monitor the functioning of its regulatory bodies so that the funds allocated are spent to improve the system and not to impoverish it.

So, reforms in education are urgent, vital and extremely needed in an organized, well-timed and vigorous manner. Let there be no mistake to understand that development of the country means the development of

the overwhelming majority of our vast population. Nothing short of that will be acceptable to people and nor will it help the country in any significant manner.

No doubt we have a lot of things and achievements to be proud of. Our scientists, writers, intellectuals, industrialists, economists, filmmakers have international recognition. They say, we are going to become a super power very soon! Thousands of private individuals, including so many genuine NGO's are working selflessly to uplift the poor and under-privileged in the country. There are also great heroes. But we have a lot of things to feel sorry for and not be proud of. We have the largest child labour in the world as we have a vast deprived and inhumanly treated women labour force. Many find us a violence-prone, selectively racist people. We rank high among the most corrupt nations of the world. In human development index we rank 134 among 182 countries of the world.

So the road ahead is long and arduous. Education is the most vital weapon which will help us traverse this long road and reach our goal of a really strong, united, happy and knowledge-empowered India.



"You cannot teach a man anything; you can only help him find it within himself."

*- Galileo Galilei (1564-1642)
Italian physicist and astronomer*

AFFAIRS OF EDUCATION AT THE SECONDARY LEVEL IN MEGHALAYA IN THE CONTEXT OF THE OVERALL EDUCATION SCENARIO OF OUR COUNTRY



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 In the overall education scenario of our country there is a lot of focus on primary and higher education with a large number of institutes and colleges mushrooming across the country.

Caught between primary and higher education, secondary education is suffering. Sam Carlson of the World Bank call it the 'forgotten middle' and has pointed out in the recent report that investment in secondary education has declined.

In our state, the British initiated formal education in the early 19th century through the Christian Missionaries. Before Thomas Jones introduced the Roman script for the Khasi language in 1841, Alexander Lish started three schools at Mawsmal, Mawmluh and Cherrapunji (Sohra) in 1832 in the Bengali script. Today only the permitted and recognized secondary schools under Meghalaya Board of School Education (MBOSE) number only 376 besides the purely private schools and schools affiliated to C.B.S.E. or I.C.S.E. Of the 376, 136 permitted and recognized Higher and Secondary schools are under the deficit system of Grants-in-aid, 16 Government Secondary Schools and other are private secondary schools.

The literacy rate in the State has improved from 29.49% in 1971. The state today achieved 63.31% literacy rate, little lower than the overall national literacy rate of 67.6%, compared to other states in the country. Meghalaya is placed 15th in the literacy series. Bihar being

the lowest in the literacy ladder with literacy rate of only 54.1%. With the Sarva Shiksha Abhiyan (S.S.A.), the scheme sponsored by the Central Government and implemented in the State, it is proposed that the State will attain 100% literacy rate by the year 2010. As the aims and objectives of S.S.A. is to attain total enrolment and retention of children between the age 6-14 years old in schools by the year 2010 and with just a year to achieve the target, it seems as if it is just a wishful thinking for our State as many children especially in rural areas are still away from the classrooms.

Although Meghalaya attained statehood in 1972, education has never been accorded as top priority in our State. The state has year to come out with its own education policy. Shri R. G. Lyndgoh as Minister of Higher and Technical Education in 2007 took an initiative for the 1st draft of the policy which was reviewed by the M.P.A. Government on the 18th February, 2009. Lots of recommendations and suggestions were brought forward by prominent educationists of the state, government officials and different teachers' organisations, but the policy is yet to see the light of the day.

In the past, for reasons best known to the leaders of the state government, schools in the state were grouped into various categories, as:

- (a) The Government Schools
- (b) The Deficit System Schools.
- (c) The Deficit Pattern Schools.

- (d) The Improved System Schools
- (e) The Ad-hoc Schools, and
- (f) The Purely Private Schools.

Except for the Government schools, all other categories of schools have no clear cut service rules for the teachers till now. Therefore, each school enforces their own rules and regulations. This has resulted in the harassment, exploitation and even victimization of teachers by various managements of schools. The amended Aided Assam High and Higher Secondary Schools Employees Rules 1965, which is applicable in the state of Meghalaya is inadequate to contain and apply to many categories of schools in the state. This is a serious loophole which puts both the teachers and students in the receiving end of injustice and discriminations.

To compound to the plight of teachers, the government, through the respective Directorates and Inspectorate/Deputy Inspectorate, from time to time, issue notifications/orders in respect of services and financial matters which are shelved in the files by the School Managements resulting in non-uniformity in their treatment to the teachers and hence generative confusion to the teaching community. There is a need not only for a clear cut service rules for teachers but also a legislation on the part of the government as suggested by the present Minister of Higher and Technical Education to bring about control over the functions, decisions making process and hence to put a tag on the mal-practices of the managing committees and governing bodies of state aided educational institutions especially the minority institutions.

It is observed that at the secondary level which is the gateway to higher studies, the number of dropouts is maximum. Every year, 30 to 40 thousand students appear the S.S.L.C. Examinations conducted by M.B.O.S.E., of which not more than 40-45% pass annually except for the case that 57.35% pass percentage has been recorded in 2008. As some of the failed

students re-appear in the successive year, but many are also added to the multitude of drop-outs. Even among the successful candidates, it is learnt that many got through by unfair means as mal-practices during examination are prevalent in some areas as pointed by the M.B.O.S.E. and hence the Board has gone for the subsequent introduction of registration for classes IX and X students to prevent such undesirable practices. These students drop out from their studies at the Higher Secondary level and these remains a chronic problem which deters in the improvement standard of education in the state.

On the other hand, in an effort to be at par with the National Curriculum framework, the Board from time to time, within a period of less than 5 years and even within 2 years, introduced new syllabus and new text books at the secondary levels, without taking into consideration the majority opinions and suggestions from the teaching community through the various Teachers' Associations such as M.C.T.A., K.J.D.S.T.A., G.H.D.S.T.E.A., M.U.P.S.T.A., A.P.S.T.A., Ad-hoc Schools Teachers' Associations, et.al. Thus many discrepancies and flaws crop up in the syllabus and text books. The teachers being committed to the cause of education and having the experience in this field can contribute and give valuable suggestions in the framing of syllabus and selection of text books.

To cite an example, it was found that sums and problems in Mathematics in the C.B.S.E. course are about 600 in all, but that in the course followed by M.B.O.S.E., it numbers more than 1700 in all. Some exercises were however omitted when the K.J.D.S.T.A. pointed out the same. The bulky science textbooks are found to be too lengthy containing good number of errors and confusing statements. The integration of History, Civics, Geography and Economics into a single book/subject called Social Science is not justified if the importances of these individual subjects are taken into consideration. Further, this puts

tremendous pressure on the minds of the students and hence affects their performances. The books selected by the Board are also priced irrationally at much higher level by the publishing houses who, for their profits, do not take into consideration the living conditions of the parents of the children of the rural areas in particular where poverty reigns high, and these parents are unable to purchase text books at such exorbitant prices.

It is also suggested that to reduce the number of dropouts, one of the means would be to make Mathematics and Science optional at the IX and X standards. A study of the S.S.L.C. results reveals that the failure of the students in the examination was mainly due to these two subjects. But the better option would be to lay a strong foundation for the teaching of these subjects right from the primary level because it is generally observed that students of our state are apprehensive of the studies of Mathematics and Science as they do not have sound foundation of these two subjects at the primary levels. Schools, mainly in rural areas, have unqualified teachers and have not acquired efficiency and expertise in the teaching of Mathematics and Science effectively. If the elementary level of teaching Mathematics and Science is weak, the secondary level cannot be strong and thus cannot deliver the desired level of competency in students.

Holistic education is not just imparting academic training but character building through training of the body, mind and soul leading to an all round development of the personality of the child, yet value education hardly find a place in the secondary level

except for religious lessons in the minority schools. Due to lengthy syllabi to be completed within a limited time, teachers hardly find time during class to infuse moral values to children which is very essential for the total upbringing of the child.

With regard to corporal punishment, the Supreme Court of the country recently passed a landmark judgment banning corporal punishments in schools. In this context, the Directorate of Higher and Technical Education, Meghalaya had soon after issued a notification to all educational institutions to this effect. But it is found, till date, that students are still inflicted with psychological and physical pain in many schools of our state.

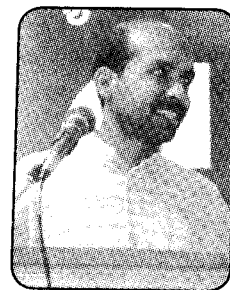
The country is undergoing drastic educational reforms suggested by the Union Minister of Human Resource Development – Shri Kapil Sibal. The Central Advisory Board of Education (CABE) approved a decision on 31st August, 2009, to implement C.C.E. (Continuous and Comprehensive Evaluation). In simple words, it means that examinations will become optional for Class X CBSE students from the academic year 2010-11 onwards.

With a not so encouraging educational scenario in the State, we hope that the Education Department of our state will gear up to adapt and absorb partly, if not fully, the much needed educational reforms that is being introduced all over the country. This would call for a sincere commitment on the part of the government to the cause of education, orientation and training for in-service teachers and head of the institutions and a genuine concern on the part of all to uplift the educational scenario in the state.

"I am not a teacher; only a fellow traveler of whom you asked the way. I pointed ahead—ahead of myself as well as of you."

- George Bernard Shaw (1856-1950) British dramatist, critic, writer

RAGGING IN VARSITIES & COLLEGES: ONLY CURE IS CAMPUS DEMOCRACY



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Ragging in educational campuses has become a hot topic in our public debates – in academic circles as well as in the media and in legal and administrative circles. This menace has claimed a few young, valuable lives and has been a cause of harassment to a big multitude of students. The problem has particularly aggravated in the last five years when a large number of ragging cases have been reported from various parts of our country. Moreover, the menace had been getting more and more intense by the day. For example, the number of ragging cases reported during the academic year 2007-08 was twice the number reported in the previous year. In the last five years, 28 students died of injuries sustained during ragging and 11 students committed suicide after being subjected to ragging. Out of these 39 unfortunate incidents, 11 deaths and five suicides occurred during 2007-08 alone. A recent instance shows the evil has penetrated an institution like the Jawaharlal Nehru University (JNU) which had been proud of its ragging-free campus for decades.

CRUCIAL QUESTION

This menace has naturally evoked extensive campaigns against ragging, by the

government and by other agencies as well. Thus we have witnessed a number of rules, regulations, and declarations and of course court verdicts over the last few years. Of late, the Human Resource Development (HRD) Minister Shri Kapil Sibal and some noted educationists have also joined this debate. The Supreme Court verdict on ragging and the Raghavan committee report are the focal points of these debates.

As for the University Grants Commission (UGC), it has also made major interventions on this issue, issuing a series of regulations and circulars in this regard. It has even started a twenty-four hours helpline for the victims of ragging. In its circular dated June 17 this year, and sent to the universities and colleges all over the country, the UGC has recommended several steps to be taken by the heads of educational institutions to stop ragging and to punish those who indulge in such activities. The circular was in accordance with the orders of judiciary, including the Supreme Court, and a number of legislative enactments on the subject.

But, then, the crucial question is: Why has it not been possible to put an end to this inhuman practice in our educational institutions despite all these measures? That

is the question which we all should ask at this juncture.

HARROWING EXPERIENCES

On the whole, be it a girl or a boy student, ragging injures the dignity and self-respect of the individual who is subjected to it. It is estimated that, in one or another form, ragging is practiced in at least 80 per cent of the institutions of higher learning in India. The Karnataka Education Act defines ragging as "causing, inducing, compelling or forcing a student, whether by way of a practical jock or otherwise, to do any act which detracts him/her from human dignity or violates his person or exposes him to ridicule or forbear from doing any lawful act, by intimidating, wrongfully confining, injuring him or by using criminal force to him or holding out to him any threat of such intimidation, wrongful restraint, wrongful confinement, injury or the use of criminal force." This broad definition covers the nature of ragging in all its aspects.

Ragging can be in any form, the mildest being the practice of asking the freshers to introduce themselves. There is nothing particularly insulting in introducing oneself. But the queries often cross the limits of decency, and the young students are at a loss to give the answers expected of them by the 'big brothers'. It is not uncommon for the seniors to fish into the pockets of the juniors for money or to ask them to buy cigarettes for them. The more harrowing experiences include the measuring of the length of a football field with matchsticks, doing 'Surya Namaskar' (Prayer to Sun God) in the blazing sun at noon, or cleaning the closets in the seniors' rooms with bare hands. It has also been observed that senior students from the disadvantaged sections of society are also subjected to ragging by their more privileged peers. The freshers who come

to the college with great expectations of a warm welcome are disillusioned on the very first day when the don of a 'ragging mafia' demands them to lick the sole of his boots as a sign of servility.

The report of the R K Raghavan Committee, constituted by the Supreme Court, cites several such incidents. For example, Bijoy Maharathi, a student of B. Pharma, was tortured to death during ragging. The death of a Naga student in his hostel room in Imphal, the firing by security officers in a college in Patna to chase away a group of students who tried to rag their juniors, and the parading of more than a hundred students naked along the corridor of a hostel in the prestigious IIT at Delhi are some of the instances documented in the report. In Gujarat Vidyapeeth, an institution founded at Gandhiji's initiative, a case of seniors inflicting burns on the naked bodies of junior was reported. In Viswabharati University at Santiniketan, some girl students subjected a junior of theirs to sexual abuse. In Hyderabad, a junior student killed two of his seniors who had ragged him. The report also mentions instances of ragging in prestigious institutions like international schools. It was after the submission of the Raghavan committee report that Aman Kachru, a first year student of medicine at Himachal University, was tortured to death during ragging. The college is named after Dr. Rajendra Prasad, India's first President. The menace of ragging has now made its in-roads in the institutions of higher learning in North East also. The death of a student in 2009 in one of the premier colleges in Guwahati is attributed as a fall out of ragging. Like wise, at least five students have been expelled by the authorities of Dibrugarh University in Assam this year for the act of absolute indecent ragging.

ABJECT FAILURE IN DOING JUSTICE

Although the brutality of ragging evokes indignant reaction, there is an abject failure in getting justice done for the victims. The responses of the authorities to the complaints about ragging often turn out to be like extended forms of ragging. This is especially true of self-financing institutions. Their sagacious mentors change their tune the moment they learn the names of the culprits. They advise the victims of ragging to be accommodative and, through this route, the concerned institution avoids any concrete action. That thing like ragging are part of the game, they convince the hapless students. The parents of some of the perpetrators of ragging are often the perennial sources of money for the management and it is only natural that their wards go unpunished for their grievous offences.

Moreover, there is a school of thought that advocates ragging, in small doses, in educational institutions as part of socialization. It kills the stage fright, they argue. Such 'optimists' include some of the teachers and even parents. What they forget is that some of the victims of ragging lose not only their stage fright but also their dignity, or sometimes their lives, during the exercise. In a number of cases, the impact of ragging remains a critical psychic phobia for the victim.

In most of the cases, leaders of the ragging gangs are from affluent families, which is the reason why the government and other agencies turn a blind eye to the incidents of ragging. It was only when some of the victims turned out to be wards of representatives of the upper echelons of political power that the attention of the mainstream media was drawn towards this menace. Many of these playboys know Gandhiji only from the watermarks on the wads of currency notes lavished on

them by their over-indulgent parents, and it is the arrogance and unruliness of these students that find its outlet in ragging. Only politically aware students can offer effective resistance to this sort of criminal activities.

REAL REMEDY: CAMPUS DEMOCRACY

Importantly, such campuses as have active students unions are generally observed to be free of ragging. None of the institutions mentioned in the Raghavan Committee report had an active students unions functioning there. See some examples of such institutions. Patna University is the hunting ground of the notorious Pappu Yadav. Aligarh Muslim University recently witnessed a spate of killings; here even the Vice Chancellor's residence was not safe from the vandal gangs. At the Vivekananda College of Nursing in Bangalore, some of the students dared to question the management about the exorbitant fee rates and were beaten up by the goons hired by the Principal and his cohorts. At the PMS Dental College in Thiruvananthapuram, harassment by some of teachers led one of the students to commit suicide. The ban on and exclusion of students' politics in these institutions has a clear political agenda behind it. The R. K. Raghavan committee's report emphasizes on the need of conducting democratic elections to the students' unions in colleges. The report also underlines the need to implement the Lyngdoh Committee report.

But both the Raghavan committee and the Lyngdoh committee were constituted on the basis of the Supreme Court's orders. So the question is: Who is responsible for implementation of the recommendations of these committees? The responsibility, clearly, lies not with the students or the teachers, but with the central government, state governments and educational bodies like the University Grants Commission. But

the performance on this front, as we have seen, has been dismal.

The Raghavan Committee report also speaks of the need to provide opportunities for the students to express their varied talents. This refers to the literary events, art festivals and sports meets. Here the report invokes the Biblical aphorism: 'An idle mind is the Devil's workshop.'

The Raghavan committee report comes to the conclusion that interventions by the students unions can go a long way in preventing ragging. The report specifically recommends that elected representatives of the students should be included in the anti-ragging squads. The committee appointed by the UGC in 1999 also recommends students' representations in such squads. Given this context, it is sad to learn that students union elections were held only in four of the country's 26 central universities. A vast majority of the students in these institutions have virtually no personal experience about a students union and its potentials. It is evident that active student participation and democratic processes in the educational institutions is a basic requirement for preventing such maladies from infesting our campuses.

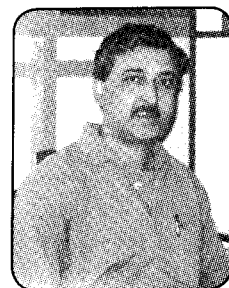
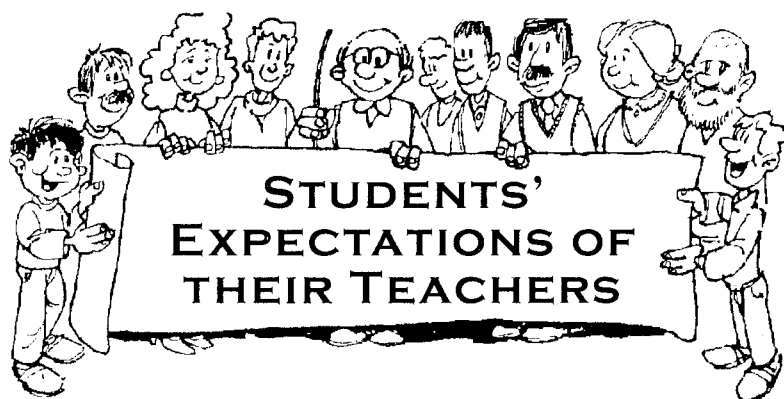
There is no dearth of sermons on ragging from the august personalities who head the Government and the University Grants Commission. But why don't they have the will to implement the recommendations? The answer is simple. Such a stern step would be certainly against the vested interest of certain groups who have high

stake in the politics and academics of our country. The presence of students unions would be threat not only to those who indulge in ragging, but also to those who are engaged in the commercialization of education and make profit. For example, it is impossible to have a students union of any kind in many of the North Indian Universities, forget about holding the really democratic elections. These campuses are the free hunting grounds of goon gangs. The fact of the matter is that the ruling political parties mostly represent bourgeois landlords, and for their own selfish interest they are opposed to campus democracy. There is an atmosphere of desperation and helplessness in these campuses. Only a small minority of students, who are politically conscious, have been able to offer some resistance to ragging and the reign of terror of the criminal gangs. Ragging is the product of an aversion to politics, or, rather of a dehumanized form of right wing politics. Legislation and judicial verdicts alone can, therefore, not free our campuses from ragging; only democratic students' politics can do it. Therefore, the need of the hour is to intensify the process of democratization in our campuses. If the JNU had been totally free from this evil for three and a half decades, the credit mainly goes to the democratic students' politics. Only that can save our students from this barbarian practice of ragging.

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"I found one day in school a boy of medium size ill-treating a smaller boy. I expostulated, but he replied: The bigs hit me, so I hit the babies; that's fair.' In these words he epitomized the history of the human race."

- Bertrand Russell



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Commenting on other peoples' expectations, George Bernard Shaw said, "The only man who behaved sensibly was my tailor; he took my measurement anew every time he saw me, while all the rest went on with their old measurements and expected them to fit me."

In the vast domain of teaching-learning process starting from the primary to the tertiary level, what should be the approach of the teachers to develop their teaching skill? Should a teacher measure, like that of a tailor, the capabilities, intelligence and aspirations of his students and then proceed to teach. Is it possible that the teacher can base his lessons on the background and experience of the students and, by skilful questioning, get them to participate in the learning process? The subject matter is no longer an end in itself but a vehicle for making the students think, for giving them tools for understanding the world and their position in it. Teachers have these vital roles to ascertain, play and execute with perfection and perseverance or at least, these are the qualities expected of a teacher. But what does a student really want? Should he be tailor-made? Certainly not! Yet, a

teacher must have a reasonable grasp of the capability, intelligence and desire of his/her student and hence to develop/improve the methodology "how to teach?"

Obviously, where classes are very large and the lecturer stands before so many faces that he cannot possibly know them as individual human beings, good teaching by definition, is not feasible. Here the lecturer does his job well if he masters his material and presents it in as lively a manner as possible. However, the idea centers around the ability of the teacher to get to know his students as individual human beings with varying backgrounds and hence facilitate good teaching. There comes a question about the definition, vis-à-vis 'a lecturer' or 'a teacher'. The lecturer teaches a subject matter; the teacher teaches people. The difference is crucial and need to be addressed by all concerned.

With the changing time and the knowledge expansion in the age of globalization, a teacher is faced with multifarious challenges to keep himself/herself abreast of the developments all over and also the expectations of his/her students. This requires also the understanding of the

social as well as economic backgrounds of the students. Over the years, there has been an explosion not only of scientific and technological knowledge but also in the means and techniques of acquiring knowledge. Further, with more and more emphasis on improving and maintaining the quality of education to raise good human beings, the responsibility of teachers' increases. The competencies needed for effective teaching involve more than just expertise in an academic field. Keeping attuned to the need of today's student is a very important quality for any teacher. Therefore in order to fulfill expectations of the students the teacher should know what is it that the students want. But how to know these important facets of students' expectations? It demands motivated and analytical research work and studies on students expectations at different levels of education.

There has been a very few studies in this aspect which took care of the competencies of teachers with regard to social as well as technical competencies, students' expectations of social and technical competencies of teachers at different levels of education and comparison of the students' expectations with that of teachers' competencies. It is obvious that such research level studies will throw interesting lights on the expectations of students as well as teachers and our education system must respond to such expectations.

On a general basis, the expectations are likely to vary for differently level of education, viz. primary, secondary, higher secondary and tertiary stages. As the maturity level of the higher secondary and tertiary level students

are at an elevated stage, they are likely to have more expectations of social competencies of teachers and hence the job of teachers becomes more demanding at these levels. Secondary school level students remain associated with their teachers for a long time (spanning over 5 years or more), and the teachers, in turn, can give more attention to the students. Consequently, the teachers have a great influence on the students. But at this stage, the minds of the students can be molded easily compared to those students at higher level than this and therefore the role of teachers becomes more vital. Social commitment of the teachers of this level thereof is very vital and the society, the system of education and authorities must be aware of this vital aspect of education and academic needs of the students. As the students depend on their teachers at the every level of studies, extra-curricular activities and mental development, the expectation level of students from their teachers are very high at this level.

At the higher secondary level, the situation becomes little complicated. Students are out of their rigorous schooling system and typically disciplined pattern of education and they are now in their first of college (or little liberal schooling at the +2 level). Herein they want to experience the new found freedom and with so much amenities of modern day consumerist life style, they become a vulnerable lot. Often, they would prefer to spend time with their friends than attend classes. For such lot of students, there would be lesser expectations from their teachers. But this adolescence and its consequential behavior need to be controlled and under these

circumstances, the role of the peer group (viz. the teachers as well as the parents) attains a significant and influential dimension. It is important that students of this level are motivated to go for tertiary level and their expectations level, in certain instances, need to channelize with the advice and help from the peer group.

This leads to another question. Should the expectations of the students be allowed to flourish considering only the thoughts and career prospects that they can visualize at their level, particularly at the adolescent stage? There may be several views on this but finally it will depend on setting the expectation level based on a better career and being a responsible citizen. Thus the role of the peer group can not be negated in nurturing the expectation level as well.

Students' expectations are also influenced to a great extent by the advent of coaching classes. It is most the higher secondary school students who at their first year of college/school start attending the coaching classes. These coaching classes mostly try to tailor the students as per the requirements of the entrance examinations for professional courses making them ideal for job-market where information rather than knowledge becomes the prime driving force. The interest of the students in the lectures conducted in schools/colleges gets reduced. Thus for such students, the expectations of the teacher to possess transactional ability or management ability for instance are less.

In the modern age dominated technological advances, the technical competencies of teachers have

also become an important point in determining the expectations of the students. Primary and secondary level students are generally taught by the teacher using lecture method and the students at this stage might not be aware of the various methods of teaching. Even schools also lack the facility and infrastructure to the latest methods of students. Therefore, students at this level are more dependent on the methods used by the teachers and they are influenced by their teachers more. Thus job of the teachers become more demanding. But at the tertiary level, the students are more mature, more aware and they make efforts to learn from beyond the text books. Having completed their secondary and higher secondary education, they have been taught by different batches of teachers and hence these students are in a position to identify the desirable technical competencies of a teacher. Here the teacher must be able to judge how to teach and how much to teach. Therefore, the expectations of the students tertiary level, on technical competencies, are likely to be more than secondary and higher secondary students.

On a general aspect, it may be pointed out that the students' expectations vary in various degrees on the following aspects:

- they expect teachers to explain everything to them very fully, particularly the details of what they are expected to do in the course and how grades are assigned;
- they value teachers who are friendly and open, communicating something about themselves as people;

- they may want teachers to interact with them in class, encouraging student participation and dealing gently with incorrect responses;
- they prefer teachers who make their classes interesting by using a lively presentation style, "relevant" and intriguing examples, and humour;
- they respect teachers who are knowledgeable, but who are also willing to admit that they do not know something when that is the case.
- Specifically, students expected their teachers to actually teach rather than moderate a course shell, supplement course shells with content and projects that illustrate relevance, provide for both content and peer interaction, and respond to questions and provide feedback quickly.

Finally, it is the combination of students' desire and teacher's grasp of the material accompanied by the brilliance of his lecture that result in fruitful learning. Every lesson must have a beginning, middle, and an end with a scope for discussion wherever possible. Further, the discussion must never be allowed to become a dialogue between the teacher and a student with the other students feeling that they need not listen until a question is directed specifically to them. The discussion must be live to the extent that the students listen carefully to other student responses as well as to teacher questions.

A study and evaluation of the new North Carolina Virtual Public School (NCVPS) in the USA revealed numerous

expectations for virtual school teachers from secondary students. Specifically, students expected their teachers to actually teach rather than moderate a course shell, supplement course shells with content and projects that illustrate relevance, provide for both content and peer interaction, and respond to questions and provide feedback quickly. The data suggest a possible content-related interaction where a limited course shell can be bolstered by a proactive teacher, but potentially flounder among teachers who do not expect or know how to supplement an online course. Data further suggest a potential communication-related interaction where increased opportunities for student-student and student-teacher interaction could potentially decrease the actual or perceived need for individualized attention that is particularly challenging for virtual teachers to provide. These results can be used to establish teacher expectations and design professional development experiences that prepare teachers to undertake divergent roles unique to online instruction.

There is a close relation between blackboard used by the teacher and the notebook used by the student. It is said that 'some people learn by hearing, some people learn by seeing, some people learn only by using their muscles and almost everybody learns best by a combination of all three'. Thus, a discussion itself will be suited to those who learn by hearing; the basic points on the blackboard will help those who learn by seeing and writing in the notebook will drive the points home for those who must use their muscles to learn. The notebook with the fundamentals of each lesson

therein recorded will be of use to the student for review purposes and for the brightest one it can become a tool for teaching others when the need arises.

Any discussion on students' expectations will be incomplete if no reference is made on the examinations/ tests conducted – the number, mode and pattern of these age-old system. Now there is talk of doing away with examination till higher secondary stage. It is debatable whether this will contribute to academics or only prepare coming generations suited to particular work force. It is true that the students should not be saddled

with too many requirements, least of all too many examinations. Actually, where is the need for so many tests to prove one's mettle? But the number of tests/examinations (entrance tests in particular) is having a steep rise in the recent years and more so at the tertiary as well as technical education level. This appears more of a commercial venture than academics. Examinations are essential to make the students study and also judge their capability but they should never be overburdened with this superfluous activity. This also burdens the teachers putting a hurdle on furthering their academic pursuits.

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"Teachers open the door, but you must enter by yourself."

-- Chinese Proverb

OBSERVE DISCIPLINE, THE PATH OF PROGRESS

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For welfare and progress, a life of discipline is very essential whether it be an individual, a group, a society or a nation. For that matter it may be a case of the world. It is often opined that many of our country men appear dejected, pulled down or lead a life without enthusiasm simply for the want of discipline in their life. They seem to be having no goal of life.

It is well known fact that the three factors - family atmosphere, educational system and political thinking go to form the personality of an individual. In the family the individual learns to live in discipline, to obey elders and to lead a cooperative and tolerant life. These things go a long way in making the individual useful to the society and the Nation. Aristotle has rightly said that "State is an enlarged form of the family". The present development of civilization owes much to the good traditions and development of the families from generation to generation.

To draw out the best, especially the latent powers of the child ought to be the main function of an education system. To make a perfect man an individual has also always been considered the chief aim of education. The aim of the education is the all round development of the individual. This, like the mainly goes a long way in making the individual an useful instrument in giving proper and designed shape to the nation. The present system of education which is the

legacy of the British rule has been only partially useful in this respect. Although many people find faults in the present system education yet we will say that the present system has its own merits. In case, otherwise it should not have produced big persons like Raja Ram Mohan Roy, Swami Vivekananda, Lokmanya Tilak, Mahatma Gandhi and others. Looking at different aspects of the role in the development of the person and the state it may be very easily said that discipline in family and education life has a great role to play in the formation of the person, society and the Nation.

In the present set up of the society, political thinking have acquired top priority since starting from the personal life to the national interests all depends on politics. We can easily say that the life of the nation had become politically biased. Herbert Spencer had foreseen the present conditions when he wrote, "You may leave politics, the politics will not leave you". The multi-party system in our country has made confusion worse compounded. The main reason is that the party leaders have very little sense of discipline. They have little respects for the declared objectives of the party and are only running after seeking powers and benefits for own self. The result is that they are hardly contributing anything position in making any social or national progress and hence are fast losing values of life.

It is often observed people commenting not so graciously about the political leaders to the extent that the present politics has no place for the intelligentsia or the intellectuals. They often are unpalatable metaphors for the political system. Be as it may, the political life of the country has failed to make any worthwhile contribution for discipline of the people at large.

We should pause a little to think how far our family life, educational system and political system have been successful in disciplining people and develop in them the human quality. The answer may be disappointing but we need not be dejected. History tells us that there were times when things had gone worse, but people of firm determination led a life of strict discipline and thus impacted their neighbourhood. In the modern times, Mahatma Gandhi has been a glaring example of such people. He by his personal example made many person to lead a disciplined life which ultimately formed a big disciplined party.

Education means drawing out of all latent powers and all round development of faculties of the human being. It means that certain rules and regulations are to be followed where proper education is

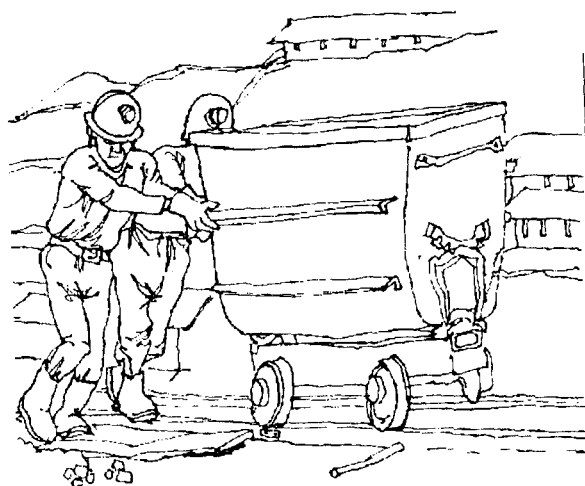
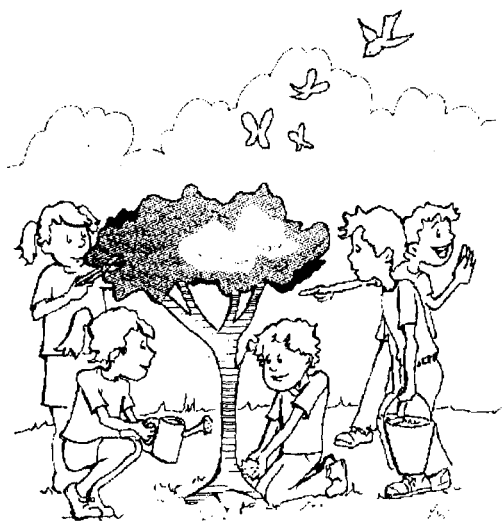
concerned. This is nothing but observing a certain discipline. On the path of meditation or spirituality, some discipline, namely Raj yoga, Dhyana yaga, Bhakti yoga or Hath yoga are to be followed. Where development is concerned, discipline plays a very important role. It is said that human kind has become civilized through discipline. Since long past, different communities and even the natives followed certain rules of conduct and tried to live an organised and discipline life. In the community of aboriginals, certain rules of discipline and conduct are followed. In short, where there is human society, there is discipline because without it no life of meaning is possible.

When there is no discipline, there is confusion, disorder and ultimately leading to fight or wars. But even in wars certain rules are to be followed. The soldiers lead life of 'do or die' discipline and then fight for war. In short, to lead a peaceful and meaningful life discipline is indispensable. Therefore, let us remember that discipline is the life blood of the human society and without it no life is possible. Let our education system make each and everyone to inculcate this fundamental ethic of civilization.

"He was so learned that he could name a horse in nine languages; so ignorant that he bought a cow to ride on."

- Benjamin Franklin (1706-1790)
American statesman, author, scientist, inventor and philosopher

General Section



THE RELEVANCE OF GANDHI'S MESSAGE TODAY



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It was sixty one years back, on the 30th January, 1948, that Gandhiji fell to an assassin's bullet, and a dark gloom spread all over the country, the mighty one fell and Gandhi is no more. Gandhi died but has left behind his message of love, peace, truth and non-violence. The emergence of Gandhi changed the course of the national movement in our country. He started to use the weapon of 'Satyagraha' to fight against the British. 'Satyagraha' means adherence to truth, and it consists of the fight through truth, love and 'Ahimsa' or non-violence. Gandhi used to say that "God is truth and truth is God, and God is love and love is God". Non-violence, according to him, is not the weapon of the weak and coward but only the strong and courageous could do it. "Ahimsa" is not only non-violence, but the willingness to love the meanest of creation as oneself. Gandhi said that "Love is the strongest force the world possesses and yet it is the humblest imaginable".

Mahatma Gandhi had a great concern for education. He propagated the basic system of education which was aimed at an all round development of students through training to be given through a profit yielding vocation. He said that absence of vocational training has made the education class almost unfit for productive work and harmed them physically.

We may ask, "Is Gandhiji's message still relevant today?", when hatred, violence and disintegration have become the order of the day. These have come as a great betrayal to the 'Father of the Nation' and his ideas and philosophy have been trampled upon. Gandhi visualized India where all people would be proud to call themselves Indian first and Indian

last. Democracy, he said, does not end with a few people sitting at the top but with all the people living in every village and town in the country. Gandhi emphasized that India lived in the villages, and it was his dream to bring democracy at the village level through the Panchayats endowed with constitutional status, power and authority.

Gandhi was very keen that we should restrain in using resources that nature has gifted to us. He said that nature has provided with everyone's need but not everyone's greed. He advised the people to observe some self imposed restraint and restriction on their wants, not greed and avarice but self restraint. Today when the whole world is looking for an answer to contain the threat of environmental pollution and maintain the ecological balance, Gandhi had raised his voice and cautioned against disturbing the ecological balance. By indiscriminately felling down of trees, unscientific mining and polluting the environment, we are practicing violence. God has entrusted the nature to our care and it is our duty not to destroy it. Man must not be an opportunist, to see how much he can exploit and gain from nature, but how much he can preserve it for the welfare of all.

Today, we are faced with many problems in the country like communalism, terrorism, materialism, opportunism, hunger for power, corruption, selfishness, discrimination, unreliability, illiteracy, poverty and social evils. All these have degraded the society that Gandhi would have been shocked had he been alive to see the degeneration of the society.

We are in the 21st Century now, and the progress of science and technology has brought

about a rapid transformation. The world is becoming closer with the easiest and quickest means of communication and the wide media. The proper use of development will definitely bring about changes for the better, but at the same time may destroy the world at any moment. Whenever we read in the newspapers, watch our television set, listen to the radio we see and hear only wars, destructions, problems and conflicts in the world. Sometimes we feel restless as if peace, justice and truth do no longer exist in this unreliable world. The world has faced enough problems such as the two World Wars that brought about great destruction to lives and properties. It is in this conflicting situation that there is a need for Gandhi's message of love, peace and non-violence. When the first atom bomb was dropped, Gandhi said the lesson we learn from this disaster is that, it could not be repaired by another bomb, as violence could not be solved by violence. The message that Gandhi brought to the world is that we have to choose between the two: Non-violence or War.

Amlan Dutta in his book, 'The Gandhian Way' concluded that "Gandhi no longer belongs to India exclusively. He belongs to the world. For India and the World shows the way to survival." Louis Fischer wrote, "that what remain of the 20th Century and what is to come, does not belong to Lenin or Trotsky, not to Marx or Mao, Ho or Che but to Mahatma Gandhi." Arnold Toynbec wrote that the generation to which he had been born had not only been Hitler's generation in the West, Stalin in Russia, it had also been Gandhi's in India, it could already be forecasted with some confidence that Gandhi's effects on human history would be greater and more lasting than Stalin's or Hitler's.

While remembering Gandhi, let us join hands to eradicate all the forces that are weakening the society and the country. We can live up to his expectation and pay proper homage to the

Father of the Nation, by reforming ourselves and bring about a radical change in the society. Our country's freedom has been achieved by the sacrifice, blood and tears, sweat and toil of millions of our people, political leaders, youths, men and women, let us preserve that freedom. We all want a strong and united India, and let us struggle to achieve that goal, for a strong Meghalaya, a strong Assam, a strong Punjab etc. will definitely make a strong India. After sixty one years of our Independence, we could say that we have achieved much in the field of Science and Technology, Agriculture, Trade and Commerce. We have achieved political independence, we have the right of franchise and the right to contest in the election, but political independence alone is not enough, without social and economic independence. We still live under the false pride that one community is superior to the other, or one is of low or high birth or a different economic stratum. We feel that one religion is better than the other and fight in the name of God. We hear of exploitation and suppression of the weak by the strong and the poor by the rich. While remembering the 140th Birth Anniversary of Gandhiji, let us be reminded of his message of love, peace, truth and non-violence and try to promote the beauty of our composite and pluralistic culture. Let us take a challenge to get rid of evils from our midst and struggle hard to preserve the moral and spiritual values, the ideals of freedom, democracy, secularism and social justice. Let us march forward with confidence, faith and hope to build a new India and make it a better place to live in.

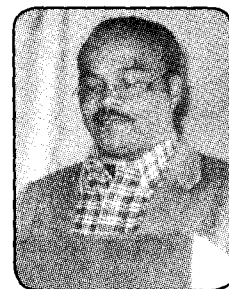
The United Nations has declared the 2nd of October, the birth day of Mahatma Gandhi, as International Non-violence Day and 2001-2010 as the International Decade for the Culture of Peace and Non-Violence for the youth of the World. This is a great tribute to the great leader Mahatma Gandhi.

"Ordinary riches can be stolen, real riches cannot. In your soul are infinitely precious things that cannot be taken from you."

– Oscar Wilde

EFFECTS OF DWINDLING GLOBAL SUPPLY OF OIL

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(Text of the Talk delivered on 13th December 2008 at Shillong College, Shillong by Shri W. Synrem, IES, Officer on Special Duty to the Government of Meghalaya, Programme Implementation & Evaluation, etc. Departments)

1. Crude oil is the most wanted commodity in the World. It accounts for 40% of the world's total energy demand. The world consumes about 76 million barrels of oil daily. The United States alone consume about 20 million barrels per day followed by China (5.6 million barrels per day) and Japan (5.4 million barrels per day). India also ranks among the top 10 largest oil consuming countries (about 2.2 million barrels per day). The UK produces 0.3% of the world's supplies of oil and uses about 2%, while the US produce 2.5% and uses 24%. India produces only about 0.8 million barrel per day and imports about 70% of its total oil consumption. Its refining capacity is about 2.1 million barrels per day.
2. In May 2008, President George W. Bush told leaders of the oil rich states of the Middle East during the World Economic Forum which met in the Egyptian resort of Sharm el-Sheikh that it is time now they face up to a future without their precious hydrocarbons. He warned that their supplies were running out and urged them to reform and diversify their economies. Predictions of when the world's oil supplies will fall below global demand range from as early as the next decade to as late as 2050. The Paris-based International Energy Agency (IEA) has recently ordered an inquiry into whether the world could run out of oil, whether fears about global shortages are real. There are concerns now within the IEA circle that the supply of oil could sooner than later fail to keep up with demand driven by the fast-industrializing economies of China and India and rising car use in these two countries. China and India are today the two fastest growing oil consumers on the planet.
3. The investigation came at a time of mounting concern that the sky-high price of oil could derail the global economy and plunge the world into recession. When oil hit \$147 a barrel in mid-July this year, the highest price on record, airlines were forced to cut back on flights to save fuel and the cost of living around the world went up phenomenally.
4. Lawrence Eagles, Head of Oil Markets Research at the IEA, said that the situation is complex. Up to recently the belief was that supply can cope with demand although it is not known for certain whether estimates of reserves in countries such as Saudi Arabia are entirely accurate. John Waterlow, Analyst at Oil Research Consultancy Wood Mackenzie, said "many oil producing countries are closed, secretive societies where it can be really difficult to pinpoint the level of proven reserves".

5. IEA researchers have warned that even if there is enough oil under the ground, supply difficulties could still emerge because national oil companies and western multi-nationals have failed to invest sufficiently in the equipment and pipelines needed to extract oil and transport it to consumers. The IEA is worried about an extremely narrow capacity margin by 2012, when demand is expected to reach 95 million barrels a day placing a limit on growing energy demand. At that point, spare capacity could be at only a million barrels a day. Reaching the production level of 95 million barrels a day would require a really very big effort as no major oil fields – those with over 500 million barrels – have been discovered for a generation. That would, therefore, require adding bio-fuels and processes such as turning coal into liquid to the forecast for crude oil output. It would also depend on raising output in countries like Iraq, Iran and Nigeria where future production is clouded by political and security uncertainties besides producing oil from more costly sources like Canadian oil sands. The present King Abdullah of Saudi Arabia made an astounding statement recently when he said that the world cannot count on large increases in the output of his country after 2010 which can be interpreted to mean that the largest oil producing country in the world might already be in the process of peaking. Read with the declaration made 35 years ago by the then Saudi head of state that the oil of his country was to be placed at the disposal of both present and future generations of Saudi citizens and not motorists in the oil importing countries, the crude oil outlook appears to be really very grim.
6. While strongly urging all countries to prepare for the economic changes ahead, the out-going United States' President told the World Economic Forum that his country has started aggressively developing alternatives to oil and that the time is coming when the world could become less dependent on oil. Coming from a man whose family name is inextricably linked to the oil industry; oil industry analysts say that this is a very strong statement on the future of global supplies. However, long before President George W. Bush gave his piece of advice, some of these Gulf States have already been investing their windfall profits from high oil prices in major infrastructure projects including Education and Housing and in diversifying their industrial bases.
7. Recently the price of crude oil hit record levels above \$147 a barrel. Analysts disagree about the causes of the jump in oil prices – some have blamed commodity speculators, others blame OPEC, while some others point to surging international demand from Asia and South America as factors that have pushed the price higher. The list of culprits goes on indefinitely. The fact remains that it is not just for one reason or another that we are in this energy disaster. It is actually all of these and many others. It is a culmination of many years of poor energy policy, short sighted planning and an overdose of arrogance.
8. Among the factors contributing to higher oil prices, energy subsidies in developing countries have also attracted a great deal of attention. Fuel subsidies and price controls are prevalent in many developing countries, and they play a very important role in keeping demand – and thus global oil prices high by short-circuiting the price elasticity of demand. That forces even larger adjustment on the part of developed countries such as the United States and E.U. members which quickly see the impact of higher oil prices reflected at their gas/ petrol pumps. A reduction of subsidies by countries like India, Malaysia, and several others would be good news for consumers elsewhere but in India whenever the prices of petrol and diesel has gone up, protests have also been mounting up.

9. Meanwhile industry analysts were compelled to take more seriously the theory of peak oil, or the idea that global production is near an apex after which it will decline sharply. The theory was first suggested by Marion King Hubbert who in 1956 predicted that U.S. oil production would peak between 1965 and 1970. Figures from the U.S. Government Energy Information Administration show that crude oil production did really peak in the United States in 1970. For a long time, few people took the theory seriously as premature declarations and inaccurate predictions weakened its credibility. (The Hubbert peak curve is a bell-shaped model of production for a particular country, region or the world, given an assumed total recoverable volume). However, in a recent talk Dick Cheney candidly acknowledged that the peaking of the world oil output cannot be avoided, and he thought that it could take place as early as 2008. This is probably not correct, but Mr. Cheney is an insider in the oil world, which means that he is not in the habit of saying things that would offend his friends and neighbours. Therefore, what he said carries a lot of weight. Moreover, global oil consumption exceeded global discovery for the first time (in modern times) in 1980; and for every barrel of oil discovered, about three are consumed.
10. Some oil majors also acknowledge the prospect of dwindling production, while others maintain that better extraction techniques and other advances will offset any decline. Members of the OPEC are among such optimists. They maintain that future global supplies cannot be accurately predicted just by proven reserves. However, pessimists maintain that there has been a poor growth in oil supplies which indicate that worldwide production is close to peaking and this, coupled with the strong growth in demand from developing countries like India and China, is likely to further push crude oil prices up. Right now the prices are down because of recessionary conditions, but OPEC is trying its best to prevent further slide in prices through steep supply reductions. It is trying to drive home the point that almost all oil producers understand that it is a mistake to produce oil today that could be produced and sold later at a much higher price. However, compared with the price in 2002 which was less than \$20, the present prices are still above the top end of the cost curve.
11. The United States has already turned dramatically towards bio-fuels with the U.S. Congress raising the Federal requirement for using the oil alternative from 6.5 billion gallons last year to 9 billion gallons this year. As a consequence about a quarter of the American corn crop was used for bio-fuel last year driving up the price of corn and hence other food prices also for millions of families.
12. The worldwide increase in food prices resulting from rising fuel cost also led to riots around the globe as high prices hit some of the world's poorest. There is now a desperate attempt to find oil from alternative sources to keep the supply flowing. But potential sources like those in Canada will cost almost three times as much to produce as conventional crude oil because they have to be extracted from tar sands. Although the supply in Alberta is estimated to be second in size only to Saudi Arabian reserves, the production costs are unlikely to offer much relief for consumers.
13. Commentators have accused George W. Bush's drive to war in Iraq as merely a quest for oil with potentially billions of Dollars in profit to be made from opening up the countries' oil reserves i.e. if Iraq could ever be stable. This accusation found corroboration in Alan Greenspan's (former Chairman of the US Federal Reserve System) recently published memoirs where he maintained that everybody knew that the war in Iraq was about oil. By everybody he of course meant people like himself,

serious insiders. In a media interview, Secretary of Defense Donald Rumsfeld called suggestions that the US is really after Iraq's oil "utter nonsense." He said "We don't take our forces and go around the world and try to take other people's real estate or other people's resources, their oil. That's just not what the United States does". "We never have, and we never will. That's not how democracies behave. "Nonsense" aside, the sands of Iraq hold oil... lots of it. According to the US Energy Information Administration (EIA), "Iraq holds more than 112 billion barrels of oil - the world's second largest proven reserves. Iraq also contains 110 trillion cubic feet of natural gas, and is a focal point for regional and international security issues." It is remarkable that Dick Cheney also said in a speech in London in 1999 that the Middle East with two thirds of the world's oil and the lowest cost, is still where the prize ultimately lies.

14. However, the oil 'prize' of the Middle East was in national or government hands, and not open to exploitation by the private market. It is thus very hard for Cheney's Halliburton and his friends in ExxonMobil or Chevron or Shell or BP to get their hands on. At that time, Iraq, with the second largest oil reserves after Saudi Arabia in the Middle East, was under the rule of Saddam Hussein. Iran, which has the world's second largest reserves of natural gas, in addition to its huge oil reserves, was ruled by a nationalist theocracy which was not open to US private oil companies. The Caspian Sea oil reserves, on the other hand, were a subject of bitter geopolitical battle between Washington and Moscow.
15. Therefore, during the Bush-Cheney 2000 election campaign, Dick Cheney came up with a policy report titled "Rebuilding America's Defenses" which was issued by an entity headed by himself named Project for the New American Century (PNAC). Cheney's PNAC group called on the new US President-to-be to find a

suitable pretext to declare war on Iraq, in order to occupy it and take direct control over the second largest oil reserves in the Middle East. Their report stated bluntly, 'While the unresolved conflict with Iraq provides the immediate justification (sic), the need for a substantial American force presence in the Gulf transcends the issue of the regime of Saddam Hussein ...' Cheney signed on to a policy document in September 2000 which declared that the key issue was 'American force presence in the Gulf,' and regime change in Iraq, regardless of whether Saddam Hussein was good, bad or ugly. It was the first step in moving the US military to 'where the prize ultimately lies.'

16. Thus the international oil industry plays a very big role in world politics. Oil is and has always been the motivating factor in international policy and conflicts. Scandals about oil are familiar to most of us. It can be seen from what has already been said that from George W. Bush's election victory to the wars in Iraq and Afghanistan, US politics and oil enjoy a controversially close relationship. The US economy heavily relies upon the cheap and unlimited supply of this single fuel.
17. Importance of Iraqi Oil to the U.S. During December 2002, the United States imported 11.3 million barrels of oil from Iraq. In comparison, imports from other major OPEC oil-producing countries during December 2002 included: Saudi Arabia - 56.2 million barrels; Venezuela 20.2 million barrels; Nigeria 19.3 million barrels; Kuwait - 5.9 million barrels; Algeria - 1.2 million barrels. Leading imports from non-OPEC countries during December 2002 included: Canada 46.2 million barrels; Mexico 53.8 million barrels; United Kingdom 11.7 million barrels; Norway 4.5 million barrels.
18. Moving from the post-World War I period up to the present day, F. William Engdahl in his book "Century of War

- Anglo-American Oil Politics & the New World Order” explained at length the grand strategy of Washington after the end of the Cold War and presented a convincing case that geopolitics and oil were behind the collapse of the Soviet Union, the breakup of Yugoslavia, and even the rise and fall of the Taliban. He connected pieces of evidence to show that the US and UK decision to go to war in Iraq was not simply an issue of corporate greed. It was a strategic move to control the world economy for the following half century or more.
19. Therefore, the US strategic focus, since the fall of the Soviet Union in 1991, had been the dismemberment or deconstruction of Russia, and gaining effective control of its huge oil and gas resources, the ‘ultimate prize.’ However, for obvious military and political reasons, Washington could not openly admit that. The Russian Bear still has formidable military means, however dilapidated, and it still has nuclear teeth. In the mid-1990s Washington began a deliberate process of bringing one former satellite Soviet state after another into not just the European Union, but into the Washington-dominated NATO. By 2004 Poland, the Czech Republic, Hungary, Estonia, Latvia, Lithuania, Bulgaria, Romania, Slovakia and Slovenia had all been admitted into NATO, and the Republic of Georgia was being groomed to join. And we all know what happened only a few months ago in Georgia.
 20. The Indian Crude Oil Scenario: During 2007-08, Crude Oil production in the country was about 34.763 million metric tones as compared to 33.99 million metric tones during 2006-07.
 21. During the 11th Plan Period, Crude Oil production is likely to increase by 24% as against actual production during the 10th Plan Period.
 22. The Oil Reserves of the country stand at about 5.4 billion barrels. The reserves are located primarily in Mumbai High, Upper Assam, Cambay, Krishna-Godavari basin and Cauvery basin.
 23. Under the New Exploration Licensing Policy (NELP) the Government is trying to accelerate Crude Oil exploration in the Country. More numbers of exploration blocks in on-land, shallow water, deep water and frontier areas are being offered during the 11th Plan Period resulting in 80% coverage of the Indian Sedimentary Basin.
 24. In view of the unfavourable demand/supply balance of Hydrocarbons in the Country, acquiring equity oil and gas assets overseas is one of the important components of enhancing energy security. The Government is encouraging National Oil Companies to aggressively pursue equity oil and gas opportunities overseas.
 25. In the first six rounds of NELP spanning 2000 to 2007, contracts for 162 exploration blocks has been signed. 58 oil and gas discovery have been made in 17 exploration blocks. Under the seventh round of NELP, the Government has offered 57 exploration blocks - 19 deep water blocks, 9 shallow water blocks and 29 on-land blocks. The on-land blocks are located in Assam (1), Bihar (3), Chattisgarh (1), Gujarat (11), Madhya Pradesh (2), Rajasthan (3), Tamil Nadu (2) and West Bengal (6).
 26. The quantity of crude oil and petroleum products imported during 2006-07 was 111.502 million metric tones and 16.967 million metric tones valued at Rs.2,19,029 crores and Rs.40,389 crores respectively.
 27. During April-November 2007, 79.738 million metric tonnes of crude oil valued at Rs.1,65,789 crores have been imported. There was an increase of 10% in quantity and 10% in value of import of crude oil during April-November 2007 over the same period of preceding year.

28. In order to enhance the energy security of the Country and to safeguard against short term supply disruptions, the Government have approved the setting up of 5 million metric tonnes strategic crude oil storages at Vizag (1.0 mmt), Mangalore (1.5 mmt) and Padur (2.5 mmt). This strategic storage would be an addition to an existing storages of crude oil and petroleum products with the oil Companies and would provide an emergency response mechanism in case of short term supply disruption.
29. The proposed Strategic Crude Oil Storages would be in underground rock-caverns/ concrete structure and are projected to be ready in a period of 54 months. The estimate cost of the projects is approximately Rs.2,400 crores and crude oil cost of Rs.9,000 crores, besides operation and maintenance cost of Rs.90 crores per annum.
30. The domestic refining capacity as on 1-4-2007 was 148.97 million metric tonnes per annum. India is a net exporter of petroleum products but MS-HSD of Euro-III grade had to be imported during the year in view of implementation of Auto Fuel Policy for upgraded fuel.
31. National Auto Fuel Policy – Euro-III petrol and diesel had been introduced in 13 cities with effect from 1-4-2005 while Bharat State-II petrol had been introduced all over the Country with effect from the same date. Bharat Stage-II diesel had been introduced all over the Country between 1-4-2005 and 1-10-2005. The oil industry is planning for introduction of Euro-IV norms in the year 2010.
32. Conservation of petroleum products – India has witnessed an economic growth resulting in a rise in GDP by nearly 9% in the last few years. This has resulted in a significant growth in the demand for various forms of energy and specifically in the petroleum sector. The growing energy demand coupled with a situation where the Country has to depend on import of crude oil to meet a large percentage of the energy needs puts large pressure on the economy as crude oil prices in the international market are highly volatile (about a \$100 per barrel). The sharp increase in the crude oil price over the last one year has brought the issue of conservation as a central theme in all sectors and a lot of thought and measures have been initiated for improving energy efficiency. With the projected increase in the demand of petroleum products by 5-6 % per annum energy conservation assumes special significance.
33. Oil Pool Account: It is a complex mechanism evolved during the APM Regime to cross-subsidize petroleum products. It is a fund maintained through cess, surcharges, increased excise duty on petroleum products and higher margins on the sale of petrol and diesel. In India, the Government's "administered price" programme has forced refiners, including the private and state-run oil companies, to absorb the impact of higher crude oil prices. The Government ultimately goes into debt over this policy because it finances the refining companies' deficits with Government Bonds. Although the administered price regime was dismantled on 1-4-2002 and the Oil Pool Account was also to be wound up, the Government keeps on issuing oil bonds to make good about 50% of the losses suffered by oil marketing companies due to under-recoveries and the oil pool account got reincarnated donning a new avatar. In the short run, these bonds solve the cash flow problems of the oil marketing companies. But it is like taking on more debts by the firms, which have to repay some day. What these bonds are doing is, therefore, to just postpone the losses and also, in a way, amortize them over several years.
34. Under-recoveries happen when oil marketing companies sell petrol,

diesel, LPG and kerosene at prices less than the cost of production owing to considerations other than economic which thereby restrains the passing of the international prices to domestic consumers. In the oil sector under-recoveries and losses are often used interchangeably although this is not correct as they are two distinct concepts as pointed out by the Committee on Pricing and Taxation of Petroleum Products headed by Dr. C. Rangarajan in its February 2006 Report.

35. Oil marketing companies source their products from the refineries on import parity basis which then becomes their cost price. The difference between this and the realized price causes under-recoveries which can be different from the actual profits and losses of OMCs as per their published results. Annual Reports of OMCs tell the story of both under-recoveries and the bounty from upstream companies. For instance, Bharat Petroleum Corporation Limited (BPCL) notes that its 2006 financial results were adversely affected on account of high crude oil and product purchase prices which could not be passed on to the consumers. The under-recovery on HSD (high Speed Diesel), MS (Motor Spirit or petrol), SKO-PDS (Superior Kerosene Oil for Public Distribution System) and LPG-Domestic (Liquefied Petroleum Gas) was partially compensated (up to a third of the burden) by the upstream oil companies as advised by the Government of India. Accordingly during that year Rs.3582 crores has been accounted towards discount received for purchase of crude oil, LPG and SKO from ONGC and GAIL according to BPCL. Similarly, Hindustan Petroleum Corporation Limited (HPCL) shows Rs.3222 crores as discount received, and Rs.537 Crores as recovery under subsidy scheme. Both discount and subsidy are ad hoc measures which cannot be sustained over a longer period of time. From October 2003, the Government of India decided that

the OMCs would make good about a third of the losses on PDS Kerosene and Domestic LPG from the surpluses generated by them on petrol and diesel (in line with the Government decision that petrol and diesel would be sold on an import parity basis and that their retail prices would move in tandem with international prices), while the upstream companies and the OMCs would share the balance losses equally. However, it has now been revealed that petrol and diesel have always been overpriced by the oil marketing companies and that is how they could manage to increase their profits even while bearing the full burden of under-recoveries on the sale of subsidized cooking fuels. (Nevertheless, in a recent report, the three Government-owned OMCs said that during Jan-March 2008 they lost Rs.10.78 a liter on petrol, Rs.17.02 on diesel, Rs.316.06 per cylinder on LPG and Rs.25.23 a liter on kerosene).

36. During the second quarter of the current financial year, OMCs posted heavy losses which wiped out their first quarter profits and they therefore urged the Government to fully compensate their losses due to under-recovery from the sale of subsidized fuel by issuing more oil bonds. During this period oil prices spiraled to as high as \$147 (mid July 2008) although they have since been falling and are now hovering around \$45. This, coupled with the depreciation of the rupee, erosion of inventory values and increase in interest expenditure, caused them to slip into the red. The Indian Oil Corporation Chairman said that losses have been incurred by his company even after the discounts from upstream companies and the Government's oil bonds and he wanted the Government to help recoup the losses by giving money to the company. He also wanted the Government to review the existing mechanism for sharing the subsidy burden. He also said that softening in international oil prices cannot be passed on to consumers right now because the

international prices are too volatile and any decision in price cut has to be taken on the basis of monthly averages. The country's crude oil basket dropping below \$50 a barrel has, however, given oil companies some breathing space.

37. Conclusion: While experts continue to debate whether or not resources are running low, the evidence is pretty clear. In the past year we have seen the oil and agriculture markets explode. And this could be just the beginning of the rally, not the end, as some would have us believe. Personally, I think we are about half-way to the new top for many commodities. That means \$200 oil and gold at \$1500 to \$2000. The agriculture markets have even further to go, in my opinion. Key commodities are becoming more and more scarce so we can expect to see more suffering initially in the poorest countries. Then the economic impact will work its way up the food chain. The facts are fairly grim if we look at them closely. There is going to be less of everything. Yet there will be more people who want those things. Let us face it - wars had been fought over far less. Rising prices are just a market-based signal that we are losing our economic and resource abundance. The American dream is falling away. There are unmistakable signals that prosperity would not go on for ever. Dinner is always fun until the waiter brings the bill. Or as somebody said "it is easy to look rich as long as we don't ever pay the bills". No sector has recently hit Americans in the wallet harder than energy. But even with those dramatic price increases, major changes in lifestyle are still not happening. There has been a very small decrease in gasoline - only about 1% also. And people like to drive their own cars, they drive alone to work. Most people rarely take public transportation. Yet they grumble when they fill up the cars mostly because it is easier to complain than to make the tough changes that are needed. We still feel entitled to keep on living as we do.

Rather than make difficult choices, we believe the Government and the media that all is well.

38. Everywhere these days, people are crying for solutions. Implicit in this cry is their desperate wish to be able to keep on running their cars by means other than oil and its by-products. However, the truth is that no combination of solar, wind and nuclear power, ethanol, bio-diesel, tar sand and used French fries oils will allow us to do in the future even a fraction of what we've been doing in the past. Both the public and the media misunderstand the peak oil story. It is not about running out of oil. It is about the instabilities that will shake the complex system of daily life as soon as the global demand for oil exceeds the global supply. These systems are (a) the way we produce food, (b) the way we conduct trade and commerce, (c) the way we travel, (d) the way we occupy the land and (e) the way we acquire and spend capital. There are others also like Governance, Health Care, Education and so on. As the World passes the all-time oil production high and watches as the price of a barrel of oil busts another record, these systems will run into trouble. Instability in one sector will affect another. Shocks to the oil markets will hurt trucking, which will slow commerce and food distribution, manufacturing and the tourist industry in a chain of cascading effects. Problems in finance will squeeze any enterprise that requires capital including oil exploration and production as well as Government spending. These systems are all inter-related. They will all face a crisis. What is more, the stress induced by the failure of these systems will only serve to increase all round despondency.
39. The idea that we can become "energy independent" and maintain our current lifestyle is an absurd impossible wish. The plan to turn grain into fuel came to grief when we saw its disruptive

effects on global grain prices and the food shortages around the world even in the United States. We will also have to occupy the landscape differently. The successful places will be the ones that encourage local farming. The rail road system had to be improved as the airlines industry is bound to disintegrate under the intense pressure of fuel cost.

40. Oil exporting countries especially in the Middle East have been keeping their domestic prices very low which, in turn, led to an explosion of demand in recent years. Malaysia is a case in point where the growth of domestic demand is threatening to turn the country into a net importer within a few years, a shift that Indonesia has already experience. Energy independence and cheap energy do not, therefore, necessarily go had in hand, a lesson that UK also has already learned. Therefore, exhorting oil producing countries to increase their output to drive prices down will not help unless market-distorting fuel subsidies around the world are eliminated in order to bring about the demand-supply equilibrium at the global level, which is of course not likely to be heeded by developing countries especially.
41. At the moment "Concerns about weakening oil consumption remain a key negative for the oil price," said David Moore, commodity strategist from the Commonwealth Bank of Australia, in a recent daily note. Revised U.S. Commerce Department data showed on Tuesday that third-quarter U.S. gross domestic product (GDP) dropped 0.5 percent against a year earlier, the sharpest fall since the third quarter

of 2001. Consumers spending, which accounts for two-thirds of economic activity in the U.S., fell to a 28-year low.

42. Slowing demand and recession concerns have knocked oil from its peak above \$147 a barrel in July, 2008 but members of the Organization of Petroleum Exporting Countries are most unhappy and they are calling for further supply reductions to support prices. OPEC members Iran and Venezuela have called on the cartel to cut production by at least another 1 million barrels per day, after last month's 1.5 million bpd cut failed to lift prices. [OPEC ministers next gather in Cairo on 29th Nov for a consultative session, with the organization's next policy-setting meeting in Algeria on 17th Dec.]. Price hawk Iran on Tuesday said non-OPEC states should cooperate with OPEC in stabilizing the oil market because, if the group acts alone, prices will continue to fall.
43. However, there is a hunch that another cut, which may be decided only at OPEC's meeting in December, could fail to raise prices." With prices still comfortably above the top end of the cost curve, and the focus clearly on demand conditions, tightening supply will unlikely create much price support," said ANZ Bank in its weekly commodities report. Declining international crude oil prices are good news for India at the moment but nobody knows how long prices will continue to stay at lower than \$50 per barrel. With all these facts now before us, I can only wish all of you happy motoring for as long as resources is still there.

Thank U.

"I had a dream last night; I was eating a ten pound marshmallow. I woke up this morning and the pillow was gone."

– Tommy Cooper



Dr. Malay Dey
Vice Principal, Shillong College

CHANGING CLIMATE - A REALITY

The Earth's climate is variable. Over the last billion years, global average temperature has fluctuated by as much as 15 degrees Celsius (°C) from the value observed today. For much of this history, average global temperature has been warmer. There have, however, been periods when temperature was much colder and glaciers covered vast regions on Earth's surface. For example, global temperature has been 2 to 5 degrees cooler than the present for much of past 2 million years. This climate caused the formation of vast continental ice sheets over most of North America and in selected regions in Europe and Asia. The past 14,000 years have been considered as a period of glacial retreat because of generally warmer global temperature.

Climatological evidence suggests that a number of factors are responsible for most episodes of climate change, namely- variations in Earth's orbital characteristics, variations in solar output and atmospheric Carbon-dioxide variations. The Inter Governmental Panel on Climate Change (IPCC) in its fourth report (2007) clearly stated that the Earth is heating up at the rate of about 0.2 °C for the past 25 years, as is evident from observation of increase in global average air and ocean temperatures, wide spread melting of snow and ice, and rising global mean sea level. Climatological records indicate that the Earth's average surface temperature has risen by 0.76 °C since 1850. Most of the warming that has occurred over the last 50 years is very likely to have been the result of accelerated green house effect, caused by human activities.

Throughout Earth's history, temperature has varied greatly, mostly depending on

the concentration of green house gases in the atmosphere. The green house effect is a naturally occurring process that aids in heating the Earth's surface and atmosphere. It results from the fact that certain atmospheric gases like Carbon -dioxide, water vapour, Methane, Nitrous oxide, etc, are able to change the energy balance of the planet by absorbing long wave radiation emitted from the Earth's surface. As energy from the Sun passes through the atmosphere a number of things happen. Studies reveal that about 26% of the total energy is reflected or scattered back by clouds and atmospheric particles, 19% of the energy is absorbed by clouds, gases like Ozone and atmospheric particles. Of the remaining 55% of solar energy about 4% is reflected back to the space and on an average 51% reaches the Earth's surface. This energy is then used in a number of processes, including the heating of the ground surface, melting of ice and snow, evaporation of water and plant photosynthesis.

The heating of the ground causes the earth's surface to become a radiator of energy in the long wave band. This emission of energy is generally eliminated to the space. However, only a small portion of this energy actually makes its way back to the space as majority is absorbed by the green house gases. This causes heat energy to be added to the Earth's atmosphere. The atmospheric green house gas molecules radiate this trapped energy in all directions and again direct back the surface. Heating the ground over and over again causes further emission of heat into the atmosphere, repeating the cycle, until no more long wave band is available for absorption. Warming of the earth by such natural process maintains a comfortable average temperature

of 150-200 C, that sustains life on this planet. Without this the average temperature of the earth would be chilly minus 180C.

Addition of heat energy to the atmosphere by green house effect is controlled by the concentration of green house gases. A number of gases are involved in the human caused green house effect. These include: Carbon-dioxide, Methane, Nitrous oxide, Chlorofluorocarbons and tropospheric Ozone. All these gases increased in concentration since the beginning of the Industrial Revolution (about 1700 A D). Of these, the single most important gas is Carbon-dioxide, which accounts for about 55% of the change in the intensity of the Earth's green house effect.

Carbon-dioxide (CO_2) in Earth's atmosphere is considered a trace (0.03%) gas. Its concentration varies seasonally and also on a regional basis. Scientist estimate that five hundred million years ago carbon-dioxide was 20 times more prevalent than today, which decreased 4-5 times during Jurassic period and then slowly declining further about 50 million years ago. Researchers strongly advocate that Earth's temperature closely correlate the concentration of Carbon-dioxide in the atmosphere and variation in the solar radiation received as controlled by cyclical orbital variations. According to estimates atmospheric Carbon-dioxide levels were about 30% lower during colder glacial periods. It is suggested that oceans serve as the major store of Carbon-dioxide. It is released when the global temperature become warmer and diffuses into oceans when the temperatures are cooler.

Over the past centuries, the concentration of Carbon-dioxide has been increasing in the Earth's atmosphere because of human influences. Anthropogenic Carbon-dioxide comes from combustion of fossil fuels, changes in land use pattern (forest clearing) and cement manufacture. Studies reveal that the natural level of atmospheric Carbon-dioxide had not changed appreciably over the preceding 860 years until 1850. Thus, it may be safely assumed that there would not have been any increase in atmospheric Carbon build up in absence of human intervention.

Mauna Loa Observatory in Hawii, established in 1958, produce most authentic

current climatological data. The centre publishes monthly average concentration of Carbon-dioxide within a week after each month ends. Studies at the centre indicate that, changed land use pattern from 1850 to 2000 resulted in a net transfer of 154 PgC (1Patagram of Carbon = 1015g). During the same period 282 PgC was released by combustion of fossil fuels, and additional 5.5 PgC from Cement manufacturing units. This adds up to 441.5 PgC, of which 64% is due to fossil fuel combustion. Total atmospheric Carbon-dioxide concentration recorded in July 2009 was 387.81PgC, which is much higher than 280 PgC during the pre-industrial era, also certainly above the IPCC recommended Safe Level 350 PgC. Therefore it quite reasonable to believe that we are already experiencing global warming due to man made green house gases.

Global temperature change is obviously affecting other life supporting physical and chemical factors, which in turn is altering the fabric of natural ecosystems. Habitat change, though is a natural phenomena, but the pace at which it is operating at present due to the ambient temperature and the chain of related reactions is not only threatening survival of tiny microbes, plants and animals, but is also challenging the very existence of human. Climate change represents one of the greatest environmental, social and economic threats, humanity have ever faced. Rising temperature, changing pattern of rainfall, frequent droughts and floods has already started to leave an impact on human health and economy. Continued warming could lead to abrupt or irreversible damage like melting of ice sheets on the polar islands causing several meters of sea level rise inundating low-level areas and devastations of life. Nevertheless, the changing temperatures and rainfall pattern coupled with contamination of air, water and soil may encourage growth and spread of a number of communicable diseases like malaria, cholera, dengue, influenza and so on. Rain-fed agriculture in developing nations is going to be affected with low crop yield leading to shortage of food and consequent malnutrition.

Mitigation of the global climate change due to accelerated green house effect is the major challenge that the present scientific communities are faced with. How efficiently Carbon emission can be reduced to a safe level

and save the earth from the impending disaster is the focus of discussion in majority of national and international conventions including the United Nations, UN). Extensive research work has been undertaken world over to find ways and means to develop technology that will ensure a substantial cut in Carbon emission.

Carbon Capture and Storage (CCS) is one of the most widely recommended theoretical approaches to mitigate contribution of fossil fuel emission to global warming. The process allows CO₂ to be captured from power plants and then stored under ground to prevent it from entering the earth's atmosphere. However, a major concern with CCS is whether leakage of stored CO₂ will compromise the technology as a climate change mitigation option. More over capturing and compressing CO₂ requires much energy and would increase the fuel needs. Applying the technology to pre-existing plants or plants far from the storage location will be expensive. Another potentially useful way of dealing with industrial source of CO₂ is to convert it into like methanol as an alternative to gasoline.

The report on mitigation of Climate Change, released by IPCC (2007) highlights technologies that are currently available, switching from coal to cleaner gas, nuclear power or renewable energy. The report also suggests technologies for agriculture, industry and forestry that lessen the addition of green house gases into the atmosphere.

Technologies that will be available soon, within the next 20 years, including CCS, advanced nuclear and renewable energy, hybrid and electric vehicles and high efficiency air planes. The report also took a look into the future at how and when we will eventually be able to stabilize the amount of green house gases in the atmosphere and the rate of global warming.

Considering the cost effectiveness a thoughtful land use practices could dramatically change the scenario. Forests are increasingly valuable for storing Carbon. Scientists found that addressing the land based carbon is essential for stabilizing the green house gases at low levels. Overall, land contains 2,000 billion tons of carbon, compared to the 750 billion tons in the atmosphere. In addition, forests hold more carbon than grazing does. Converting land from forests to food and bio-energy crops releases carbon into the atmosphere. Conversely, turning agricultural land back to forests tucks carbon away on land, reducing it in the atmosphere. Analysis also finds that emissions from land use changes were heavily influenced by how well crops grow. This means to limit atmospheric CO₂ concentrations, improving technology for growing crops is potentially as important as energy technologies such as CSS. Thus the need of the hour is to include all these aspects together in a global management plan, regardless of their origin to have a sustainable economy for mankind and a rich biological diversity that will optimize the Natural cycles.

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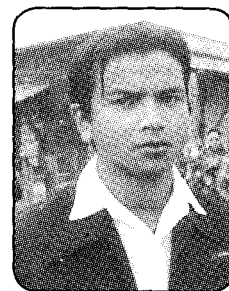
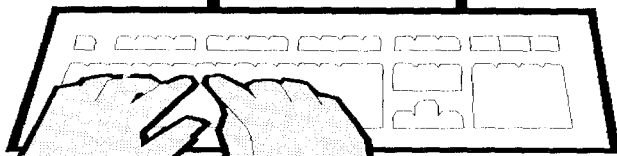
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"There is a tide in the affairs of men, which taken at the flood, leads on to fortune. Omitted, all the voyage of their life is bound in shallows and in miseries. On such a full sea are we now afloat. And we must take the current when it serves, or lose our ventures." – William Shakespeare

Students' *Section*



THE HISTORY OF THE INTERNET



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As we are all aware that the internet is the main source of information and communication nowadays and it is widely used and almost all human beings knows about it, however not all are aware about the history of the Internet. So here I want to share the information as far as I know about the history of the Internet, let me start from the beginning....

Before the Internet

In the 1950s and early 1960s, prior to the widespread inter-networking that led to the Internet, most communication networks were limited in that they only allowed communications between the stations on the network. Some networks had gateways or bridges between them, but these bridges were often limited or built specifically for a single use. One prevalent computer networking method was based on the central mainframe method, simply allowing its terminals to be connected via long leased lines. This method was used in the 1950s by Project RAND to support researchers at Carnegie Mellon University in Pittsburgh, Pennsylvania, when collaborating across the continent with researchers in different parts or locations.

Three terminals and an ARPA

A fundamental pioneer in the call for a global network, J.C.R Licklider, articulated the ideas in his January 1960 paper, Man-Computer Symbiosis. "A network of such

[computers], connected to one another by wide-band communication lines [which provided] the functions of present-day libraries together with anticipated advances in information storage and retrieval and [other] symbiotic functions." – J.C.R. Licklider.

In October 1962, Licklider was appointed head of the United States Department of Defence's Advanced Research Projects Agency, now known as DARPA, within the information processing office. There he formed an informal group within DARPA to further computer research. As part of the information processing office's role, three network terminals had been installed: one for System Development Corporation in Santa Monica, one for Project Genie at the University of California, Berkeley and one for the Compatible Time-Sharing System project at the Massachusetts Institute of Technology (MIT). Licklider's identified need for inter-networking would be made obvious by the apparent waste of resources this caused. For each of these three terminals, he had three different sets of user commands. So if he was talking online with someone at S.D.C. and wanted to talk to someone he knew at Berkeley or M.I.T., he had to get up from the S.D.C. terminal, go over and log into the other terminal and get in touch with them. He said, it's obvious what to do. "If you have these three terminals, there ought to be one terminal that goes anywhere you want to go where you have interactive computing. That idea is the ARPAnet."

Packet switching

At the tip of the internetworking problem lay the issue of connecting separate physical networks to form one logical network. During the 1960s, Donald Davies (National Physical Laboratory, UK), Paul Baran (RAND Corporation), and Leonard Kleinrock (MIT) developed and implemented packet switching which provided better bandwidth utilization, particularly on resource-limited interconnection links.

Packet switching is a rapid store-and-forward networking design that divides messages up into arbitrary packets, with routing decisions made per-packet. Early networks used switched system that required rigid routing structures prone to single point of failure. This led Paul Baran's US Military funded research to focus on using packet switching to include network redundancy, which in turn led to the widespread urban legend that the Internet was designed to resist nuclear attack.

Networks that led to the Internet

ARPANET

Promoted to the head of the information processing office at DARPA, Robert Taylor intended to realize Licklider's ideas of an interconnected networking system. Bringing in Larry Robert from MIT, he initiated a project to build such a network. The first ARPANET link was established between the University of California, Los Angeles and the Stanford Research Institute on 22:30 hours on October 29, 1969. By December 5, 1969, a 4-node network was connected by adding the University of Utah and the University of California, Santa Barbara. Building on ideas developed in ALOHAnet, the ARPANET grew rapidly. By 1981, the number of hosts had grown to 213, with a new host being added approximately every twenty days.

ARPANET became the technical core of what would become the Internet, and a primary tool in developing the technologies

used. ARPANET development was centered on the Request for Comments (RFC) process, still used today for proposing and distributing Internet Protocols and Systems. RFC 1, entitled "Host Software", was written by Steve Crocker from the University of California, Los Angeles, and published on April 7, 1969. These early years were documented in the 1972 film *Computer Networks: The Heralds of Resource Sharing*.

International collaborations on ARPANET were sparse. For various political reasons, European developers were concerned with developing the X.25 networks. Notable exceptions were the [Norwegian Seismic Array] (NORSAR) in 1972, followed in 1973 by Sweden with satellite links to the Tanum Earth Station and University College London.

X.25 and public access

Based on ARPA's research, packet switching network standards were developed by the International Telecommunication Union (ITU) in the form of X.25 and related standards. While using packet switching, X.25 is build on the concept of virtual circuits emulating traditional telephone connections. In 1974, X.25 formed the basis for the SERCnet network between British academic and research sites, which later became JANET. The initial ITU Standard on X.25 was approved in March 1976.

The British Post Office, Western Union International and Tymnet collaborated to create the first international packet switched network, referred to as the International Packet Switched Service (IPSS), in 1978. This network grew from Europe and the US to cover Canada, Hong Kong and Australia by 1981. By the 1990s it provided a worldwide networking infrastructure.

Unlike ARPANET, X.25 was commonly available for business use. Telenet offered its Telemail electronic mail service, which was also targeted to enterprise use rather than the general email system of the ARPANET.

The first public dial-in networks used asynchronous TTY terminal protocols to reach a concentrator operated in the public network. Some networks, such as CompuServe, used X.25 to multiplex the terminal sessions into their packet-switched backbones, while others, such as Tymnet, used proprietary protocols. In 1979, CompuServe became the first service to offer electronic mail capabilities and technical support to personal computer users. The company broke new ground again in 1980 as the first to offer real-time chat with its CB Simulator. Other major dial-in networks were America Online (AOL) and Prodigy that also provided communications, content, and entertainment features. Many bulletin board system (BBS) networks also provided on-line access, such as FidoNet which was popular amongst hobbyist computer users, many of them hackers and amateur radio operators.

UUCP

In 1979, two students at Duke University, Tom Truscott and Jim Ellis, came up with the idea of using simple Bourne shell scripts to transfer news and messages on a serial line with nearby University of North Carolina at Chapel Hill. Following public release of the software, the mesh of UUCP hosts forwarding on the Usenet news rapidly expanded. UUCPnet, as it would later be named, also created gateways and links between FidoNet and dial-up BBS hosts. UUCP networks spread quickly due to the lower costs involved, ability to use existing leased lines, X.25 links or even ARPANET connections, and the lack of strict use policies (commercial organizations who might provide bug fixes) compared to later networks like CSnet and Bitnet. All connects were local. By 1981 the number of UUCP hosts had grown to 550, nearly doubling to 940 in 1984. - Sublink Network, operating since 1987 and officially founded in Italy in 1989, based its interconnectivity upon UUCP to redistribute mail and news groups messages throughout its Italian nodes (about 100 at the time) owned both by private individuals and small companies. Sublink Network represented possibly one of the first examples

of the internet technology becoming progress through popular diffusion.

Merging the networks and creating the Internet

TCP/IP

The map of the TCP/IP test network in January 1982, with so many different network methods, something was needed to unify them. Robert E. Kahn of DARPA and ARPANET recruited Vinton Cerf of Stanford University to work with him on the problem. By 1973, they had soon worked out a fundamental reformulation, where the differences between network protocols were hidden by using a common internetwork protocol, and instead of the network being responsible for reliability, as in the ARPANET, the hosts became responsible. Cerf credits Hubert Zimmerman, Gerard LeLann and Louis Pouzin (designer of the CYCLADES network) with important work on this design.

The specification of the resulting protocol, RFC 675 - Specification of Internet Transmission Control Program, by Vinton Cerf, Yogen Dalal and Carl Sunshine, Network Working Group, December, 1974, contains the first attested use of the term internet, as a shorthand for internetworking; later RFCs repeat this use, so the word started out as an adjective rather than the noun it is today.

With the role of the network reduced to the bare minimum, it became possible to join almost any networks together, no matter what their characteristics were, thereby solving Kahn's initial problem. DARPA agreed to fund development of prototype software, and after several years of work, the first somewhat crude demonstration of a gateway between the Packet Radio network in the SF Bay area and the ARPANET was conducted. On November 22, 1977 a three network demonstration was conducted including the ARPANET, the Packet Radio Network and the Atlantic Packet Satellite network—all sponsored by DARPA. Stemming from the first specifications

of TCP in 1974, TCP/IP emerged in mid-late 1978 in nearly final form. By 1981, the associated standards were published as RFCs 791, 792 and 793 and adopted for use. DARPA sponsored or encouraged the development of TCP/IP implementations for many operating systems and then scheduled a migration of all hosts on all of its packet networks to TCP/IP. On January 1, 1983, TCP/IP protocols became the only approved protocol on the ARPANET, replacing the earlier NCP protocol.

ARPANET to several federal wide area networks: MILNET, NSI, and NSFNet

After the ARPANET had been up and running for several years, ARPA looked for another agency to hand off the network to; ARPA's primary mission was funding cutting edgereasearchanddevelopment,notrunning a communications utility. Eventually, in July 1975, the network had been turned over to the Defense Communications Agency, also part of the Department of Defense. In 1983, the U.S. military portion of the ARPANET was broken off as a separate network, the MILNET. MILNET subsequently became the unclassified but military-only NIPRNET, in parallel with the SECRET-level SIPRNET and JWICS for TOP SECRET and above. NIPRNET does have controlled security gateways to the public Internet.

The networks based around the ARPANET were government funded and therefore restricted to noncommercial uses such as research; unrelated commercial use was strictly forbidden. This initially restricted connections to military sites and universities. During the 1980s, the connections expanded to more educational institutions, and even to a growing number of companies such as Digital Equipment Corporation and Hewlett-Packard, which were participating in research projects or providing services to those who were.

BBN Technologies TCP/IP internet map early 1986

Several other branches of the U.S. government, the National Aeronautics and

Space Agency (NASA), the National Science Foundation (NSF), and the Department of Energy (DOE) became heavily involved in Internet research and started development of a successor to ARPANET. In the mid 1980s, all three of these branches developed the first Wide Area Networks based on TCP/IP. NASA developed the NASA Science Network, NSF developed CSNET and DOE evolved the Energy Sciences Network or ESNet.

In 1984 NSF developed CSNET exclusively based on TCP/IP. CSNET connected with ARPANET using TCP/IP, and ran TCP/IP over X.25, but it also supported departments without sophisticated network connections, using automated dial-up mail exchange. This grew into the NSFNet backbone, established in 1986, and intended to connect and provide access to a number of supercomputing centers established by the NSF.

Transition towards the Internet

The term "internet" was adopted in the first RFC published on the TCP protocol RFC 675 Internet Transmission Control Program, December 1974 as an abbreviation of the term internetworking and the two terms were used interchangeably. In general, an internet was any network using TCP/IP. It was around the time when ARPANET was interlinked with NSFNet in the late 1980s, that the term was used as the name of the network, Internet, being a large and global TCP/IP network.

The term "internet protocol" had also been used to refer to other networking systems such as Xerox Network Services.

As interest in wide spread networking grew and new applications for it were developed, the Internet's technologies spread throughout the rest of the world. The network-agnostic approach in TCP/IP meant that it was easy to use any existing network infrastructure, such as the IPSS X.25 network, to carry Internet traffic. In 1984, University College London replaced its transatlantic satellite links with TCP/IP over IPSS.

Many sites unable to link directly to the Internet started to create simple gateways to allow transfer of e-mail, at that time the most important application. Sites which only had intermittent connections used UUCP or FidoNet and relied on the gateways between these networks and the Internet. Some gateway services went beyond simple e-mail peering, such as allowing access to FTP sites via UUCP or e-mail.

Finally, the Internet's remaining centralized routing aspects were removed. The EGP routing protocol was replaced by a new protocol, the Border Gateway Protocol (BGP), in order to allow the removal of the NSFNet Internet backbone network. In 1994, Classless Inter-Domain Routing was introduced to support better conservation of address space which allowed use of route aggregation to decrease the size of routing tables.

TCP/IP becomes worldwide

CERN, the European Internet, the link to the Pacific and beyond

Between 1984 and 1988 CERN began installation and operation of TCP/IP to interconnect its major internal computer systems, workstations, PCs and an accelerator control system. CERN continued to operate a limited self-developed system CERNET internally and several incompatible (typically proprietary) network protocols externally. There was considerable resistance in Europe towards more widespread use of TCP/IP and the CERN TCP/IP intranets remained isolated from the Internet until 1989.

In 1988 Daniel Karrenberg, from CWI in Amsterdam, visited Ben Segal, CERN's TCP/IP Coordinator, looking for advice about the transition of the European side of the UUCP Usenet network (much of which ran over X.25 links) over to TCP/IP. In 1987, Ben Segal had met with Len Bosack from the then still small company Cisco about purchasing some TCP/IP routers for CERN, and was able to give Karrenberg advice and forward him on to Cisco for the appropriate

hardware. This expanded the European portion of the Internet across the existing UUCP networks, and in 1989 CERN opened its first external TCP/IP connections. This coincided with the creation of Réseaux IP Européens (RIPE), initially a group of IP network administrators who met regularly to carry out co-ordination work together. Later, in 1992, RIPE was formally registered as a cooperative in Amsterdam.

At the same time as the rise of internetworking in Europe, ad hoc networking to ARPA and in-between Australian universities formed, based on various technologies such as X.25 and UUCPNet. These were limited in their connection to the global networks, due to the cost of making individual international UUCP dial-up or X.25 connections. In 1989, Australian universities joined the push towards using IP protocols to unify their networking infrastructures. AAR Net was formed in 1989 by the Australian Vice-Chancellors' Committee and provided a dedicated IP based network for Australia.

The Internet began to penetrate Asia in the late 1980s. Japan, which had built the UUCP-based network JUNET in 1984, connected to NSFNet in 1989. It hosted the annual meeting of the Internet Society, INET'92, in Kobe. Singapore developed TECHNET in 1990, and Thailand gained a global Internet connection between Chulalongkorn University and UUNET in 1992.

Digital divide

While developed countries with technological infrastructures were joining the Internet, developing countries began to experience a digital divide separating them from the Internet. On an essentially continental basis, they are building organizations for Internet resource administration and sharing operational experience, as more and more transmission facilities go into place.

Africa

At the beginning of the 1990s, African countries relied upon X.25 IPSS

and 2400 baud modem UUCP links for international and internetwork computer communications. In 1996 a USAID funded project, the Leland initiative, started work on developing full Internet connectivity for the continent. Guinea, Mozambique, Madagascar and Rwanda gained satellite earth stations in 1997, followed by Côte d'Ivoire and Benin in 1998.

Africa is building an Internet infrastructure. AfriNIC, headquartered in Mauritius, manages IP address allocation for the continent. As do the other Internet regions, there is an operational forum, the Internet Community of Operational Networking Specialists.

There are a wide range of programs both to provide high-performance transmission plant, and the western and southern coasts have undersea optical cable. High-speed cables join North Africa and the Horn of Africa to intercontinental cable systems. Undersea cable development is slower for East Africa; the original joint effort between New Partnership for Africa's Development (NEPAD) and the East Africa Submarine System (Eassy) has broken off and may become two efforts.

Asia and Oceania

The Asia Pacific Network Information Centre (APNIC), headquartered in Australia, manages IP address allocation for the continent. APNIC sponsors an operational forum, the Asia-Pacific Regional Internet Conference on Operational Technologies (APRICOT).

In 1991, the People's Republic of China saw its first TCP/IP college network, Tsinghua University's TUNET. The PRC went on to make its first global Internet connection in 1995, between the Beijing Electro-Spectrometer Collaboration and Stanford University's Linear Accelerator Center. However, China went on to implement its own digital divide by implementing a country-wide content filter.

Latin America

As with the other regions, the Latin American and Caribbean Internet Addresses Registry (LACNIC) manages the IP address space and other resources for its area. LACNIC, headquartered in Uruguay, operates DNS root, reverse DNS, and other key services.

Opening the network to commerce

The interest in commercial use of the Internet became a hotly debated topic. Although commercial use was forbidden, the exact definition of commercial use could be unclear and subjective. UUCPNet and the X.25 IPSS had no such restrictions, which would eventually see the official barring of UUCPNet use of ARPANET and NSF Net connections. Some UUCP links still remained connecting to these networks however, as administrators cast a blind eye to their operation.

During the late 1980s, the first Internet service provider (ISP) companies were formed. Companies like PSINet, UUNET, Netcom, and Portal Software were formed to provide service to the regional research networks and provide alternate network access, UUCP-based email and Usenet News to the public. The first commercial dialup ISP in the United States was The World (internet service provider), opened in 1989. The first dial-up on the West Coast, Best Internet, now Verio, opened in 1996.

In 1992, Congress allowed commercial activity on NSFNet with the Scientific and Advanced-Technology Act, 42 U.S.C. § 1862(g), permitting NSFNet to interconnect with commercial networks. This caused controversy amongst university users, who were outraged at the idea of noneducational use of their networks. Eventually, it was the commercial Internet service providers who brought prices low enough that junior colleges and other schools could afford to participate in the new arenas of education and research.

By 1990, ARPANET had been overtaken and replaced by newer networking technologies and the project came to a close. In 1994, the NSFNet, now renamed ANSNET (Advanced Networks and Services) and allowing non-profit corporations' access, lost its standing as the backbone of the Internet. Both government institutions and competing commercial providers created their own backbones and interconnections. Regional network access points (NAPs) became the primary interconnections between the many networks. The final commercial restrictions ended in May 1995 when the National Science Foundation ended its sponsorship of the Internet backbone.

Internet Engineering Task Force

Requests for Comments (RFCs) started as memoranda addressing the various protocols that facilitate the functioning of the Internet and were previously edited by the late Dr. Postel as part of his IANA functions.

The IETF started in January 1985 as a quarterly meeting of U.S. government funded researchers. Representatives from non-government vendors were invited starting with the fourth IETF meeting in October of that year. In 1992, the Internet Society, a professional membership society, was formed and the IETF was transferred to operation under it as an independent international standards body.

NIC, InterNIC, IANA and ICANN

The first central authority to coordinate the operation of the network was the Network Information Centre (NIC) at Stanford Research Institute (SRI) in Menlo Park, California. In 1972, management of these issues was given to the newly created Internet Assigned Numbers Authority (IANA). In addition to his role as the RFC Editor, Jon Postel worked as the manager of IANA until his death in 1998.

As the early ARPANET grew, hosts were referred to by names, and a HOSTS.TXT file would be distributed from SRI International to each host on the network. As the network grew, this became cumbersome. A technical solution came in the form of the Domain Name System, created by Paul Mockapetris. The Defense Data Network—Network Information Center (DDN-NIC) at SRI handled all registration services, including the top-level domains (TLDs) of .mil, .gov, .edu, .org, .net, .com and .us, root nameserver administration and Internet number assignments under a United States Department of Defense contract. In 1991, the Defense Information Systems Agency (DISA) awarded the administration and maintenance of DDN-NIC (managed by SRI up until this point) to Government Systems, Inc., who subcontracted it to the small private-sector Network Solutions, Inc.

Since at this point in history most of the growth on the Internet was coming from non-military sources, it was decided that the Department of Defense would no longer fund registration services outside of the .mil TLD. In 1993 the U.S. National Science Foundation, after a competitive bidding process in 1992, created the InterNIC to manage the allocations of addresses and management of the address databases, and awarded the contract to three organizations. Registration Services would be provided by Network Solutions; Directory and Database Services would be provided by AT&T; and Information Services would be provided by General Atomics.

In 1998 both IANA and InterNIC were reorganized under the control of ICANN, a California non-profit corporation contracted by the US Department of Commerce to manage a number of Internet-related tasks. The role of operating the DNS system was privatized and opened up to competition, while the central management of name allocations would be awarded on a contract tender basis.

Use and culture

E-mail and Usenet

E-mail is often called the killer application of the Internet. However, it actually predates the Internet and was a crucial tool in creating it. E-mail started in 1965 as a way for multiple users of a time-sharing mainframe computer to communicate. Although the history is unclear, among the first systems to have such a facility were SDC's Q32 and MIT's CTSS.

The ARPANET computer network made a large contribution to the evolution of e-mail. There is one report indicating experimental inter-system e-mail transfers on it shortly after ARPANET's creation. In 1971 Ray Tomlinson created what was to become the standard Internet e-mail address format, using the @ sign to separate user names from host names.

A number of protocols were developed to deliver e-mail among groups of time-sharing computers over alternative transmission systems, such as UUCP and IBM's VNET e-mail system. E-mail could be passed this way between a number of networks, including ARPANET, BITNET and NSF Net, as well as to hosts connected directly to other sites via UUCP. See the history of SMTP protocol.

In addition, UUCP allowed the publication of text files that could be read by many others. The News software developed by Steve Daniel and Tom Truscott in 1979 was used to distribute news and bulletin board-like messages. This quickly grew into discussion groups, known as newsgroups, on a wide range of topics. On ARPANET and NSFNet similar discussion groups would form via mailing lists, discussing both technical issues and more culturally focused topics (such as science fiction, discussed on the sflovers mailing list).

From gopher to the WWW

As the Internet grew through the 1980s and early 1990s, many people realized

the increasing need to be able to find and organize files and information. Projects such as Gopher, WAIS, and the FTP Archive list attempted to create ways to organize distributed data. Unfortunately, these projects fell short in being able to accommodate all the existing data types and in being able to grow without bottlenecks. One of the most promising user interface paradigms during this period was hypertext. The technology had been inspired by Vannevar Bush's "Memex" and developed through Ted Nelson's research on Project Xanadu and Douglas Engelbart's research on NLS. Many small self-contained hypertext systems had been created before, such as Apple Computer's HyperCard. Gopher became the first commonly-used hypertext interface to the Internet. While Gopher menu items were examples of hypertext, they were not commonly perceived in that way.

In 1989, while working at CERN, Tim Berners-Lee invented a network-based implementation of the hypertext concept. By releasing his invention to public use, he ensured the technology would become widespread. For his work in developing the World Wide Web, Berners-Lee received the Millennium technology prize in 2004. One early popular web browser, modeled after HyperCard, was ViolaWWW.

A potential turning point for the World Wide Web began with the introduction of the Mosaic web browser in 1993, a graphical browser developed by a team at the National Center for Supercomputing Applications at the University of Illinois at Urbana-Champaign (NCSA-UIUC), led by Marc Andreessen. Funding for Mosaic came from the High-Performance Computing and Communications Initiative, a funding program initiated by then-Senator Al Gore's High Performance Computing and Communication Act of 1991 also known as the Gore Bill. Indeed, Mosaic's graphical interface soon became more popular than Gopher, which at the time was primarily text-based, and the

WWW became the preferred interface for accessing the Internet. (Gore's reference to his role in "creating the Internet", however, was ridiculed in his presidential election campaign. See the full article Al Gore and information technology).

Mosaic was eventually superseded in 1994 by Andreessen's Netscape Navigator, which replaced Mosaic as the world's most popular browser. While it held this title for some time, eventually competition from Internet Explorer and a variety of other browsers almost completely displaced it. Another important event held on January 11, 1994, was The Superhighway Summit at UCLA's Royce Hall. This was the "first public conference bringing together all of the major industry, government and academic leaders in the field [and] also began the national dialogue about the Information Superhighway and its implications."

24 Hours in Cyberspace, the "the largest one-day online event" (February 8, 1996) up to that date, took place on the then-active website, cyber24.com. It was headed by photographer Rick Smolan. A photographic exhibition was unveiled at the Smithsonian Institution's National Museum of American History on January 23, 1997, featuring 70 photos from the project.

Search engines

Even before the World Wide Web, there were search engines that attempted to organize the Internet. The first of these was the Archie search engine from McGill University in 1990, followed in 1991 by WAIS and Gopher. All three of those systems predated the invention of the World Wide Web but all continued to index the Web and the rest of the Internet for several years after the Web appeared. There are still Gopher servers as of 2006, although there are a great many more web servers.

As the Web grew, search engines and Web directories were created to track pages on the Web and allow people to find things. The first full-text Web search engine was

WebCrawler in 1994. Before WebCrawler, only Web page titles were searched. Another early search engine, Lycos, was created in 1993 as a university project, and was the first to achieve commercial success. During the late 1990s, both Web directories and Web search engines were popular—Yahoo! (founded 1995) and Altavista (founded 1995) were the respective industry leaders.

By August 2001, the directory model had begun to give way to search engines, tracking the rise of Google (founded 1998), which had developed new approaches to relevancy ranking. Directory features, while still commonly available, became afterthoughts to search engines.

Database size, which had been a significant marketing feature through the early 2000s, was similarly displaced by emphasis on relevancy ranking, the methods by which search engines attempt to sort the best results first. Relevancy ranking first became a major issue circa 1996, when it became apparent that it was impractical to review full lists of results. Consequently, algorithms for relevancy ranking have continuously improved. Google's PageRank method for ordering the results has received the most press, but all major search engines continually refine their ranking methodologies with a view toward improving the ordering of results. As of 2006, search engine rankings are more important than ever, so much so that an industry has developed ("search engine optimizers", or "SEO") to help web-developers improve their search ranking, and an entire body of case law has developed around matters that affect search engine rankings, such as use of trademarks in metatags. The sale of search rankings by some search engines has also created controversy among librarians and consumer advocates.

Dot-com bubble

Suddenly the low price of reaching millions worldwide, and the possibility of selling to or hearing from those people at the same moment when they were reached,

promised to overturn established business dogma in advertising, mail-order sales, customer relationship management, and many more areas. The web was a new killer app—it could bring together unrelated buyers and sellers in seamless and low-cost ways. Visionaries around the world developed new business models, and ran to their nearest venture capitalist. While some of the new entrepreneurs had experience in business in economics, the majorities were simply people with ideas, and didn't manage the capital influx prudently. Additionally, many dot-com business plans were predicated on the assumption that by using the Internet, they would bypass the distribution channels of existing businesses and therefore not have to compete with them; when the established businesses with strong existing brands developed their own Internet presence, these hopes were shattered, and the newcomers were left attempting to break into markets dominated by larger, more established businesses. Many did not have the ability to do so.

The dot-com bubble burst on March 10, 2000, when the technology heavy NASDAQ Composite index peaked at 5048.62 (intra-day peak 5132.52), more than double its value just a year before. By 2001, the bubble's deflation was running full speed. A majority of the dot-coms had ceased trading, after having burnt through their venture capital and IPO capital, often without ever making a profit.

Online population forecast

A study conducted Jupiter Research anticipates that a 38 percent increase in the number of people with online access will mean that, by 2011, 22 percent of the Earth's population will surf the Internet regularly. The report says 1.1 billion people currently enjoy regular access to the Web. For the study, Jupiter Research defined online users as people who regularly access the Internet by dedicated Internet access devices. Those devices do not include cell phones.

Mobile phones and the Internet

The first mobile phone to have Internet connectivity was the Nokia 9000 Communicator, launched in Finland in 1996. The concept of a mobile phone based Internet did not take off until prices came down from that model and the network providers started to develop systems and services to enable the Internet on phones. NTT Do Como in Japan launched the first mobile Internet service, i-Mode in 1999 and this is considered the birth of the mobile phone based Internet. In 2001 the mobile phone based email system by Blackberry and its iconic phones were launched in America.

To make better use of the small screen and tiny keypad and one-handed operation typical of mobile phones, a simpler programming environment was created for the mobile phone Internet, called WAP for Wireless Application protocol. Most mobile phone Internet services operate on WAP.

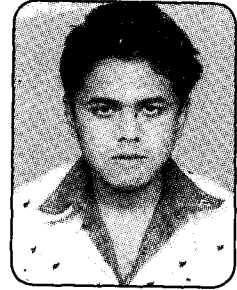
The growth of the mobile phone based internet was initially a primarily Asian phenomenon with Japan, South Korea and Taiwan all soon finding the majority of their Internet users accessing by phone rather than by PC. Developing World countries followed next, with India, South Africa, Kenya, Philippines and Pakistan all reporting that the majority of their domestic Internet users accessed on a mobile phone rather than on a PC.

The European and North American use of the Internet was influenced by a large installed base of personal computers, and the growth of mobile phone Internet use was more gradual, but had reached national penetration levels of 20%-30% in most Western countries. In 2008 the cross-over happened, when more Internet access devices were mobile phones than personal computers. In many parts of the developing world, the ratio is as much as 10 mobile phone users to one PC user on the Internet.

This is almost all that I know about the history of the Internet. I hope that it helps you, thanks.

BLT

Subhajit Nag
II/B. Com (H)



Ladies and Gentlemen,

Nietzsche once wrote in "The Will to Power", and I quote, "Man alone suffers so cruciatingly in the world that he was compelled to invent laughter".

I have penned this letter, supposedly written by a mother to her son who has gone abroad to study. Mothers are mothers and want to pack as much news as possible. The letter is funny and hilarious depending on your BLT.....i.e., Baseline Laughter Threshold....

This is how it goes....

My dear Beta Dharmender,

I am writing this letter slowly because I know you cannot read fast. We don't live where we did when you left home. Your dad read in the Newspaper that most accidents happen 20 miles from home, so we have moved 20 miles away.

I won't be able to send the new address as the last family who stayed here took the house number with them to their new house so that they don't have to change their address.

This new place is very nice. It even has a Washing machine situated on top of the Commode. I am not sure if it works well. Last week I put three shirts of your father, pulled the chain and haven't seen them since!

The weather here isn't too bad. It rained only twice last week. First it rained for three days and the second time for four days. The coat you wanted me to send you, your aunt said it would be a little too heavy to send by mail with all the metal buttons, so we have cut them off and put them on the pocket of the coat, which you will receive soon in the mail.

Your father has another job. He has 500 men under him. He is cutting grass at the cemetery.

Your sister had a baby this morning. I haven't found out whether it's a boy or a girl. So I don't know whether you are an uncle or aunt. Your uncle Jitender fell in the nearby well. Some men tried to pull him out, but he fought them off bravely and drowned. We cremated him and he burnt for three days.

Your best friend Rajender is no more. He died trying to fulfill his father's last wishes. His father had wished to be buried in the sea after he died. Your father died while digging a grave for his father. Your other best friend Mahender got a job at a new office. He was working eight hours and sleeping eight hours. His boss fired him because they were the same eight hours.

There isn't much more news this time. Nothing much has happened.

Love.

Mom

P.S. I was going to send some money but the envelope was already sealed.

NERVOUSNESS: COPING WITH IT !!!

Fullmoon Siangshai
III/B. Sc. (Hons.)

Today, the impersonal and the bound-clock life, the speed of social political and economical changes are so high that many of us simply can't cope up with it. We are in the age/phase of tremendous growth of knowledge, rapid social changes and technical innovations and for many people the pace of change is too fast resulting in stress. People do become nervous under stress. Some of us may be habitual of working under stress, there are others who can not just tolerate even the mildest stress and become nervous. So, why do we become nervous?

Imagine the following three situations:

- i. When the brake of your car fails and you lose its control, you feel nervous.
- ii. When you are going to face an interview board for your job, you feel nervous.
- iii. When your examinations are approaching, you feel nervous.

In all these three situations a person may become nervous. But there are qualitative differences in all the three kinds of nervousness.

A person who is nervous due to failure of brakes may be very courageous and sensible. He however feels fear in a particular situation that really is dangerous, and a situation in which he himself is no longer able to control himself. In the second situation, the person does not want to face the interview because he feels nervous that he is facing a new and unknown experience. This is not a mark of cowardice or foolishness but an almost universal human reaction. In the third situation, the person may be so bound by nervousness that he is unable to pursue his own reasonable interests. This kind nervousness is a handicap in life. We wish and need to overcome all irrational nervousness

which is basically combination of fear and tension. We may not overcome all sort of fear but nervousness may surely be won over.

The coward is a person whose sense of fear is mastered by his fear so much so that he fails to do something. A hero who does some of stunting gallantly may feel a great deal of fear but he overcomes it. On the other hand, a person who never feels fear may be an extremely dangerous person to have around. He may carelessly cause accidents, needlessly spread diseases, risk the lives of others as usually as his own, and neglect such duties as insurance making a will and taking normal safety precautions.

Take your own example – you may have secured eighties or nineties at school level. But when you prepare for CDs, Medical, Engineering or CS and other examinations, you know that your academic performance is no guarantee of success in such highly competitive examinations. You have to, therefore, work harder and with great psychological pressure for you know that you will be competing with many bright students to succeed finally.

If you are not mentally prepared to cope with the demands of these new situations, you are likely to experience severe stress and acute nervousness that may hamper your final performance. An optimum act of nervousness (out of fear) is normal and doesn't interfere with our activity. Moreover, people are able to handle their work and deal effectively with the demands of the situation if they are optimally nervous. However, (e.g. approaching interview or examination) where the demands of the situation are normal (not unique) but you give in and become nervous that needs to be looked into and corrected. Fear is not bad altogether, at times it helps us.

VALUE OF FEAR: Fear fulfills a biological function like all other emotions that we used to experience in our lives. The person with a healthy mind experiences fear as an emotion that aids him on self perseverance, i.e. he fears only what is genuinely dangerous – fire, diseases, careless road behaviours, dangerous animals and so on. As a result of this, he avoids danger in a particular situation – if he has to go into dangerous situation he takes all possible precautions, and he also does what he can to protect others from danger. Such a man may be quite prepared to scientific life with adequate reasons and knows that “to live dangerously do mean to die carelessly”.

Some of the bravest men like those who go for climbing to High Mountain take greatest care of their physical and mental health and keep themselves constantly in training. Fear in them is emotion that makes them cautious and sensible, not something paralyzing or painful. Fear of what is dangerous is not ‘nervousness’ but a sensible and useful thing that guides as in the avoidance of needless harm. Nearly everyone feels a natural hesitancy before the unknown however harmless that unknown may be.

Public speaking and interview, examinations, going to foreign country, surgery are among the things which may terrify reasonably balanced people when they face them as first time experiences. The nervousness is again nothing of which to be ashamed of but it is something to be conquered.

You may ask now how can we overcome the nervousness that is natural when facing something for the first time or even the forthcoming examinations/interview? The answer is: ‘have faith/confidence in yourselves’. Fear of unknown is known as the cause of unwanted nervousness. You will be able cope up with various situations that cause nervousness in your life by bringing certain changes in your approach towards these situations. A student who fears the examination/an interview may be so partly because he has not done the proper studying or practice. The public speaker may be nervous because he is not ready to speak. A person may be hysterically afraid of an

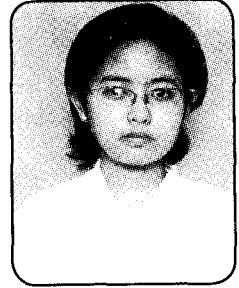
operation – obviously, as it may be his first such experience in life. All such persons will benefit greatly by contemplating in advance more about the situation, having little practice (not surgery, of course), thus having the courage to face the situation bravely with extreme self-confidence.

What needless and dull life some of us lead! We are too tied to routines and so much afraid of new experiences that we live in perpetual boredom. Man has survived just because he was innovative. Man has changed himself with time in tune different emerging situations and therefore he survived. Richness of experiences is one of the greatest mental assets we can have. A person who has experienced many things, pleasant or unpleasant, is the most interesting talker, the liveliest personality. A keen interest in life is a great cure for nervousness.

It is important that we become reasonable and not nurse hopeless situations. A very common cause of morbid nervousness is the fear of repeating a disagreeable and specially a humiliating situation. The person who has once failed to do something and been scolded or looked down/ridiculed may develop complexes and avoid all situations in which he may possibly fail. A decent and sensible person excuses the mistakes of beginners and talks to infuse confidence in him/her. Again all of us may have faced the situation where we could not perform well in examinations or other situations and have therefore became victim of some unsavory remark from the friends or family members or elders. This may often be depressing but one need not lose hope and try to ignore any negative feedback from the surroundings. It would help us in great way if can take their comments in good spirit and go for self introspection. Negative comments may be taken in a way to have a challenge within ourselves and telling one, “I will make it this time”. If one fails to cope up with the negative feedback of the surroundings then he/she is likely to develop a chronic nervousness which will eventually damage his/her personality. We have to face and cope with our environment to emerge as a winner.

MARRIAGE OF NOUN AND PRONOUN

R. Dondor Passah
I/B. Com (D)



Dear ADJECTIVE,

I am here to inform you about the marriage of our children. My son NOUN wants to marry your daughter PRONOUN, as quickly as possible, as he wants to get into a SENTENCE. There will about a hundred people in the wedding. Among those people is our grandfather, ESSAY, who will preside over the party. ACTIVE and PASSIVE VOICE will be there to bless the couple. In the party there will also be MOOD, TENSE, GENDER, INTERJECTION, SUBJECT, PREDICATE and PREPOSITION and their families.

Lastly, give my regards to grandfather COMPREHENSION and love to PUNCTUATION, DIRECT and INDIRECT SPEECHES.

Thank you,

Yours faithfully

VERB

20 THINGS YOU SHOULD ALWAYS STICK TO

Compiled by
R. Dondor Passah
I/B. Com (D)



1. Your individuality: Lemmings are losers. Wear what you are and be what you are.
2. Your open mind: Always be open to new ideas particularly when people challenge your own.
3. Your tolerance: Talkative, angry, geek! Look past the labels!
4. Your sense of humour: Laugh out loud at something funny and silly.

5. Your positivity: Life can be boring, but you'll be amazed at what a positive attitude can get you through.
6. Your kindness: A selfish friend is a bad one. Put yourself out for others and they will be for you.
7. Your passion: Disk jockeying, dancing or darts, it does not matter. Doing something is just great.
8. Your dream: If you dream of something, do not let go of it! Don't give up! Not a chance!
9. Your sympathy: You may have not experienced the problem your friends have but sort it out for their sake.
10. Your heart: Love is silly, right? Wrong! It might be a mistake but it's worth making.
11. Your creativity: Crazy ideas can work, go with them.
12. Your spontaneity: From dancing in the rain to last minute programmes. Don't be a dirty slave!
13. Your love: Love me or not. Who cares? The only person who needs to be happy with your love is you.
14. Your courage: Stand up for what you believe in.
15. Your determination: Setbacks happen. Learn from them and get a stronger will to win.
16. Your loyalty: Whether it's your best friend or little sister, stick up for those closest to you.
17. Your generosity: Giving feels good. Buy the cute top for a friend or give the money to charity.
18. Your inner teen: You are very special. Don't let anybody tell you different.
19. Your conscience: You know that voice in your heart that tells you what's right and what's wrong? Listen to all!
20. Your friend: They love you just the way you are!



DID YOU KNOW !!!

Collected by
Bankerdonbor Kharbispnop
1/B. Sc. (Zoology honours)

I. MOST DISTANT OBJECT IN THE UNIVERSE SPOTTED

Astronomers have spotted the most distant object in the universe which is a self-destructing star that exploded 13.1 billion light years from Earth. It detonated just 640 years after the Big Bang, around the end of the Cosmic 'Dark Ages', when the first star and galaxies were lighting up space. The object is a gamma-ray burst – the brightest type of stellar explosion. Gamma ray bursts occur when massive spinning star collapse to form black holes, and spew out jets of gas at nearly the speed of light.

II. STARS 'EAT UP' PLANET

Cannibalism is rampant in our universe. Stars 'eat' the exoplanets that venture near them. The new study has revealed that the exoplanets are doomed to premature deaths even before they could get close to be ripped apart by the host star's gravity, a finding that may help explain why few exoplanets are found next to host stars. The research team is led by Professor Brian Jackson of the University of Arizona, U.S.A.

In accordance with this research, a star's gravity can put a nearby planet on a 'fast track' spiraling into the stars and may also cause the planet to lose much of its atmosphere.

More than 300 exoplanets have been catalogued to date. Many are situated close to the host stars. But the closest ones are commonly found some 0.05 astronomical units (AU) from their host stars. Yet, no one is sure why the planets seem to pile up there. Very close to a star, at a boundary called the Roche limit, planets are dismembered by the star's gravity. But the migration of planets seems to stop there! Some models suggest gas and dust in the disc around a star could drag the planets inward.

III. FLOWERS MAY BLOOM ON JUPITER'S ICY MOON

Scientists have suggested that spacecraft should hunt for signs of life on Jupiter's ice-covered moon, Europa, since it would be detectable there in the form of blooming flowers.

Life could be visible from orbiting spacecraft, however, if it made a hole in cracks in Europa's shell that connects the surface to the interior, physicist and futurist Professor Freeman Dyson reported. Such life might take the form of flowers that focus sunlight in the interior of the plant.

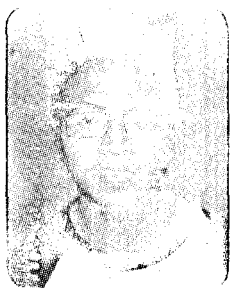
Europa flowers could be detectable through retro-reflection, an optical effect that is seen when light is reflected from animal's eyes.

IV. WORLD'S MOST AMAZING PUMP

The world's most amazing pump is perhaps the human heart, with each single beat of the heart, it pumps about 100 cubic centimeters of blood. In one day (24 hours) it pumps about 10,000 litres of blood through the blood vessels and in an average life time of a human being, a heart pumps about 25,00,00,000 litres of blood.

V. GREY REVOLUTION

"Green Revolution" refers to a very great growth in agriculture. But do you know what the "Grey Revolution" is? Grey Revolution refers to a very great growth in poultry farming.



HOPE, CHALLENGE AND SELF-CONFIDENCE

Banteilang Dohling

I/B.A. (English Honours)

HOPE

Hope is a driving force in life. Hope keeps a person growing and helps him to face his problems. Life is a wonderful mixture of happiness and sorrow, success and failure. Success gives joy but failures shatter us. It is hope that rises like the Sun in our mind. It sustains life. We renew our determination to make an effort again to succeed. It is necessary to hope for better times. It helps to keep off the fear of failure. Hope is the greatest happiness and blessing for a man. Hope without determination is baseless.

"There is a great man who makes every man feel small. But the real great man is the man who makes every one feel great".

– Charles Dickens.

CHALLENGE

Edmund Hillary who scaled Mount Everest commented, "It is basically the challenge between the individual and the mountain and between the individual and himself. Mountains offer danger and this is a stimulating factor, forcing us to surmount our fear. Without a strong inclination to overcome and achieve, we simply would not try to climb Everest. But only if we can persist and get to the top, there is a great feeling of satisfaction.....In life, I think that everyone is battling a mountain like Everest, and the key to success is much the

same." Only when we are determined to achieve what we want, then we are sure to reach the top of any mountain like Everest.

SELF CONFIDENCE

Our lack of self confidence comes from trying to be someone we are not. No wonder we do not feel confident when we tend to live our life as it comes to us. People who are cocky often show an alarming lack of self confidence. They do not know what they have to offer and what do we need to do in a particular situation. The best thing to do is never try to be someone we are not and have full faith in oneself.

WHAT DO YOU WANT TO BE: A WINNER OR A LOSER!

A Winner

A winner is always part of the answer.

A winner always has a programme.

A winner says "Let me do it for you".

A winner sees an answer to every problem.

A winner says it may be difficult but not impossible.

A Loser

A loser is always part of the problem.

A loser always has an excuse.

A loser says "that's not my job".

A loser sees a problem in every answer.

A loser says it may be possible, but it is difficult.

SAY NO TO MILITANCY

Bring in the change you want to see
 Say no to nothing.
 When Guns speak, Peace turns weak.
 Terror breeds horror,
 Violence is not the path to fulfillment.
 Insurgency sheds Blood,
 Nationality welds Blood.
 'NO' to militancy'
 'YES' to security.
 'YES ' to the gift of life
 'NO' to guns and fights.

Insurgency creates destruction,
 Integrity brings unification.

Harmony sustains development,
 Insurgency retards development.
 Eliminate arms and general calm
 Stability fosters peace, insurgency disrupts
 peace.

Prosperity nurtures growth,
 Insurgency disrupts peace.
 'Violence' had never won 'wars',
 But 'Peace' had never 'failed'.

'NO' to insurgency
 'YES' to peace and stability
 'NO' to fear and tension,
 'YES' to joy and celebration.

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1. **DOS:** Defective Operating System.
2. **MACINTOSH:** Most Applications Crash (If Not The Operating System Hangs)
3. **VISTA:** Virtually Ill-fated Software To Be Axed.
4. **COBOL:** Completely Obsolete Business Oriented Language
5. **WWW:** World Wide Waiting
6. **ISDN:** It Still Does Nothing
7. **IBM:** I Blame Microsoft
8. **PENTIUM:** Produces Erroneous Numbers Through Incorrect Understanding of Mathematics
9. **MICROSOFT:** Most Intelligent Customers Realize Our Softwares Only Fools Teenagers
10. **WINDOWS:** Will Install Needless Data On Whole System.

Leki Suiam
XI Science

FATHER'S LOVE LETTER

Lawanpli S. Khongsit
III/B. Sc. (Microbiology)

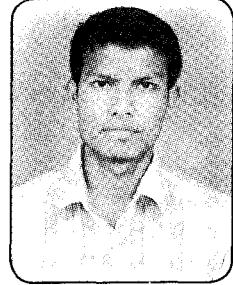
My Child.....

You may not know me, but I know everything about you. (Psalm 139:2). I know when you sit down and when you rise up. (139:2) I am familiar with all your ways (Psalm 139:3). Even the very hairs on your head are numbered (Matthew 10:29-31). For you were made in my image (Genesis 1:27). In me you live and move and have your being (Acts 17:28) for you are my offspring (Acts 17:28). I knew you even before you were conceived (Jeremiah 1:4-5). I choose you when I planned creation (Ephesians 1:11-12). You were not a mistake, for all your days are written in my book (Psalm 139:15-16). I determined the exact time of your birth and where you would live (Acts 17:26). You are fearfully and wonderfully made (Psalm 139:14). I knit you together in your mother's womb (Psalm 139:13) and brought you forth on the day you were born (Psalm 71:6). I have been misrepresented by those who don't know me (John 8:41-44). I am not distant and angry, but am the complete expression of love (1 John 4:16) and it is my desire to lavish my love on you (1 John 3:1) simply because you are my child and I am your father (1 John 3:1). I offer you more than your earthly father ever could (Matthew 7:11) for I am the perfect father (Matthew 5:48). Every good gift that you receive comes from my hand (James 1:17) for I am your provider and I meet all your needs (Matthew 6:31-33). My plan for your future has always been filled with hope (Jeremiah 29:11) because I LOVE YOU with an everlasting love (Jeremiah 31:3). My thoughts towards you are countless as the sand on the seashore (psalm 139:17-18) and I rejoice over you with singing (Zephaniah 3:17). I will never stop doing good to you (Jeremiah 32:40) for you are my treasured possession (Exodus 19:5). I desire to establish you with all my heart and all my soul (Jeremiah 32:41) and I want to show you great and marvelous things (Jeremiah 33:3). If you seek me with all your heart, you will find me (Deuteronomy 4:29) Delight in me and I will give you the desires of your heart (Psalm 37:4) for it is I who gave you these desires (Philippians 2:13). I am able to do more for you than you could possibly imagine (Ephesians 3:20) for I am your greatest encouragement (2 Thessalonians 2:16-17). I am also the Father who comforts you in all your troubles (2 Corinthians 1:3-4) when you are broken hearted, I am close to you (Psalm 34:18) as a Shepherd carries a lamb, I have carried you close to my heart (Isaiah 40:11). One day I will wipe away every tear from your eyes (Revelation 21:3-4) and I'll take away all the pain you have suffered on this earth (Revelation 21:3-4). I am your Father, and I love you even as I love my son, JESUS (John 17:23) for in JESUS, my love for you is revealed (John 17:26). He is the exact representation of my being (Hebrews 1:3). He came to demonstrate that I am for you, not against you (Roman 8:31) and to tell you that I am not counting your sin (2 Corinthians 5:18-19) JESUS died so that you and I could be reconciled (2 Corinthians 5:18-19). His death was the ultimate expression of my love for you (1 John 4:10). I gave up everything I loved that I might gain your love (Romans 8:31-32). If you receive the gift of my son, JESUS, you receive me (1 John 2:23) and nothing will separate you from my love again (Romans 8:38-39). Come home and I'll throw the biggest party heaven has ever seen (Luke 15:7). I have always been Father, and will always be Father (Ephesians 3:14-15). My question is.....Will you be my child? (John 1:12-13).

I am waiting for you (Luke 15:11-32)

Love, Your Dad, Almighty GOD.

ABILITY



Samson Sumer

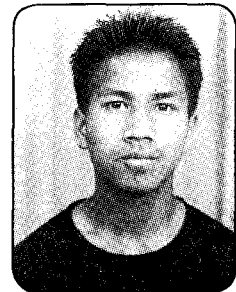
3/B. Sc. (Microbiology)

Ability is to look at a blank page,
And create a poem.
Ability is to stare into the eyes of fear,
And come out stronger because of it.
Ability is to admit you are wrong,
When you are wrong.

Ability is to walk into a room of strangers,
And come out with friends.
Ability is to get up,
When you fall down.
Ability is believe,
When everything seems lost.

Ability is a simple word with a complex meaning.
For many, ability is never found,
But for all, ability is within.

MY DAILY SURVIVAL KIT



Chilbert Jana

2/B. Com (Hons.)

1. TOOTH PICK – To remind us to pick out the good qualities in others (Mathew 7:1).
2. RUBBER BAND – To remind us to be flexible (Romans 8:28).
3. BAND AID – To remind us to heal hurt feelings – your own or some one else's (Colossians 3:12-14).
4. PENCIL – To remind us to list our blessings everyday (Ephesians 1:3).
5. ERASER – To remind us that everyone makes mistakes and it is okay (Genesis 50:19-21).
6. CHEWING GUM – To remind us to stick with it and that we can accomplish anything (Philippians 4:13).
7. MINT – To remind us that we are worth a mind (John 3:16-17).
8. CANDY KISS – To remind us that everyone needs a kiss or a hug everyday (1 John 4:7).
9. TEA BAG – To remind us to relax daily and go over our list of Blessings (1 Thessalonians 5:18).

TEN COMMANDMENTS OF SUCCESS

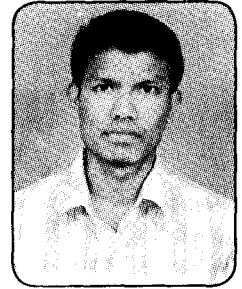
Mechanborky Siangshai
3/B. A. (M)



1. SPEAK TO PEOPLE: There's nothing as nice as a Cheerful Greeting.....
2. SMILE: It takes 72 muscles to frown, Only 14 to Smile.....
3. CALL PEOPLE BY NAME: Everyone is pleased when you remember their name.....
4. BE FRIENDLY AND HELPFUL: And other will respond in like manner.
5. SPEAK AND ACT: As if everything you do were a genuine pleasure.....
6. BE GENUINELY: Interested in People.....
7. BE GENEROUS: With praise, cautious with criticism.....
8. BE CONSIDERATE: With the feeling of others, it will be appreciated.....
9. BE THOUGHTFUL: Of the opinion of others, there are 3 sides of any controversy – yours, the other person and the right one.....
10. BE WILLING: To give service, what counts most in life is what we do for others.....



ANECDOTES OF THE GREAT



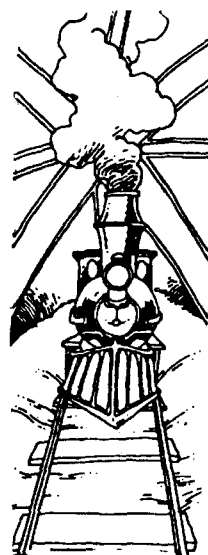
Samson Sumer
3/B. Sc. (Microbiology)

- I. Friends advised Julius Caesar to be more cautious about his safety. "Better not walk among the people without arms", they said, "also, there would be someone to protect you all the time.
Caesar's reply was, "He who lives in fear of death, every moment feels it's torture: I will die but once."
- II. Once a beggar by the roadside asked for alms from Alexander the Great as he passed by. The emperor threw him several gold coins. A courtier was astonished at his generosity and commented, "Sir, copper coins would adequately meet a beggar's need. Why give him gold?" Alexander responded in his royal fashion, "Copper coins would suit the beggar's need, but gold coins suit Alexander's giving."
- III. After lunching in a Natal hotel Gandhiji paid the bill and said to the waiter, "Thank you for your service."
"Sir", said the waiter, "I will never forget you. In my twenty-five years of service you're the first to thank me for my service."
- IV. On the music maestro Arturo Toscanini's eightieth birthday, some one asked his son, Walter, what his father ranked as his most important achievement.
The son replied, "For him there can be no such thing. Whatever he happens to be doing at the moment is the most important thing in his life, whether it is conducting a symphony or peeling an orange."
- V. On one occasion Rabindranath Tagore suggested that Gandhiji was putting too much stress on nationalism. "Are you not really building a wall around India?" asked Tagore. Gandhiji replied, "If my nationalism is against a single human interest, I will throw it into the Bay of Bengal. My nationalism is as broad as humanity."





COLLEGE REPORTS



SHILLONG COLLEGE, SHILLONG



VISION OF THE COLLEGE

- With the motto "Knowledge is Immortal" at its central focus, Shillong College endeavours, as per the ideal set by its founders and well wishers, to provide quality but affordable education for all sections of people with additional impetus on socially, economically and educationally disadvantaged groups. The college visualizes a knowledge-based society ever ready to develop and acquire more knowledge with students becoming not merely job seekers but worthy citizens with high moral and human values attuned with cultural plurality of our great nation.

MISSION OF THE COLLEGE

- To remain socially committed and hence mould the generations of students always alive to emerging needs and the challenges of the world with constructive mindset to develop a scientific progressive society that consists of citizens who are intellectually proficient, morally honest and also who nurtures a sense of belonging.
- To serve and give our students a competitive edge in the employment market, in keeping with developments in educational, social, professional and personal lives of people all around the world.

AIMS AND OBJECTIVES

- To provide quality education to all aspiring students through meaningful academic and professional courses keeping in mind the special needs of the economically, educationally and socially disadvantaged segment of the society.
- To inculcate knowledge and need-based work skills so that the products of the college find themselves prepared for employment and self-employment avenues as and when required.
- To help students to discover and tap their fullest potential through appropriate co- and extra-curricular activities leading to integrated personality development in order to become responsible and productive citizens of the country.
- To encourage and promote moral, secular, scientific and nation-building values so that the students respect, protect and nurture the rich composite culture of the country and of each of its constituents units.
- To create awareness, concern and care for environment by gearing various collegiate activities to sustainable environmental practices encompassing the State's land, water, flora and fauna.

SHILLONG COLLEGE ANTHEM

1. O Arise we Shillong College
Ever zealous in our quest
For virtue, truth and knowledge
To rise above the rest.

Refrain: Light the lamp of knowledge in our hearts
Forever it will burn till we depart.

2. For knowledge immortal is our motto dear
A guiding force to which we all adhere
Ever striving to light the lamp of glory
Here we are to make our destiny.

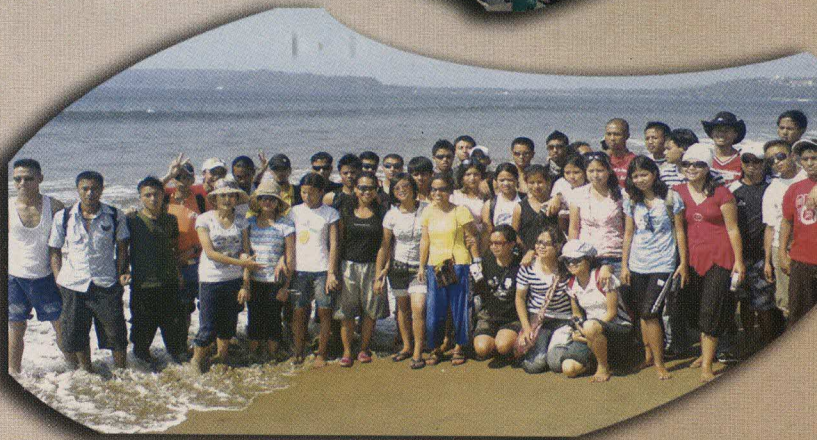
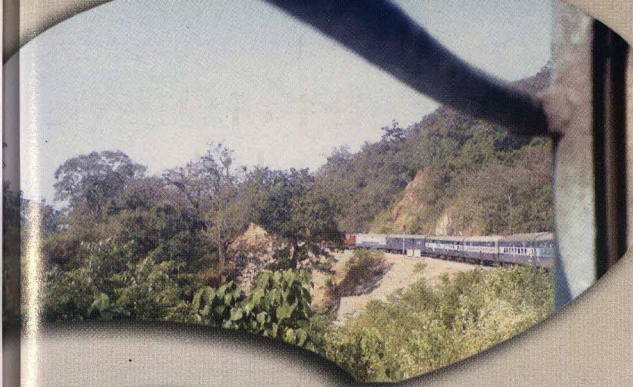
Refrain: Light the lamp of knowledge in our hearts
Forever it will burn till we depart.

3. Inspired, we shall conquer
Every fear or false belief
To emerge as triumphant victors
In every field you can perceive.

Refrain: Light the lamp of knowledge in our hearts
Forever it will burn till we depart.

4. God bless Shillong College
Make it fruitful in its quest
For virtue, truth and knowledge
We shall remain for ever the best.

Refrain: Light the lamp of knowledge in our hearts
Forever it will burn till we depart.



Excursion
2009
God



Release of New Logo
by K.S. Lyngdoh



N.A.A.C. Lecture
and Release of
New College Emblem





Prof. A.K. Mongkynrih



Smt. T. Phanbuh



Smt. M. Jawphniaw



Dr. S.M. Sungoh



Smt. P. Mukhim

Unveiling
the Emblem of
Women Cell



Lighting the Lamp



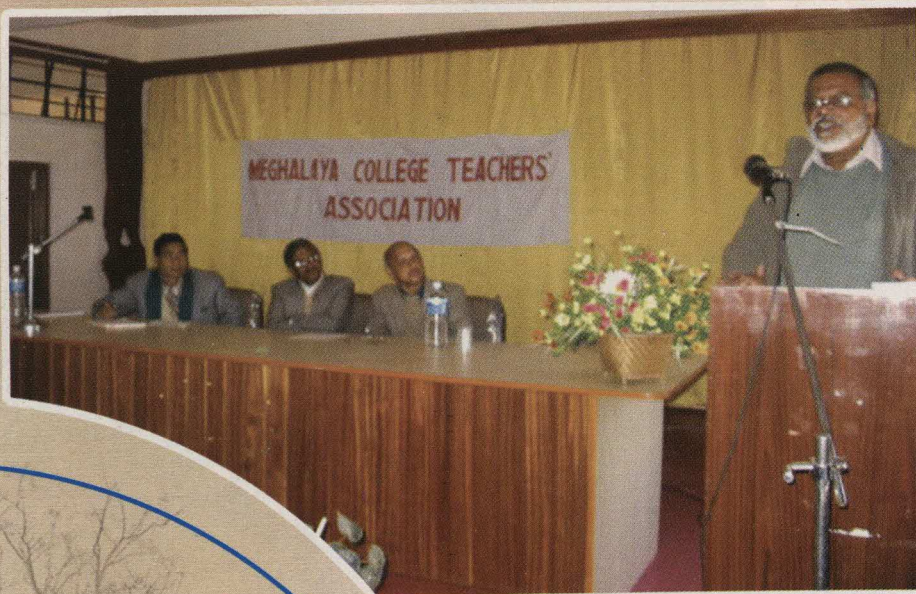
Women Cell Members

Women
Cell
19-07-2009



President, Prof. Thomas Joseph, addressing the Teachers (08-07-09)

Prof. Joseph, Mrs. Joseph and Prof. H. Syiem (Genl. Secy, MCTA) in the Meeting



Prof. James Williams, Vice President addressing the General Meeting (14-02-09)

AIFUCTO
President's
visit



Achievements

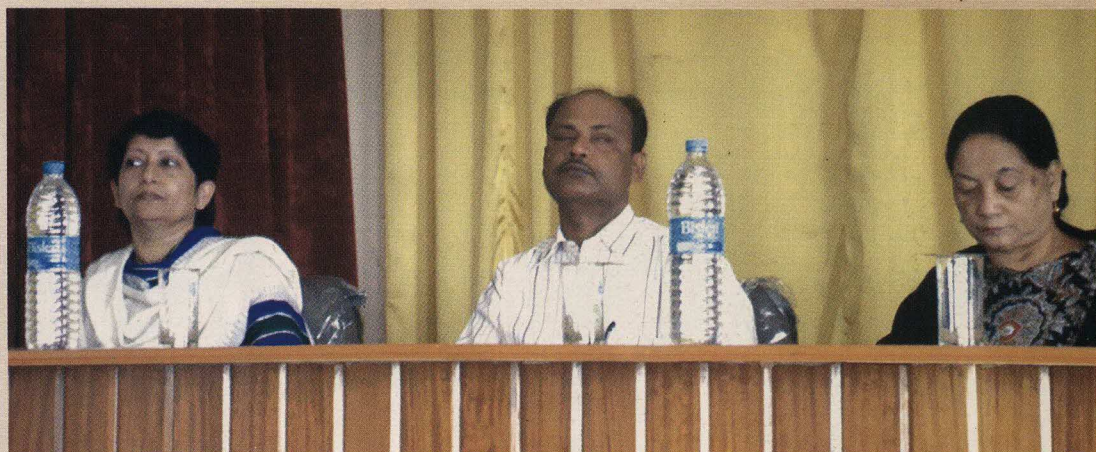


"JBNSTS-Doner SeniorSchorlarship Awardee"
Shillong college, 2008.

Students awarded
JBNSTS Scholarship 2008



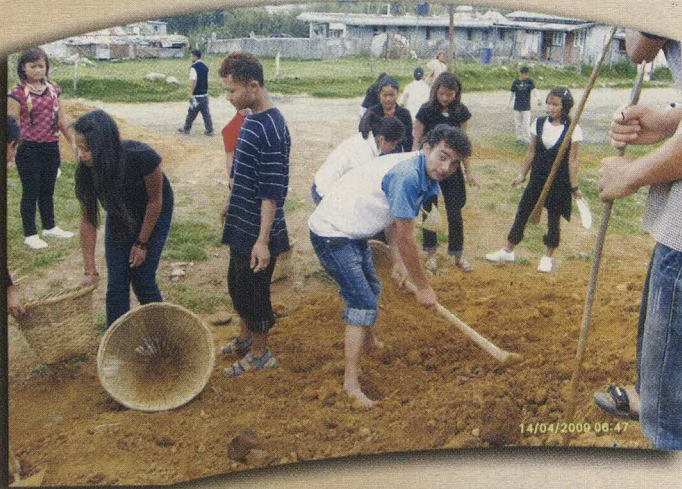
Bashanghun Khong-
sied represented at the
Youth Congress, Beijieng
(China), June 2009



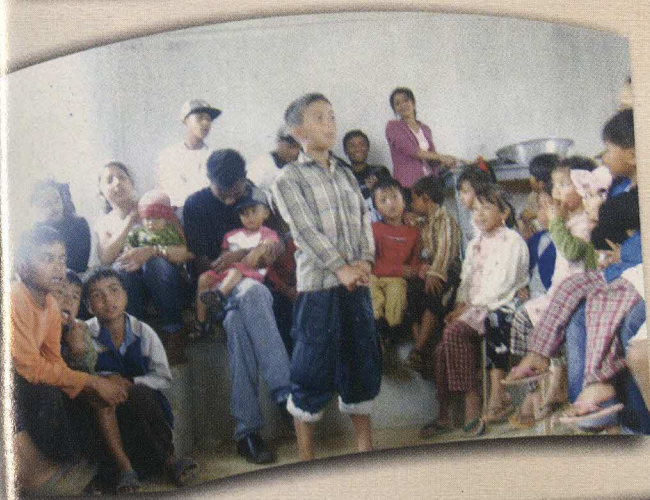
Prof. Sushma Bendre , Dr. T.K. Chakraborty
and Principal, Dr. M.P.R. Lyngdoh



Statistics Day
Celebration
27-06-09



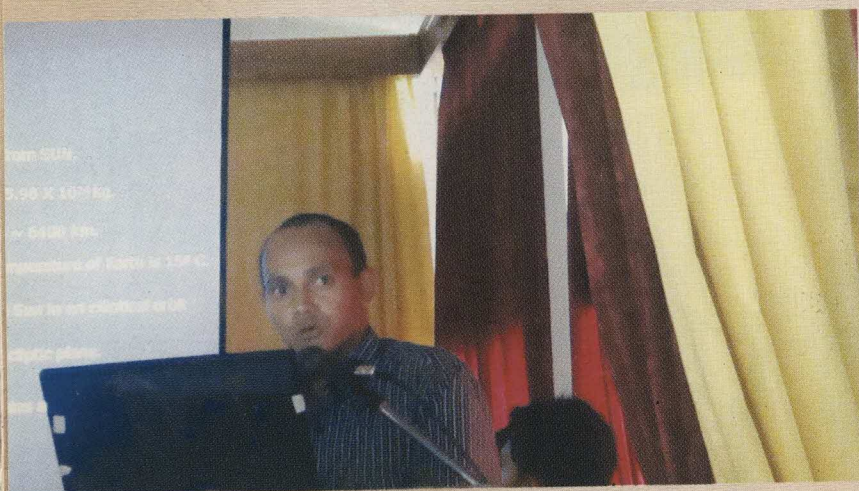
N.S.S. Activities At Smit Village 2009



N.S.S.
Activities
At SMT Village
2009



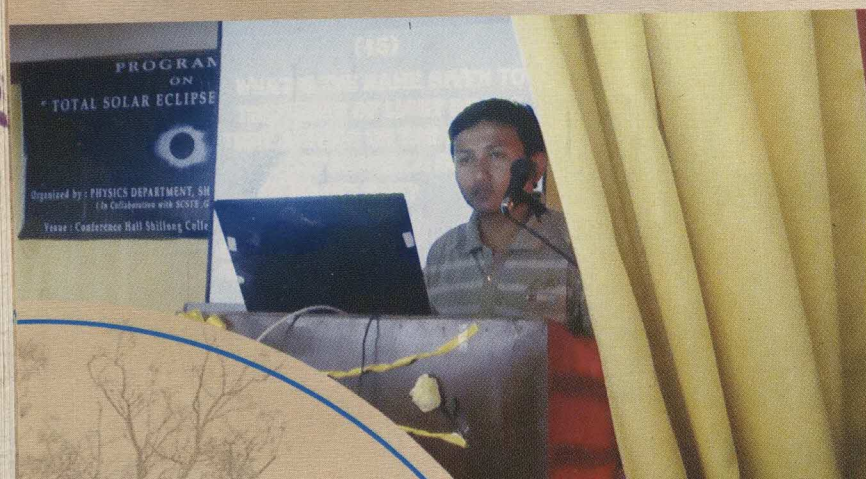
Smt. E.N. Dkhar



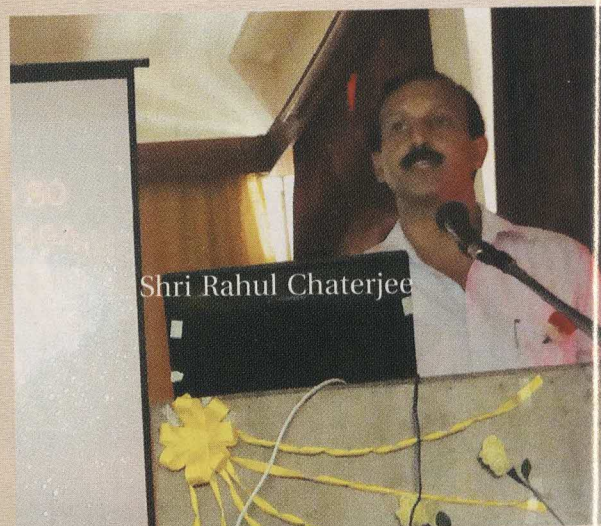
Shri S. Lato



Shri R.D. West



Shri A. Dkhar



Shri Rahul Chatterjee

Programme on
**"Total Solar
 Eclipse 22-07-09"**
 on 14th July 2009



SOME ACHIEVEMENT OF THE COLLEGE DURING THE YEAR

I. NEHU EXAMINATIONS 2009:

1. Smt. Nita Rymal. – Ist Class 7th Rank in the University in B. Com. (Hons.).
2. Shri Reuben Joey Mawthow – Ist Class 2nd in B.C.A. (Hons.)
3. Shri Genie Wonreichen Pheirim – Ist Class 4th in B. Sc. Zoology Honours.
4. Shri Freeman Anthony Khongshai – Ist Class 7th in B. Sc. Botany Honours.
5. Shri Konbilan Nongrang – Ist Class 10th in B. Sc. Chemistry Honours.
6. Shri Ram Chandra Ray – Ist Class 10th in B. Sc. Physics Honours.

II. THE TABLEAU PRESENTED BY SHILLONG COLLEGE IN THE AUTUMN FESTIVAL 2009 ORGANISED BY TOURISM DEPARTMENT, GOVERNMENT OF MEGHALAYA AND MEGHALAYA TOURISM DEVELOPMENT FORUM WAS ADJUDGED AS THE BEST TABLEAU AND WAS AWARDED THE FIRST PRIZE ALONG WITH A CASH PRIZE OF RS. 70,000/- .

The Autumn Festival was held during October 31-November 8 2009 and the festival kicked off with the tableau presentation on 31-10-2009. The theme this year for the Autumn Festival was “Enchanting Folklores”, which was an initiative to explore how folklores compliment tourism in the culturally vibrant state. The tableau parade showcased the local stories behind every tourist spots in Meghalaya and comprised of colourful floats by schools, colleges and institutions depicting the theme. It was flagged off from Madan Iew Rynghap (Fire Brigade Ground) and the procession converged at Polo Ground via Don Bosco point, Dhankheti, Barik, Khyndai Lad (Police Bazar), Raj Bhawan and Ward’s Lake.

III. OTHER ACHIEVEMENTS OF THE STUDENTS:

- a. Leki Suiam of the college won the Second Prize in the “Science Fiction Story Writing Competition on Astronomy and Related Subjects” organized as a part of “Year of Astronomy 2009” by the State Council of Science, Technology & Environment (SCSTE), Meghalaya and the prizes were awarded at a function held on 28th August 2009 at the Shillong Science Centre, NEHU Permanent Campus, Mawlai Mawkynroh, Shillong.
- b. Abednego Chhaihlo of the College was awarded the Certificate of Merit and prizes for securing the FIRST position in the Essay Competition, College Level, organised by the Department of Forests and Environment, Government of Meghalaya, as a part of Wildlife Week Celebration 2009.
- c. Shillong College student team won the 2nd prize in the Khasi Debate competition held at North Eastern Hill University.
- d. Following students have selected through competitive examinations and awarded Jagadish Bose National Science Talent Search Senior Scholarship (JBNSTS–Doner Senior Scholarship 2008): Shri Kamminthang Hilsiam, Shri T. Lianminthang, Shri Thangmuanlal Khamte, Shri Lalring Oma Darlong and Shri Mangmichael.

- e. Awareness Generation Week for effective Implementation of R.T.I. Act, 2005, organised by Meghalaya Administrative Training Institute, Shillong. Following Students have excelled in Slogan Competition held conducted on October 2009.
1. Cannyva Kongsit – First Position
Tara Prasad Upadhya – First Position
 2. Caroline Kharkongor – Third Position.

IV. TEACHING STAFF:

1. Shri Hector Marwein, Lecturer, Department of Khasi, has been appointed as Vice Chairman, State Level Public Grievances Committee by the Government of Meghalaya since 18-06-2009.
2. Smt. Amanda Basaiawamoit, Lecturer, Department of English, was awarded Director General's Plaque of Honour for standing First in order of Merit at the PRCN Course held at OTA Gwalior from 20 September, 2008 to 20 December, 2008.

V. AWARDS FOR ACADEMIC EXCELLENCE – 2009

- A. "S. C. DUTTA MEMORIAL PRIZE" was introduced in the Golden Jubilee Year of the College in memory of the Founder Principal (Late) Sudhindra Chandra Dutta which are awarded to the three best honours graduates of the College – one each from Arts, Science and Commerce stream for securing higher marks in honours subjects among the students of Shillong College. In 2009, the following students of the college have been selected for the various awards to:
1. Shri Freeman Anthony Khongshai – Ist Class 7th in B. Sc. Botany Honours.
 2. Smt. Nita Rymal. – Ist Class 7th Rank in the University in B. Com. (Hons.).
 3. Shri Bawanhun Nongkhlaw - B. A. (Khasi Hons.).
- B. "Prof. N. K. Sarkar Prize for English" was introduced in the Golden Jubilee Year of the College, which was sponsored by Prof. N.K. Sarkar, former Vice Principal of the College and awarded to a student who secures highest marks in English (among the students of Shillong College in H.S.S.L.C. Examination conducted by MBOSE. For 2009, the prize goes to Smt. Sumita Marthung (Roll No. 260913) of Class XII (Science) who secured 83 out of 100 in English
- C. "Prof. D. Mukherjee Prize for Physics Talent" was introduced from this year (2008) and sponsored by Prof. D. Mukherjee, former Vice Principal of the College and awarded to a student who produces best result in Physics among all the students of Shillong College in University/Board Examination every year. For 2009, the prize goes to Shri Ram Chandra Ray – for securing Ist Class 10th position in B. Sc. Physics Honours in the B. Sc. Examination, 2009, conducted by NEHU.
- D. "Prof. Rekha Devi Award for Excellency in Zoology" was instituted from the year 2008 and sponsored by Smt. Rekha Devi, former Vice Principal (and Head, Department of Zoology) of the College and awarded to a student who produces best result in Zoology among all the students of Shillong College in University/Board Examination every year. For 2009, the prize goes to Shri Genie Wonreichen Pheirim – for securing Ist Class 4th in Zoology Honours in the B. Sc. Examination, 2009, conducted by NEHU.

VI. INTER-COLLEGE BASKETBALL TOURNAMENT:

The Shillong College Basketball Teams (both Boys and Girls) won the Runner-up Trophies in the Inter-College Invitational Basketball Tournament 2009 organised by St. Anthony's College, Shillong, as a part of the Platinum Jubilee Celebrations of the College. Shri David Lalmalsawm Hmar of B. Com. (1st year) and Smt. Grazel N. Nongbri of B. A. (1st year) students of the College received the Best Players awards in the Boys and Girls category respectively which included a certificate and a cash prize of Rs. 5000/- each.

IMPORTANT ACTIVITIES DURING THE PERIOD FROM 1ST NOVEMBER 2008 TO 31ST OCTOBER 2009

1. Annual College Social, Sports and Cultural Week was organised by the Shillong College Students' Union under the guidance of the teacher-in-charges of various section from in the college campus. The celebration was inaugurated by Prof. J. Mawthoh, North Eastern Hill University while Shri Paul Lyngdoh, Hon'ble Minister for Sports and Youth Affairs, Government of Meghalaya, graced the Valedictory Function as the Chief Guest.
2. Department of History, Shillong College, organised a one day Study tour programme for the IInd and IIIrd year B.A. (History Honours) students in some of the historical sites of the Jaintia Hills including the "Village of the Monoliths" at Nartiang and Syntu Ksiar, Jowai on 8th December 2008.
3. History Department of the College organised a talk on "Dwindling effects of Oil Supply) on the 11th December 2008 at the College Conference Hall. The Talk was delivered by Shri W. Synrem, Officer on Special Duty, Programme Implementation & Evaluation, Government of Meghalaya.
4. Shillong College Unit of the Meghalaya College Teachers' Association felicitated Prof. James Williams, Vice President, All India Federation of University and College Teachers' Association, at the College Campus on 14th February 2009, who visited Shillong on organizational work. Prof. Williams also delivered talk on the background, context and dynamics of the UGC pay review report and implementation of the same.
5. Information and Career Guidance Cell of the College organised "Career Guidance Programme" on 29th May 2009 and 2nd June 2009 at the college campus.
6. World Environment Day 2009 was celebrated in the College by the Shillong College Academic Society in collaboration with Shillong College on 5th June 2009 with multifarious student oriented programmes. The programme was sponsored by Meghalaya State Council of Science and Technology and Indian Overseas Bank, Shillong. A number of competitions for students from Nursery to Undergraduate level were organised and about 250 students from different schools and colleges took part in the programme with great enthusiasm. Shri O.S. Oberoi, Principal Secretary, Forest and Environment, Government of Meghalaya, graced the occasion as the Chief Guest and inaugurated the programme.
7. Chemistry Dept. organised a Talk on "Career prospects in Chemistry" on 8th June 2009. Prof. Manish Bhattacharjee of IIT, Kharagpur delivered the talk.
8. On 19th of June 2009, the Women's Cell of Shillong College was formally started with a colourful inaugural programme in which a discussion-cum-seminar on "Women and Leadership" was also organised. The programme was organised by the Women's Cell of the College in collaboration with Ka Lympung Ki Seng Kynthei, Shillong. Chief Guest for the function was Smt. M. Iawphniaw, Chief Post Master General, NER, Shillong and an alumnus of the College. The occasion marked the gracious presence and deliberations from Prof. (Mrs.) K. S. Lyngdoh, President, Governing Body of the College, Padmashree T. Phanbuh, President, Ka Lympung Ki Seng Kynthei, Dr. A.K. Nongkynrih, Department of Sociology, NEHU, Shillong, Dr. (Ms) S. M. Sumoh, Chairperson, Women Cell, NEHU and Smt. P. Mukhim, noted journalist and the Editor, The Shillong Times

9. Department of Statistics, Shillong College, organized a seminar on "Prospects and Applications of Statistics" at Shillong College on 27th June, 2009. The main purpose of the seminar was to create awareness among the students about the prospects, importance and applications of Statistics in various fields and also to lay stress on the significance of 'National Statistics Day' along with highlighting the contributions of Late Prof. P.C. Mahalanobis in Statistical development and socio-economic planning. Dr. T.K. Chakraborty, Head, Department of Statistics, NEHU, Prof. Sushma Bendre, Department of Statistics, NEHU, Dr. S. Dey, Department of Statistics, St. Anthony's College, Dr. H. Singh, Department of Statistics, NEHU, and Dr. M.K. Das, Reader, Department of Statistics, NEHU delivered lectures on the related topics mentioning the growing demands of Statistics in various fields and congratulated Department of Statistics, Shillong College, for holding this seminar. A quiz programme was organized for the students with Dr. S.K. Jha, Department of Statistics, NEHU, conducting the session as Quiz Master.
10. Physics department of the college organised an educative lecture-cum-quiz programme on "TOTAL SOLAR ECLIPSE 22nd JULY 2009", on the 14th July 2009 at the College Conference Hall which was graced by Shri R D. West, Member-Secretary, Meghalaya State Council of Science, Technology and Environment. Shri Rahul Chatterjee, an alumni of the College and teacher, Jail Road Boys' Higher Secondary School (also Secretary, Physics Teachers' Association, Shillong Chapter) and Shri S. Lato, Lecturer, Physics department, Shillong College delivered talks on the topic which enlightened each and everyone on "Sun-Earth We are truly connected" and "Total Solar Eclipse", respectively and they also explained on the importance of the Solar Eclipse. This was followed by a quiz contest among the students of the college.
11. Prof. (Mrs.) K. S. Lyngdoh, a prominent member of different NAAC Peer Teams and the President, Governing Body of Shillong College, delivered a talk on "Guidelines for Re-Accreditation of Under Graduate Colleges" detailing the various aspects of preparation for Re-accreditation by the NAAC and elaborated how the members of the college fraternity should prepare for reaccreditation process. A modified logo of the College, as approved by the IQAC and Governing Body of the College, was also released by Prof. Lyngdoh on the occasion. The logo now embraces the English version of the theme of the college written originally in Sanskrit which reads as, "KNOWLEDGE IS IMMORTAL".
12. Shillong College Alumni Association celebrated the "ALUMNI DAY" and the Foundation Day of the College with a colourful and lively programme on 14th of August 2009 at the College Conference Hall. The past students of the college congregated from different parts of the state in the function in which teaching and non-teaching staff were also present.
13. A Lecture-cum-discussion Session was organised by the Department of Philosophy of the College on the topic "Ethics and Environment" on 20th August 2009 at the College Conference Hall. The Resource Persons, Dr. X. Mao and Dr. B. Pohlang, both from the Department of Philosophy, North Eastern Hill University, delivered illuminating lectures on the topic that was followed by a lively discussion. The Head of the Department of Philosophy, Shillong College, Dr. K.D. Ramsiej welcomed everyone in the lecture session where the Principal of the College, Dr. (Mrs.) M.P.R. Lyngdoh was also present. The resource persons talked about the importance of ethics in relation to the environment and pointed out that every one of us wants a good environment but very few are prepared to make room for it. The importance of ethics in the preservation of not only physical environment but also moral environment was also highlighted. Principal of the College in her address opined that without a good environment survival of living beings will be impossibility and it is ethics which will guide the mankind and show the right path to protect the environment.

14. Department of Political Science, Shillong College, organised a Popular Talk on "Role of Traditional Institutions in the modern context" on the 9th September, 2009, in the college premises. The talk was delivered by Dr. Pascal Malngiang, Reader, Political Science department, North Eastern Hill University which was followed by a lively discussion on the role of traditional institutions.
15. Bengali department of the College organised a Symposium on "Bangla Bhasar Charcha: Bishwayan" (Cultivating Bengali Language – Globalisation) on 10th September, 2009, at the College Conference Hall. Prof. Manobendra Bhattacharjee, former lecturer, Sankardev College, Dr. Dilip Lahiri, former lecturer, St. Edmund's College, Prof. D. Mukherjee, former Vice Principal, Shillong College and Shri Kashinath Chakraborty, Lecturer, Sankardev College, elaborated their views on the topic and made the discussion a lively one. Smt. Bhaswati Lahiri, lecturer, Lady Keane College chaired the session.
16. The Department of Chemistry, Shillong College had organized a one-day tour for the Chemistry Honours students to the North Eastern Space Application Centre, Barapani and the Sophisticated Analytical Instrumentation Facility (SAIF), NEHU on the 16th September 2009.
17. On account of the 150th Anniversary of publication of the book "Origin of Species" by Charles Darwin, the Zoonic Circle, Department of Zoology, Shillong College, organised the popular talk-cum-Exhibition on the 9th October 2009 to commemorate Darwin's contribution in understanding the concept of organic evolution. Eminent scientist Dr. A.K. Yadav of the North Eastern Hill University and a renowned paleontologist Mr. A.P. Kumar of the Paleontological Survey of India (GSI), were the resource persons who shared their views on the subject.
18. Khasi Department of the College organised a talk on "Khasi Language at present and its future prospects" ("Ka Ktien Khasi Mynta bad ka lawei jong ka") at the College Conference Hall on the 15th of October 2009. Prof. (Mrs.) B. War, Department of Khasi, North Eastern Hill University, delivered the talk on the subject which was followed by discussion and interaction.
19. English Department organised and staged a one act play named "A Marriage Proposal" – an adaptation of the play written by Anton Chekov and the English Honours students acted in the play which was appreciated by all. The event was held on 23rd October, 2009, at the College Conference Hall. The cast of the play included Mewanshan Kharmawphlang (as Stepan Stepanovitch Tschubukov – a country farmer), Deepika S. Lyngdoh (as Natalia Stepanovna – farmer's daughter) and Banteilang Dohling (as Ivan Vassiliyitch' –Tschubukov's neighbor) and the play was directed by Shri G. Rumnong and Shri L.M. Pariat, Lecturers, Department of English.
20. The Shillong College and the Shillong College Unit of the MCTA organised a "Retirement Party" on 24th October 2009 at the College premises in honour of three of our retired colleagues, namely Dr. (Smt.) D. Chattopadhyay, Head, Department of Philosophy (retired on 01-03-2009), Dr. Hrishikesh Dhar, Head, Department of Mathematics (retired on 01-04-2009 and Smt. Suparna Choudhury, Lecturer, Department of Zoology (retired on 01-03-2009).
21. Shillong College participated in the AUTUMN FESTIVAL 2009 organised by the Tourism Department, Government of Meghalaya and Meghalaya Tourism Development Forum and presented a tableau on the occasion which was adjudged as the FIRST PRIZE WINNER in the event earning applaud and appreciation from all concerned.

REPORTS FROM DEPARTMENTS/ CELLS ETC. OF THE COLLEGE

I. EXCURSION-CUM-STUDY TOUR, 2008: AN EPISODE, - in puts from Shri S. Lato, Dr. C. Masharing and Shri G. Rumnong, Teachers-in-charge

It was a cold winter morning – 27th of December 2008. Forty-four students stood huddled together at the MTC Bus Station in Shillong, waiting anxiously to board the bus that would take them to the train station in Guwahati. When we finally boarded the bus, animated faces peeked out of its windows to say their “good byes” to parents and relatives. That was the beginning of a fifteen-day Excursion-cum-Study Tour taken by the Final-year students of Shillong College. As the bus made its journey down the winding roads towards the plains of Assam, green hills rolled past our eyes, and the tips of branches and bamboos swayed along the road as if to wave and wish us a happy trip. Our destination was Goa.

The train bound for Howrah left Guwahati at 12:45 pm with a gentle tug followed by a regular clipping of the wheels, and soon we were speeding past vast expanse of fields. The next morning we arrived in Howrah at 5:30 am. The students whiled away their time watching the lazy Hoogli carry away Kolkata's grime under the Howrah Bridge. We left the City of Joy for CST at 2:00 pm. On the 29th of December we reached CST at 9:30 pm. As the train came to a halt, we stepped out with timid steps for was it not a month back that the city, and the station in particular, was rocked by a savage terrorist invasion? However, to our surprise and joy we found that the station was bustling with life and activity. Although the scars remain, the people have picked themselves up and showed the world that no form of terror could ensnare their spirit and freedom. The next train to Madgaon was due at 7:00 am, so we took a night tour around the quiet streets of Mumbai, making our way to India Gate and we even caught a glimpse of the Taj. The next morning, we were back on the train cutting through numerous tunnels on our way to Goa.

We arrived at Madgaon on the 30th of December at 7:30 pm. We lodged at Donapaula, a beautiful place overseeing the wide blue ocean. The next morning we visited old Goa, making sure we did not miss the famous St. Francis Church. We also visited Ford Aquada and enjoyed the panoramic view of the sea from its walled height. On the 31st morning we took our first trip to the Miramar beach. We thoroughly enjoyed the warm sun-baked sand tickling our toes and the soft splash of the waves, washing away the foot prints on the sand. In the evening, we went for a ferry ride on the ‘Coral Queen’ and finally ended the year at Calangute beach. New Year's Day started with lunch at Campal Park and a visit to the Science Centre at Panjim. In the evening we all seated ourselves at the Inox Complex to enjoy Amir Khan's compelling talent in ‘Ghajini’. We ended our New Year's celebration with dinner at ‘Shalimar’. The next day, we made for Calangute beach and enjoyed the sun and sand the entire day. Students wandered the entire length of the beach, some playing beach ball while others ventured out to ride water scooters or simply frolicked in the waters. On the 3rd we went for a quick round of Anjuna and Vegator beaches and later did a bit of shopping at Panjim market. Our stay in Goa was indeed a memorable one and could not have been made possible without the able guidance and care of our trusted friend and bus driver, Ronaldo.

On the morning of the next day, we rushed to Madgaon station to board a train back to Kolkata. It left the station at 7:00 am but we carried back with us more than just our baggage – memories from Goa. However, all was not a fairytale ride. The journey back to Kolkata was a tedious one and in a way augured for trying moments and circumstances in our journey. We reached Howrah on the 5th of January 2009 at 9:30 pm. The bus ride to Meghalaya House was a

cramped one. Further, on reaching Meghalaya House, we found ourselves standing in a mosquito infested compound at midnight trying to get some form of decent accommodation as all the rooms were packed. From the management side, they too were in a fix because it so happened that four colleges including ours converged at the House at the same time. However, they were very prompt to give us proper accommodation the next morning. On the 6th, we spent the first half of the day touring Kolkata heritage sites. In the evening, we did a bit of shopping and this continued in the better part of the next day as well.

We left Kolkata to return to Guwahati on the 8th at 4:30 pm. As the train clipped and clapped along the rails, most of us were dreaming of the breezy hills of home. We reached Guwahati on the 9th at nine in the morning. A short delay at the bus station just stretched our longing for home a little more. Finally we boarded a bus to Shillong at 12 noon and started our way up the winding roads that led home. We reached Shillong at 4:00 pm and after much good wishes we took our different roads home.

II. WOMEN AND LEADERSHIP: A BRIEF REPORT OF THE WOMEN CELL: SHILLONG COLLEGE **- in puts from Dr. (Mrs.) E. Kharkongor**

The concern that women have to be empowered with the capacity to act and impact has been recognized not only in India but the rest of the world. In this regard, it has been accepted that education play a vital role in shaping and moulding the diverse talents that women have to enable them to become leaders in every sphere of life. This has resulted in a number of initiatives undertaken by the U.G.C. which includes the setting up of Women Cells' and Women Studies Centers in higher educational institutions to cater to the differential needs of women and ensure their capacity building. The setting up of the women cell, Shillong College on 3 April, 2009 under the able leadership of Dr. (Mrs.) M.P.R. Lyngdoh, Principal of the College, reflects the endeavor of the college to equip women in the educational process with the capacity to become leaders of the future. The main objectives of the cell are:

1. Enhancing self-esteem and self confidence of women students, faculty and staffs in the college
2. To develop critical thinking ability of women students etc.
3. To foster decision -making ability and action through collective processes
4. To enable women to make informed choices in areas like education, employment and health especially reproductive health
5. To enhance their participation on an equal footing in all areas.

The Women Cell, Shillong College was formally inaugurated on 19th June, 2009. The programme was organized by the Women Cell in collaboration with Ka Lypung ki Seng Kynthei, Shillong. The inaugural theme adopted for the programme was "Women and Leadership". Smt. M. lawphniaw, Chief Post Master General, North Eastern Circle, graced the occasion as Chief Guest and Dr. (Mrs.) M. P. R. Lyngdoh, Principal of the College presided over the function.

The inaugural programme started with the welcome address and a brief introduction about the cell by Dr. (Mrs.) E. Kharkongor, Convener Women Cell followed by the unveiling of the commemorative souvenir by the Principal of the College. Padmashree T. Phanbuh, President, Ka Lypung ki Seng Kynthei delivered a short speech on the occasion. She highlighted on the various activities of the association and emphasized that it is only through hard work and dedication will enable women to become leaders in any sphere of life. Prof. K.S. Lyngdoh, President, Governing Body, Shillong College, congratulated the College for setting up the Women Cell and pointed out that it was a step in the right direction to cater to the particular needs of women enrolled in institutions of higher education. This was followed by an address by Prof. M. Sungoh, Chairperson, Women - Cell, North Eastern Hill University, Shillong, on the topic-"The Relevance of Setting up Women Cell in Higher Educational Institutions". The speaker highlighted that the existence of certain constraints and factors for the empowerment of women in the true sense of

the term have brought out the need for setting up of women cells and women studies centers in universities and colleges. She emphasize that these cells can act as catalysts for promoting and strengthening women's' issues through teaching, research, curriculum, field and extension work and other activities. By counseling, collaborating and networking both within and outside the college and university system these cells can activate themselves in several direction and goals to enable women to become equal partners in society. This was followed by the inaugural address by Smt. M. lawphniaw, PMG, North Eastern Circle. In her augural address, the chief guest who is also an alumnus of the college reminisce about her association with the College and paid glowing tributes to the sacrifice and dedication of her teachers which had help a simple but aspiring student to succeed. She stated that women are born leaders and stress that investing in quality education for girls and women will bring transformation for the entire society. Further she stated that the diverse talents that a woman have needs to be nurtured and brought out through proper education and training. She opined that women have made their mark in many areas and that India's future depends upon men and women who will play an equal and active role in society.

The inauguration was followed by a deliberative and interactive session which included lectures by three resource persons on specific topics. The first lecture was delivered by Smt. W.C.K. Sohliya, Department of Commerce & Management, Shillong College on the topic, "Understanding the Labyrinth of Leadership and the Woman lost in it". The Speaker dwelt on the various issues that act as barriers to "Women Reaching the Top". She emphasized that women have to be equip to be able to effectively deal with the various barriers that confront them on the path to professional achievement. The second lecture was delivered by Dr. A.K. Nongkynrih, Reader, Department of Sociology, North Eastern Hill University on "Women and Grassroots Institutions: A Generalists View". The speaker describe that customary beliefs and practices seems to be the major influences towards women and their political participation not only in grassroots institutions but also in political institutions that is based on the principles of constitutional provision. He also stated that the social acceptance of women as an equal partner in the area of power and authority is a major challenge which has to be dealt within the institutions of the society. This was followed by a lecture on "Women and Politics", by Padmashree Patricia Mukhim, Editor Shillong Times & Social Activist. The speaker reiterated that India still have a long way to go to be able to fully accept women as equal partners in the decision making process. She advocated policy changes for gender sensitization and encourages women to come forward and contribute their best efforts to build up a better future.

In the interactive session many interesting questions were raised and discussions were held on the various issues related to women and their position as equal partners in nation - building. This was followed by the Chairpersons' remark which summed up the entire proceedings. The chairperson emphatically stressed that women must be ensured of equal participation in decision - making at all levels. She pointed out that although there are constitutional provisions to safeguard women but a majority of them especially in rural areas are not aware of these rights which are guaranteed by the Constitution. Hence, she advocated that the Constitution should be translated into different local languages to be able to serve the purpose of guaranteeing equal rights to all the citizens specially women. Finally, the programme ended with a vote of thanks by Dr. (Mrs.) S. Pandey, Department of Hindi, Shillong College.

III. A REPORT ON THE SEMINAR ON 'PROSPECTS AND APPLICATIONS OF STATISTICS' 27TH JUNE, 2009 Reported by Shri S. Goswami, Convener

Department of Statistics, Shillong College, organized a seminar on "Prospects and Applications of Statistics' at Shillong College on 27th June, 2009. The main purpose of the seminar is to create awareness among the students about the prospects, importance and applications of Statistics in various fields. The seminar was open for Faculties and Research Scholars/ students of Statistics/ Mathematics of Shillong College and other institutions in Shillong. The seminar was inaugurated at the Conference Hall of Shillong College at 11:00 A.M. by the Chairperson Dr. (Mrs.) M.P.R. Lyngdoh, Principal of Shillong College, by giving honour to Late Prof. P.C. Mahalanobis by lighting candle.

The seminar was anchored by Dr. (Mrs.) Dhira Bhowmik, Department of English, Shillong College. Shri S. Goswami, Convener of the seminar, gave a welcome address to the august gathering and mentioned the significance of 'National Statistics Day' and also highlighted the contributions of Late Prof. P.C. Mahalanobis in Statistical development and socio-economic planning. Dr. T.K. Chakraborty, Department of Statistics, NEHU, also addressed the august gathering by a short speech. He mentioned the growing demands of Statistics in various fields. Prof. Sushma Bendre, Department of Statistics, NEHU, in her speech, congratulated Department of Statistics, Shillong College, for holding this seminar. In her speech, she mentioned that this type of seminar would definitely generate awareness and interests among students and other concerned persons about the extensive applications of Statistics. Finally, the Chairperson Dr. (Mrs.) M. P. R. Lyngdoh, in her speech, addressed the house about the rising trends of Statistics. She also acquainted the august gathering how Department of Statistics was established in Shillong College. The inaugural session ended with the Chairperson's remark.

The technical session started at 12:00 Noon. Dr. M. Dey, Vice Principal of Shillong College, chaired the seminar. The first presentation was from Dr. T.K. Chakraborty, H.O.D. of Statistics, NEHU. He highlighted about the job opportunities of Statistics in various Government and Non-Government sectors. The second presentation was from Prof. Sushma Bendre, Department of Statistics, NEHU. Her topic was 'Need for Statistics'. She explained why statistical data are needed and how data are analysed to reach a conclusion. The next presentation was from Dr. S. Dey, Department of Statistics, St. Anthony's College, Shillong. He explained the topic, 'How and Why We Conceptualize a Distribution?' The aim of the talk was to explore the idea of Statistical Distribution and their importance. Dr. H. Singh, Department of Statistics, NEHU, described his topic 'Demography. What does it say?' He explained, in brief, the Demographical Techniques in the scientific study of human population. The final talk was from Dr. M.K. Das, Reader, Department of Statistics, NEHU. He highlighted the importance of statistical techniques and the way how statistical techniques are applied in the study of decision making.

After Technical session, a quiz programme was organized for the students. Dr. S.K. Jha, Department of Statistics, NEHU, took up the chair of Quiz Master. Sixteen students participated in the quiz and they were put in four groups, each group consisted of four participants. The participants of the winner group were awarded, by the Chairperson of Technical session, Dr. M.Dey, with prizes. The winner participants were:

1. Ms. Janailin Warjri, III B.Sc, Shillong College
2. Shri Rebestone, II B.Sc., Shillong College
3. Ms. Alicia Passah, I B.Sc., Shillong College
4. Ms. Jayanti, I B.Sc., St. Anthony's College, Shillong.

Dr. M. Dey also delivered a valedictory address. The seminar ended with vote of thanks from Ms. Janailin Warjri, a student of B.Sc. 3rd year.

IV. PROGRAMME ON "TOTAL SOLAR ECLIPSE 22nd JULY 2009", ORGANISED BY THE PHYSICS DEPARTMENT, SHILLONG COLLEGE, ON THE 14th JULY 2009 - inputs from Shri Meban Rynjah, lecturer, Physics department.

The Physics department Shillong College, Shillong, took the privilege of organizing a one day awareness programme on the 14th July 2009, for the students of the college in particular, and the staff in general, on the topic "Total Solar Eclipse" which is a rare and spectacular celestial phenomenon, and is due to occur on the 22nd July 2009. The department took the initiative of organizing this programme as the whole country looked forward towards observing this phenomenon which will be visible with its totality only over a narrow belt called the 'belt of totality'. Shillong is not very fortunate to observe the 100% eclipse, but fortunate enough to observe about 98% of the totality, which will be visible from about 5 hr- 29mins - 36 seconds till about 7hr- 20mins.

The preparation for the programme started off on a good note with the consent and good gesture of the Principal, and also, with her warm wishes, she graciously agreed to sponsor the said programme. The preparation also saw the active and enthusiastic participation of the staff of the physics department under the leadership of the H.O.D, Smt. E.N. Dkhar. The B.Sc. (H & P) students and also the class XII (sc) students also actively participated in the preparation for the day. It was a great honour for the department, that Shri. R.D. West, Member secretary of the State Council of Science, Technology & Environment (SCSTE) gave his assent to grace the programme as the Chief Guest. Shri. R.D. West also agreed to provide about 200 solar filters so that the department can distribute to the staff and students to enable them to have a safe viewing of the eclipse on 22nd July 2009. The department was also very privileged that Shri. Rahul Chatterjee, Teacher, Jail Road Boys' Higher Secondary School and Secretary of Indian Physics Association, Shillong chapter and also an eminent news Anchor and resource person on the subject, had given his consent to present a popular talk on that day in which his topic of interest was "Sun-Earth We are truly connected". The department is also greatly indebted to a very own colleague of the department Shri. S. Lato, who volunteered to present another popular talk on the general theme "Total Solar Eclipse".

The inaugural function started at 11:30 a.m. with the arrival of the Chief Guest in which Mr. Kitdor Kharbuli, a student of Class XII 'Sc' read off the gist of the entire theme of the programme. Then Ms. Steffanie Blah another student of Class XII 'Sc', who also anchored the whole function of the day, started off on a welcome note, welcoming the Chief Guest, the Vice Principal Regular courses and the H.O.D physics, to the dais. Unfortunately, the Principal was unable to attend the programme due to her preoccupation. Smt. E.N. Dkhar, H.O.D, physics was then called upon to present the welcome address, after which the V.P Regular courses gave a short speech and then the Chief Guest delivered his address. The Chief Guest in his speech mentioned with great happiness and also congratulated the physics department, Shillong College, for being the first institute to have organized such an awareness programme on this spectacular event. The Chief Guest also took the privilege to motivate and encourage the students to take up the basic sciences Physics, Chemistry etc., for further studies, research works and also as a career. He talked about the dwindling number of students taking up basic sciences for further studies due to emerging new courses which are more market based, have promising and better job prospects, and are more lucrative; he pointed out that the trend is very dangerous as the growth and success of any technology and the whole economy for that matter greatly depends on basic sciences. He therefore exhorted the students, and impressed upon them to take interest and take up the basic sciences for further studies, and also for research purposes.

Immediately after the inaugural function, Shri. R. Chatterjee was called upon to present his talk. The talk was very resourceful, enlightening and thought provoking. Using power point presentation and streaming videos, he completely caught the attention of the audience and amazed every one present, because, everyone couldn't help but wonder how!!!? Something that is happening on the sun, 150 million kilometers away from the earth could affect us one way or the other. It was totally awesome.

The second talk of the day was presented by Shri. S. Lato, a lecturer of the physics department, Shillong College. Shri. S. Lato also used power point presentation and gave the audience a deeper insight into the phenomenon. He also completely mesmerized the audience with his beautiful interpretation of the phenomenon of total solar eclipse, how and when does it occur, and, why we do not see total solar eclipse on every full moon? It was very knowledgeable and everyone, especially the students enjoyed every bit of the presentation.

The popular talk by Shri S. Lato was then immediately followed by an open quiz in which the department is once again greatly indebted to Shri. R. Chatterjee who readily agreed to help the Department by conducting the open quiz for both the students and the staff. Everyone in the audience participate with enthusiasm in the quiz, in which prizes were handed over on the spot to any participant who gave the correct response. A total of about 47 questions based on astronomy, were put forward to the audience during which they scratch their heads and put their

thoughts together to recollect every bit of information that they have learnt and stored in their mental lexicon. It was indeed a very encouraging and wonderful experience to see how everyone actively participated and tried their bit to come up with a correct answer.

After the open quiz, the programme of the day was concluded with a vote of thanks from Shri. A. Dkhar, who is also a member of the physics department. It was all but wonderful to learn that the next total eclipse will be visible from India only until2014.

The physics department wishes to convey its heartfelt thanks and gratitude to each and everyone who have worked together and helped to make the function a success. The department would like to thank the student volunteers, who, with selfless dedications have contributed greatly towards the success of the day. The department also thanks the Principal of the college, the Vice Principals Regular and Professional courses, the staff and all those who have contributed towards the success of the programme.

V. POPULAR TALK ON "ROLE OF TRADITIONAL INSTITUTIONS IN THE MODERN CONTEXT" ORGANISED BY POLITICAL SCIENCE DEPARTMENT ON 9TH SEPTEMBER, 2009 - inputs from Smt. L. P. Shadap, Head, Political Science Department

The Department of Political Science of Shillong College organised a Popular Talk on "Role of Traditional Institutions in the Modern Context" on the 9th September 2009 in the college premises. THE TALK WAS DELIVERED BY Dr. Pascal Malngiang, Reader, Political Science Department, North-Eastern Hill University. The Vice Principal of the College, Dr. Malay Dey, was the Chairperson of the function. Smt. L.P. Shadap, Head of the Department of Political Science gave the key note address emphasizing on the background of traditional institutions in Meghalaya and whether these institutions are still relevant today. The Vice Principal also forward some remark on the importance of the traditional institutions in Meghalaya and that they have played a role in the Society since time immemorial.

Dr. Malngiang began by tracing the development of traditional institutions in the North East. He emphasized that not all traditional political structures in the North East can be called democratic. There are some traditional political institutions in the North East which are based on heredity. According to him, the head of these traditional institutions is the Chief. The method of election of the Chiefs differ from tribe to tribe, so also the method of succession. The method of succession of the Khasi and Garo Chiefs are unique. Since they are a matrilineal society, succession is from the 'womb' or the mother's side. With regard to the powers and functions, he remarked that the Khasi Chief do not exercise their powers along but in consultation with the 'Dorbars'. He also pointed out the similarities of the traditional institutions of the North East with the traditional institutions in Africa.

Dr. Malngiang elaborated in his own style that after independence another set of leaders emerged which he termed as 'Achievement leaders" because of the fact that they occupy their office based on their achievements or success in the elections and not on the basis of heredity. With the emergence of this new class of leaders, there also emerged a tussle between the District Councils which is composed of these elected representative and the traditional institutions. Till today, the differences between these two bodies still exist here in Meghalaya. He also questioned the relevance of the District Councils and whether we should go back to our old traditional institutions or do away with them. While on this theme, re referred to the Tata Commission Report which stated that District Councils should be done away with since they are weak in nature and that the Village Courts set up by them cannot compel the people concerned to attend the proceedings of the Court. He also referred to the Veerappa Moily Report which also stated that the District Councils should be done away with since it is just a waste of money. As per the findings of the report, people are affectionate towards the District Councils which may be the reason that make it difficult to remove them. The report also suggested that Panchayati Raj institutions should be set up to replace the District Councils. According to the 73rd Amendment Act, Panchayati Raj institutions can be set up by adopting a two-thirds majority resolution in the State Legislative Assembly. If Panchayati Raj institutions are set up in Meghalaya, the traditional

institutions will get the status of Panchayats. According to Dr. Malngiang, the district Councils are against these traditional institutions getting the status of Panchayats. In fact the District Councils have been asking for direct funding from the Centre of which only Panchayati Raj institutions are entitled.

He also raised a question about what will be the status of women in these Panchayats if they are set up in the North East. According to the 73rd Amendment Act, 33% of the seats should be reserved for women. As per his observation, the problem that will arise is that whether women will be welcomed in these Panchayats since they are not allowed to participate in decision-making processes in their own traditional institutions. In fact, in the Khasi society, even though it is a matrilineal society, only a few localities allow women to participate in the 'Dorbar'.

The talk was followed by a question-answer session in which some vital issues and questions were raised by the audience and which were answered by Dr. Malngiang. The function was concluded with a vote of thanks given by Smt. R. Pyngrope, a senior faculty member of the department.

VI. SYMPOSIUM ON "BANGALA BHASAR CHARCHA: BISHWAYAN" ORGANISED BY BENGALI DEPARTMENT ON 10TH SEPTEMBER, 2009 - inputs from Smt. Chandana Dhar, lecturer, Bengali Department

Bengali or Bangla is an Indo-Aryan language of the eastern India sub-continent evolved from the Magadhi Prakrit and Sanskrit languages. Bengali is native to the region of South Asia known as Bengal. With nearly 230 million total speakers, Bengali is one of the most spoken languages (ranking 5 or 6) in the world. With its long and rich literary tradition, Bengali serves to bind together a culturally diverse region. In 1952 on the 21st February, the Bengali language movement started. The events leading up to the adoption of the 21st of February as International Mother Language Day started when the Governor General of Pakistan, Mohammed Ali Jinnah, declared at a public meeting on 21 March 1948 that Urdu would be the only official language for both east and west Pakistan. The majority of the people living in eastern Pakistan were Bangla-speaking and therefore protested against this declaration. A student meeting called for a strike on 21 February, a move which the Pakistani government would not tolerate. Five of the students who were campaigning for Bangla to be recognized as one of the state languages of Pakistan were shot and killed by police. The slain students are seen as martyrs for their cause, which turned out to be the beginning of Bangladesh's struggle for independence. At the request of the people of Bangladesh and after investigating the matter, UNESCO declared the 21st of February each year to be International Mother Language Day on a world-wide scale among United Nations member countries in the belief that a culture of peace can only really flourish where each individual enjoys the right to communicate freely in their mother language in all aspects of their lives.. International Day has been observed every year since February 2000 to promote linguistic and cultural diversity and multilingualism.

Bengali is the national and official language of Bangladesh and one of the 23 official languages recognized by the Republic of India. It is the official language of the states of West Bengal and Tripura. It is also a major language in the Indian union territory of Andaman and Nicobar Islands. It was made an official language of Sierra Leone in order to honour the Bangladeshi peacekeeping force from the United Nations stationed there. It is also the co-official language of Assam, which has three predominantly Sylheti-speaking districts of southern Assam: Cachar, Karimganj, and Hailakandi. The national anthems of both India and Bangladesh were written by the Bengali Nobel laureate Rabindranath Tagore. The Bengali script is called "Abugida"

Each and every child in this world starts by learning his/her mother language and then it becomes his/her right to speak or to express oneself in that language. Languages are the most powerful instruments of preserving and developing our tangible and intangible heritage. All moves to promote the dissemination of mother tongues will serve not only to encourage linguistic diversity and multilingual education but also to develop fuller awareness of linguistic and cultural traditions throughout the world and to inspire solidarity based on understanding, tolerance and dialogue. If somebody imposes a different language to these people then it becomes a major

and drastic change to oneself and to the heritage of the nation. And so to make such awareness, the Bengali Department of the College organised a symposium on "Bangla Bhashar Charcha: Bishwayan" on the 10th September, 2009, at the College Conference Hall.

The programme was attended by many teachers and students from different institutions of the city while many eminent teachers send their messages and thus the event was a great success. The event also made the students avail new knowledge which can help them for the knowledge skill and intellectual development.

Dr. Malay Dey, Vice Principal of the College forwarded the introductory remark and expressed his views on the development of Bengali language. In his short speech he conveyed the richness of this language, its origin and the position in today's world. Dr. Dilip Lahiri, former Head, Department of Bengali, St. Edmund's College, Shillong delivered a talk narrating his views on the changes that is brought about in the language with respect to globalization which can be a threat to the language and therefore remains a point of concern. Shri Durbadal Mukherjee, former Vice Principal, Shillong College, repentant the trends of lack interest of students on their mother tongue in this part of the country and opined that every one has role to play in the development of their mother language, particularly the Bengali language. Shri Manobendra Bhattacharjee, former lecturer in Bengali, Sankardev College analyzed the trends in the perspective of globalization and gave his opinion in simple words how the language should adapt to the changes in contemporary world so that results of globalization may be turned into positive effect on the language. Shri Kashinath Chakraborty, lecturer in Bengali, Sankardev College, taking examples of the happening around us, made every one to understand how the mind-set of people are changing and the lack of interest and attraction that is inhibiting in them for the language. Last but not the least, the Chairperson of the session Dr. (Mrs.) Bhaswati Lahiri, Lecturer in Bengali, Lady Keane College, Shillong, summarized the proceedings of the deliberations and expressed that in spite of the changes that is brought about by globalization and its ill impact on languages yet the Bengali language is still full of potential and prosperity. She concluded the discussion with the beautiful line: "O Rajanigandha tomar gandhe shudha bhara".

The learned deliberations, messages and the discussions that followed motivated every one to surmise that though English is becoming a medium of economic empowerment and is changing the method of teaching yet the importance of mother language and the traditional method of teaching and learning remains atop because the learners can develop the spirit of enquiry and curiosity more spontaneously in his/her mother language. An individual well equipped in the knowledge of his/her mother language as well as English will be able to take on the challenges of the contemporary world with greater confidence, gusto and acumen. Thus even contents of course and syllabus should adapt to the changes and be framed to make the learners equipped with all these qualities and also that they find interest in such studies. To quote from the words of Dr. K.C. Boral, Director of TEAFULU, "syllabus should framed in such a way that student do not merely become passive acquiescent and complacent learners, but it should arouse in them the spirit of enquiry which can lead to better understanding and a great command over the subject matter."

VII. STUDY TOUR ORGANISED BY DEPARTMENT OF CHEMISTRY ON 16TH SEPTEMBER 2009 - in puts from Shri T. J. Kharbhih, Head, Department of Chemistry.

Remote sensing is the small or large-scale acquisition of information of an object or phenomenon, by the use of either recording or real-time sensing device(s) that are wireless, or not in physical or intimate contact with the object (such as by way of aircraft, spacecraft, satellite, buoy, or ship). In practice, remote sensing is the stand-off collection through the use of a variety of devices for gathering information on a given object or area. Thus, Earth observation or weather satellite collection platforms, ocean and atmospheric observing weather buoy platforms, the monitoring of a parolee via an ultrasound identification system, Magnetic Resonance Imaging (MRI), Positron Emission Tomography (PET), X-radiation (X-RAY) and space probes are all examples of remote sensing. In modern usage, the term generally refers to the use of imaging sensor technologies including: instruments found in aircraft and spacecraft as well as those used in electrophysiology, and is distinct from other imaging-related fields such as

medical imaging. Remote sensing makes it possible to collect data on dangerous or inaccessible areas. Remote sensing applications include monitoring deforestation in areas such as the Amazon Basin, the effects of climate change on glaciers and Arctic and Antarctic regions, and depth sounding of coastal and ocean depths. Military collection during the cold war made use of stand-off collection of data about dangerous border areas. Remote sensing also replaces costly and slow data collection on the ground, ensuring in the process that areas or objects are not disturbed.

The Government of India has formed a new agency, the National Remote Sensing Centre (NRSC). NRSC uses people and assets from the old National Remote Sensing Agency run by the Department of Space. The move was announced on 1 September. The NRSC will be one of the centres of the Indian Space Research Organisation. The agency can trace its history back to the Department of Science & Technology, which in 1974 set up an organisation to facilitate remote sensing activities in India. It was transferred to the Department of Space during the early 1980s with the growth of indigenous efforts in space-borne remote sensing. It is expected that NRSC will work closely with other parts of ISRO in the development and operations of the ground segment of India's large constellation of remote sensing satellites. It will also take a bigger role during the R&D phase of the program.

The Department of Chemistry, Shillong College had organized a one-day tour for the Chemistry Honours students to the North Eastern Space Application Centre, Barapani and the Sophisticated Analytical Instrumentation Facility (SAIF), NEHU on the 16th September 2009. In all, 25 students, 1 Lab Assistant and 5 teachers had participated in the tour where the first visit was at the North Eastern Space Application Centre (NESAC), Barapani which lasted for about 3 hours. An intensive lecture on Introduction to Remote Sensing and Weather Monitoring was delivered by the NESAC scientist, Shri K. K. Sharma followed by a video show of Chandrayan-I Satellite. There was a lot of interaction during the visit and it ended in some light refreshment. The visit to the Sophisticated Analytical Instrumentation Facility, NEHU followed and the students were divided into three groups to the different Laboratories- the Nuclear Magnetic Resonance (NMR), Scanning Electron Microscope (SEM) and Mass Spectrometer Lab. In the SEM Laboratory the students were guided by the SAIF staff Shri N. Rynjah and Dr Rahul and in the SEM Laboratory the students were guided by the SAIF staff Dr W. Rynjah and in the Mass Spectrometer Laboratory the students were guided by the SAIF staff Ms D. Myrboh. This was followed by some light refreshment. The study tour had helped a lot to the students of Chemistry Honours as the subject of Spectroscopy becomes practical when the students can see physically the instruments used in analysis, recording and obtaining spectra/micrographs of the different samples. The Department of Chemistry, Shillong College is thankful to Dr N. P. P. Rao, Director, NESAC, Barapani and Dr B. P. Gupta, Director, SAIF, NEHU for the cooperation and help in giving the guidance to the teachers and students of the Department of Chemistry, Shillong College. The Department of Chemistry is also thankful to the Principal, Shillong College for the financial support.

VIII. POPULAR TALK-CUM-EXHIBITION ON 9TH OCTOBER ON "UNDERSTANDING EVOLUTION THROUGH DARWIN" ORGANISED BY ZOONIC CIRCLE, ZOOLOGY DEPARTMENT - inputs from Smt. D. N. Shabong

Charles Darwin, a renowned English Naturalist, was born on the 12th February 1809 at Shrewsbury, England. He authored the widely read book on evolution "The Origin of Species", published in 1859. Although Darwinism's chief ideas have been anticipated by the predecessors his convincing representation has been appreciated the world over both by scientists and laymen.

Evolution means a gradual and orderly change from one condition to another. We speak of the evolution of the solar system, the evolution of the earth, evolution of the aeroplane and the evolution of the automobile. These changes are sometimes termed as inorganic evolution. On the other hand, the principle of organic evolution states that all the various plants and animals existing at the present time have descended from other, usually simpler organisms by gradual modifications which have accumulated in successive generations. One of the major trends in evolution of most plants and animals has been towards increase adaptation to some particular environments and this has frequently involved increased specializations and complexity of structures and their functions.

The process of evolution has not ceased but is occurring more rapidly today than in many of the past ages. In the last few hundred thousand years, hundreds of species of animals and plants have become extinct and other hundreds have arisen. Although the process is usually too gradual to be observed, there are notable examples of evolutionary change within the time of recorded history.

Therefore on account of the 150th Anniversary of publication of the book "Origin of Species" by Charles Darwin, the Zoonic Circle, Department of Zoology, Shillong College, organised the popular talk-cum-Exhibition on the 9th October 2009 to commemorate Darwin's contribution in understanding the concept of organic evolution.

To mark the occasion, faculty members and students from various colleges attended the said function. Eminent scientist Dr. A.K. Yadav of the North Eastern Hill University and a renowned paleontologist Mr. A. P. Kumar of the Paleontological Survey of India (GSI), were the resource persons who shared their views on the subject. The function was also graced by the presence of our Vice Principal Dr. Malay Dey, Smt. R. Devi, former Vice Principal (and Head, Zoology Department) of the College and also Dr. S.N. Dutta, former Head, Department of Zoology, Shillong College.

Dr. Arun Kr. Yadav of Department of Zoology, NEHU, spoke at length on the life and work of Darwin on the topic "Darwin and Darwinism" which was exhaustive in nature. Dr. Ashok P. Kumar, Senior Scientist, Paleontology Division, Geological Survey of India, Shillong talked on the subject "Life Through the Ages" and explained with paleontological evidences about the process of evolution and about how the present living forms have arisen. After the beautiful and interesting deliberations by both the speakers, the invitees, students and teachers got themselves engrossed in an informative and educative display of fossils which were exhibited by the Paleontological Division, Geological Survey of India, NER, Shillong. The function came to an end with the vote of thanks from Mrs. D. N. Shabong.

IX. INFORMATION AND CAREER GUIDANCE CELL, SHILLONG COLLEGE - inputs from Shri B. Syiem, In-charge, ICGC

We are living today in a fiercely competitive environment. Whether it is finding a job or getting a seat in an educational institution, one cannot avoid the competition. The Indian economy has changed a lot during the last 15 years on account of the process of globalization and economic development that has taken place. Many new jobs have emerged, replacing the old ones and in almost every job specialization has become the driving force. In response to the changing economic environment, new courses of studies have been developed and introduced not only at the university level but undergraduate and school level to cater to the new requirements of the job market. Gone are the days where a graduate in Arts or Science can easily get a job in the government or private sector. Moreover, jobs in the government sector are shrinking on account of the trend towards privatization. As it is today and the likely trend in the near future, the bulk of the job openings will be in the private sector. It is this sector that holds the key to employment generation in the country. However what the employer looks for today is not basically a person with an educational degree but a person who can really perform and work for the growth of the company or organization. What is implied is that a person with some degree of skill or aptitude would be in a much better position to get a job than someone who may not have these qualities. Today, vocational and professional education has taken a centre stage compared to general education. Many educational institutions have introduced vocational and professional courses and new ones are also being developed. However, this does not mean that general education has no relevance today and a student with a B.A or B.Sc degree is a misfit. General education is still relevant and will continue to stay, but its scope has been reduced on account of the trend towards specialization of work. Therefore, it is highly important to realize this trend and to change our mind set so that the automatic drift from school to colleges and then to university is stopped. Besides, one should realize that today, higher education; including university education should be only for those students who have special aptitude and interest.

In the context of today's changing economic scenario, students are to be extra careful in selecting their careers or courses of studies. They need proper information on the various career opportunities that are available today and also the right guidance on how to select one's courses of studies. Lack of career planning may make them directionless and may land them up in the wrong course or career. It is on account of this fact that career guidance is becoming a part of the education process and is an indispensable tool for students desirous of having a successful career.

The Information and Career Guidance Cell, Shillong College has completed six years of its existence in serving the career needs of the students. Since its inception, the ICGC has been conducting various programmes every year for the Degree and Higher Secondary students. Besides, individual and group counseling is also arranged on request. During the current academic session 2009 - 2010, the ICGC have organized various programme for the Degree and Higher Secondary students of the College.

1. A Programme on 'Career Planning' for the students of Class XII Science was organized on the 24th May 2009 and for the Arts and Commerce students on the 28th of May 2009. The resource person for the above two programmes was Fr. P. D. Johny, former Principal of St. Anthony's Higher Secondary School.
2. A programme on "Moral Education" for the Class XI students of the college was organized on the 18th July 2009. Rev. (Dr.) L. Pohngap, International Director of Global LEAD Alliance, USA was the resource person. The Programme was divided into two Sessions - the Morning Session for the Arts students and the Afternoon Session for the Science and Commerce students. This was the first programme to be conducted in the college and the basic purpose was to teach these very young students on the importance of moral values and the need to develop a good character which will help them play an effective role in the society and at the same time help them realized their potential and to put in their best in their pursuit for academic excellence.
3. A special Lecture on 'Career Options after Class XII' was conducted on the 17th May 2009 for the Science students. The lecture was delivered by Mr. B. Syiem, Teacher-in-Charge of ICGC.
4. A Programme on 'Career Options after Graduation' for the Final Year Degree Students will be organized soon for the Arts, Science and Commerce students. The basic aim of the programme is aimed at to provide information to the students on the career options that are available today after graduation and also to guide them in choosing the course of study relevant to their aptitude and interest.

X. NSS ACTIVITIES DURING 2008-09 - in puts from Dr. H. langrai, PO, NSS, Shillong College

The NSS Unit of Shillong College is one of such most units in the State taking up multifarious programmes throughout every year. The year 2008-09 was no different with a host of programmes organised during this period of which in addition the regular activities the most important one was the weak long Special Camp at Smit. As recognition to the commendable work of the NSS Unit of the College, the in-charge Dr. H. langrai was awarded the NSS University Level Award, 2009 and Miss Balianghun Khongstid, a NSS volunteer of the college, got selected for Youth Congress at Beijing, China. The major activities undertaken by NSS Unit of the college are:

1. Blood Donation Camps where many volunteers donated blood on three occasions, i.e. on the 14th June, the 15th August and 1st October 2009. All the donors confessed they felt refreshed, satisfied and motivated after donating blood. One can donate Blood once in every four months. It is hoped that every unit of blood donated will save a life.
2. Eye Check up and Awareness programme in the college where about 200 college boys and girls were benefited.
3. Cleaning drives on the 23rd September and 2nd October 2008 which enhanced the standard of the campus.
4. Communal Harmony Week (19-25 Nov. 2008)

5. Raising of Fund for the welfare of the blind (Jyoti Sroat School).
6. Teachers' Day, World Aids Day and Red Ribbon Club which was formally inaugurated on 12-09-2008.
7. Pulse Polio programme in which about 20 volunteers took part during month of September 2008 in which many localities in and around Shillong were covered by pulse polio immunization programme. The volunteers worked under the supervision of the Health Department of Government of Meghalaya.
8. Indian Science Programme, an event that was hosted by North Eastern Hill University from 3rd to 7th January 2009 and about 60 NSS volunteers of the college participated in the same.
9. Pre Republic Day Parade in Orissa from the 14th to 23rd November 2008 in which three volunteers took part and one volunteer Palvydora Kharkongor came out as the finalist participant at New Delhi during January 2009.
10. Inter State Youth Exchange Programme in nine volunteers along with the teacher in charge, Dr. H. langrai took part. The volunteers from other states enjoyed the week long stay (in October 2008) in the local home of Shillong College volunteers. The programme was memorable, infused with love and understanding each other.
11. Disaster Management programme at 101 Area, Upper Shillong on 21st November 2008 in four volunteers participated and thirty others have undergone a week long training programme with Civil Defence and Home Guards Department, Government of Meghalaya.

Activities Ahead: With the changing scenario, there is a need to develop and advance NSS activities in the college and in the state. Many activities have to be organised. Selfless service through NSS will ultimately lead to personality development, harmony in the society, and leadership qualities and healthy atmosphere of which the present society is looking for. As I see "There is no dearth of participants in the social service but it is just to overcome the inflated I and Me within us. Let us stretch forth our hands and do with all our might. Let us not look for transitory reward but just begin with a real one."

Whatever you sow so will you reap; whatever you give it shall be given back to you. Do to others as you want them to do to you. Don't worry just say Yes to NSS.

XI. NCC ACTIVITIES DURING THE YEAR - inputs from Dr. B. P. Tripathi, programme officer

Like all the previous years, this year also the cadets from Shillong College, B Company NCC, participated in Annual Training Camps, Combined Annual Training Camps, Mountaineering, National Integration camps, Army Attachment, Trekking, etc. and brought laurels to the college and the unit, i.e. 2nd Meghalaya Bn. NCC, to which it is attached. In these camps and programmes, many cadets have been awarded with prizes for their skills in events like firing, drill, weapon training, debate etc.

One of the cadets from the college, Jud Wanchoy Tamang, was the Best Cadet for the Youth Exchange programme to Vietnam.

XII. ROVERS AND RANGERS, SHILLONG COLLEGE UNIT ON EDUCATIONAL TRIP

As a part of the activities conducted by and for the Rovers and Rangers, Shillong College Unit, an educational trip to the Don Bosco Museum, Don Bosco Centre for Indigenous Cultures (DBCIC), Mawlai, Shillong - 793 003 was organised on the 21st September, 2009. It was a collaborative effort between the Rovers and Rangers, Shillong College Unit and the Rangers, St. Mary's College Unit and spearheaded by the Shillong College Unit Coordinator (Rangers) and Ranger Leader, Ms. Ibansharai M. Marbaniang and Programme in-charge and Ranger leader of St. Mary's College Rangers Unit, Ms. Naomi Nonglait.

A total of 5 student members from Shillong College and 20 from St. Mary's College were present in the group along with the Ranger leaders who took the visit to the Don Bosco Museum and were enthralled by the exhibits there. Each of the galleries of the museum housed in a

seven storied building were wonderful source of the rich and varied cultures within the North Eastern regions of India including states of Arunachal Pradesh, Assam, Manipur, Mizoram, Tripura, Sikkim and Meghalaya. The troupe spent about 4 hours in the museum gathering informations and experiences on the exhibits. The students members of the Rangers of Shillong College in the troupe were, Junelene Kharmujai and Yonphinia Dkhar of XI (Arts), Benhur Enrio Myrthong (I/BA), Ferdinand C Sungoh (I/BCA) and Bawansuklang Syiem (II/BA) who were lead by the teacher-in-charge Ms. I.M. Marbaniang.

XIII. QUIZ ON MAHATMA GANDHI ON THE OCCASION OF "GANDHI FESTIVAL" - in puts from Smt. G.J. Dkhar, Department of English

Gandhi Smriti and Darshan Samiti, New Delhi, in collaboration with Purvottar Hindi Akademi, had organised a "Gandhi Festival" from 1st October to 25th October 2009 as a part of Gandhi Birth Centenary Celebrations. The quiz competition of this event was held in Shillong College on the 21st October 2009, in the college Conference Hall. The Quiz was based on the life, times and work of Mahatma Gandhi. A total number of 23 teams of the Junior section comprising of 2 members in each team and 17 teams in the Senior section participated in the quiz. This inter-school Quiz competition on Gandhiji was a grand success and participants were full of enthusiasm and excitement, with teachers, parents and other audience members present taking active participation. The participants were well prepared, and there was a neck to neck competition in which All Saints Diocesan Higher Secondary School finally emerged out to the clear Winners in both Junior and Senior Sections.

The programme gave an opportunity to the students to learn more about Gandhiji and educate themselves more on him and the India's freedom struggle, non-violence and Satyagraha. Thus, the overall experience of the Quiz on Gandhiji was informative, inspiring and educative. The Quiz Masters were Smt. Janet Dkhar, Lecturer, Department of English, Shillong College and Shri A.K. Mathur, Addl. D.G. of Police, Meghalaya.

XIV. SHILLONG COLLEGE SHINES IN THE AUTUMN FEST 2009 - in puts from Smt. E. N. Dkhar, Head, Department of Physics

As a part of the Autumn Festival Celebration 2009, organised by the Meghalaya Tourism Development Forum and Department of Tourism, Government of Meghalaya, the students of Shillong College got an opportunity to participate in the FLOAT AND CULTURAL PARADE COMPETITION. The theme for this year's competition was "Enchanting Folklore". Therefore, in keeping with this theme, Shillong College chose to depict the Khasi legend of "U Sier Lapalang" with all its paraphernalia of hunters and chanters. The accompanying cultural troupe reflected various other Khasi legends like "U Diengiei", "U Klew bad ka Sngi" as well as the most prominent symbols amongst the Khasis, namely --U Kwai, U Tympew and U Dumasia. The students were also dressed in various costumes depicting the famous Mastieh dancers as well as the different regions of the state, mostly with the attires of Khasi and Jaintia Hills. For all these efforts, the Shillong College Team bagged the First Prize which carried a cash prize of Rs. 70,000/-. The prize was handed over by the Chief Secretary of Meghalaya, Shri Ranjan Chatterjee.

Apart from the fifty-six students and a good number of teachers were involved in the competition. The team was also greatly and spontaneously supported by other well wishers who were not from the college, yet, they selflessly worked to see the team through. The members of the team were also highly inspired and motivated by the Principal of the College, Dr. (Mrs.) M. P. R. Lyngdoh and Vice Principal, Dr. Malay Dey, and they provided all the logistic support to the team for participation in the programme.

One can only hope for greater achievements and even brighter day for Shillong College.

SHILLONG COLLEGE GOVERNING BODY

2009-10

- | | |
|--|---------------------------|
| 1. Prof. (Mrs.) K. S. Lyngdoh | - President |
| 2. Dr. (Mrs.) M. P. R. Lyngdoh | - Secretary and Principal |
| 3. Director of Higher & Technical Education,
Government of Meghalaya or his nominee | - Member |
| 4. Shri K. L. Tariang, Additional Secretary,
Government of Meghalaya | - Member |
| 5. Director of Accounts & Treasury,
Government of Meghalaya or his nominee | - Member |
| 6. Dr. (Mrs.) V. Kharmawphlang,
Principal, CTE (PGT), Shillong | - Member |
| 7. Prof. S. K. Mishra,
Department of Economics, North Eastern Hill University,
Shillong (University nominee) | - Member |
| 8. Prof. Y. S. Jain,
Department of Physics, North Eastern Hill University,
Shillong (University nominee) | - Member |
| 9. Shri D. C. Das Choudhury (Donor Member) | - Member |
| 10. Shri G. P. Kharchandy | - Member |
| 11. Shri D. B. Gurung | - Member |
| 12. Dr. Malay Dey, Vice Principal | - Member |
| 13. Shri Kollol Dutta Roy, Vice Principal (Professional Courses) | - Member |
| 14. Dr. M. N. Bhattacharjee
Lecturer, Department of Chemistry, Shillong College
(Elected Teachers' Representative) | - Member |
| 15. Smt. E. N. Dkhar
Lecturer and Head, Department of Physics,
Shillong College (Elected Teachers' Representative) | - Member |

SHILLONG COLLEGE STAFF (AS ON 31-10-2009)

FACULTY MEMBER

Dr. (Mrs.) M. P. R. Lyngdoh
Principal

Dr. Malay Dey
Vice Principal

Shri Kollol Dutta Roy
Vice Principal (Professional Courses)

Department of English

Dr. (Mrs.) Dhira Bhowmick (Head)
Smt. B. Wanniang
Smt. I. S. Warjri
Shri L. M. Pariat
Smt. A. B. Basaiawmoit
Smt. G. J. Dkhar
Shri Gavett R. Rumnong

Department of Khasi

Smt. M. Gatphoh (Head)
Shri T. S. Rajee
Dr. (Smt.) D. Mawroh
Dr. (Smt.) A. Nongbri
Shri W. Lawai
Shri H. Marwein

Department of Garo

Smt. L. D. Marak

Department of Hindi

Dr. (Mrs.) S. Pandey

Department of Bengali

Smt. Chandana Dhar

Department of Economics

Shri B. Syiem (Head)
Dr. (Smt.) Natalie West (on lien)
Shri L. Pathaw
Dr. (Smt.) E. Kharkongor
Smt. I. S. Kharkongor
Shri S. O. Lyngskor
Smt. S. Kharumnuid (on lien vacancy)

Department of History

Shri R. Rynjah (Head)
Smt. N. Lytand
Smt. J. Chowdhury
Smt. V.C.S. Dkhar

Department of Education

Smt. O. Kharkongor (Head)
Dr. (Smt.) R. Dkhar
Dr. H. langrai
Smt. H. Diengdoh (on lien)
Smt. Ibashisha Tariang

Department of Political Science

Smt. L. P. Shadap (Head)
Smt. V. R. Solomon
Smt. R. Pyngrope
Smt. A. Marnaniang

Department of Philosophy

Dr. K. D. Ramsiej (Head)
Dr. (Smt.) J. Paul Biswas
Dr. B. P. Tripathi
K. Lartang

Department of Sociology

Smt. S. Khyriemujat (Head)
Smt. S. R. J. Khongwar

Department of Commerce & Management

Shri S. R. Nongkynrih (Head)
Shri Kallol Dutta Roy
Shri A. Khanduri
Shri B. K. Saha
Shri S. Sarma
Smt. W. C. K. Sohliya
Smt. P. Khonglah
Shri P. Kipgen
Smt. A. Diengdoh

Department of Mathematics

Shri D. Shadap (Head)
Shri M. W. Synrem
Shri S. Kharchandy
Smt. J. Revulket Gidon
Shri Barometer Nongbri (joined on 01-07-09)

Department of Statistics

Shri S. Goswami
Smt. Pushpita Das
Shri Don Manik Syiem

Department of Botany

Shri Swapan Kr. Roy (Head)
Smt. D. Kharchandi
Smt. M. V. T. Marwein
Smt. D. Lyngdoh
Smt. Aroma Lyngdoh

Department of Chemistry

Shri T. J. Kharbhih (Head)

Dr. M. N. Bhattacharjee
Dr.(Smt.) D. L. Buam
Shri Kenneth Umdor
Dr. Cheerfulman Masharing

Department of Physics

Smt. E. N. Dkhar (Head)
Shri Snarmon Lato
Shri Mebanjopson Rynjah
Shri Aiborlang Dkhar
Shri Longkhraw Khongiang

Department of Zoology

Dr. Malay Dey (Head)
Smt. D. N. Shabong
Smt. E. M. Pala
Smt. Lucy Mary Jyrwa
Dr. S. Khongwir (joined on 01-07-2009)

Department of Computer Science

Smt. Aiom M. Mitri (Head)
Shri Bantei Mukhim
Shri Macdonald S. Mawrie
Smt. I. Sun

Department of Microbiology

Shri Zoliansanga
Smt. P. Kharkrang
Smt. M. Diengdoh

LIBRARY STAFF

Smt. B. Lyngdoh - Librarian
Shri Manglehah Niangti – Lib. Assistant
Shri Tulshi Ram Fullel – Assistant
Smt. J. M. Lyngdoh – Menial

Following teachers are also helping the College, teaching on part time basis:

1. Smt. A. Diengdoh – Commerce & Management
2. Smt. L.D. Phanrang – Commerce & Management
3. Shri T.S. Warjri – Computer Science
4. Smt. B. Wanswett – Computer Science
5. Shri T.T. Pachunga – Mizo
6. Smt. K. Sohtun - Sociology

Following teachers have retired/resigned during this period:

1. Dr. (Mrs.) N. Sinha – Political Science Department – retired on 01-12-2008.

2. Dr. (Mrs.) Dipali Chattopadhyay – Philosophy department – retired on 01-03-2009
3. Dr. Hrishikesh Dhar – Mathematics Department – retired on 01-03-2009
4. Smt. Suparna Choudhury – Zoology Department – retired on 01-04-2009
5. Shri Jeremy Kharchandy – Computer Science Department – resigned
6. Smt. Ibansharai Mary Marbaniang – do -

NON-TEACHING STAFF – Office

Shri Debabrata Bhattacharjee – Head Assistant
Smt. Kalyani Sorcar – Accountant
Shri Nikhil Paul
Smt. Rosaline Khongwir
Shri Anthony D. Jyrwa
Shri M. Lyngdoh
Shri L.A. Khriam
Shri Rimanlang Kharumnuid
Shri Avalan Gatphoh – Gym Instructor

NON-TEACHING STAFF – Menial

1. Shri Dulan Kumar Das
2. Smt. F. Kharlukhi
3. Shri R. Kharkongor
4. Shri S.K. Wahlang
5. Shri Prem Sharma
6. Shri Raj Kishore Rai
7. D. Kharlukhi
8. C.S. Kharnari
9. Smt. K. Warjri
10. W. Basaiawmoit
11. Smt. Alphansa Rymbai
12. Smt. Phang Syngai
13. D.R. Kharmujai
14. Shri E. Pyrtuh
15. Shri A. Lyngdoh
16. Maximilando Sohtun
17. Shri Alfred Sawain
18. Shri Lambha Kharkongor
19. Bansara Rynthathiang
20. Shri Anil Khannal
21. A. Kongwir
22. D. Marbaniang
23. Shri C. N. Areng
24. Shri Sylvester Myrthong
25. Shri P. Songthiang



We are extremely sad to place on record the untimely demise of Shri KUMAR RAI Laboratory Attendant, who expired on 4th of July 2009 following brief illness. We convey our condolences to the bereaved family.

SHILLONG COLLEGE STUDENTS' UNION, 2008-09

Elected Class Representatives have elected the following students as the Office Bearers of the Shillong College Students' Union on 20th September, 2008, for the session 2008-09

Sl. No.	Post	Name	Class
1	President (Ex-officio)	Dr. (Mrs.) M. P. R. Lyngdoh	Principal
2	Vice President	Shri Kuparhaboklang Bortiew	III/ B. Sc.
3	General Secretary	Shri Wantreiki Lyngdoh Mawphlang	II/B. A. (M)
4	Asstt. General Secretary	Smt. Palvy Dora Kharkongor	II/B. A. (D)
5	Music Secretary	Shri Manbit Taylor Kharmujai	III/B. A (M)
6	Asstt. Music Secretary	Shri Ordinele Laloo	III/B. A. (M)
7	Sports Secretary	Shri Edward Kshiar	III/B. A. (D)
8	Asstt. Sports Secretary	Shri Walter H. Pyngrope	I/B. C. A.
9	Secretary, Boys' Common Room	Shri Wanchiruplang Chen	II/B.C.A.
10	Secretary, Girls' Common room	Smt. Tiplang Nongrum	I/B. A.
11	Discipline Secretary (Boys)	Shri Sanchestar Marwein	III/B.Com. (D)
12	Discipline Secretary (Girls)	Smt. Joycelyne V. Tiarang	III/ B.A. (D)
13	Asstt. Discipline Secretary	Shri Debestar Mawkhiew	I/B. Com.
14	Debate Secretary	Shri Bawansuklang Syiem	I/B. A. (M)
15	Student Editor, College Magazine	Smt. Ryntihlang Mukhim	I/B. A. (D)
16	Student Editorial Board Members	Smt. R. Donbor Passah	XII Com.
		Shri Mebandapbha Rabon	II/B. Sc.
		Smt Ibadahunshisha Pyngrope	III/B. Com.(M)

SHILLONG COLLEGE STUDENTS' UNION, 2009-10

Elected Class Representatives have elected the following students as the Office Bearers of the Shillong College Students' Union on 22nd September, 2009, for the session 2009-10

Sl. No.	Post	Name	Class
1	President (Ex-officio)	Dr. (Mrs.) M. P. R. Lyngdoh	Principal
2	Vice President	Shri Daplikupar Nongbsap	B C A III D
3	General Secretary	Shri Shaisngi Lyngdoh	XII Arts M
4	Asst. General Secretary	Smt. Baphindamabha Kharlukhi	B Com II M
5	Music Secretary	Shri Bawansuklang Syiem	B A II M
6	Asst. Music Secretary	Shri Banlumkurlang Rynjah	B A III M
7	Sports Secretary	Shri Walter Z H Pyngrope	B C A II D
8	Asst. Sports Secretary	Shri Edmund N Pasweett	B Com II D
9	Secretary, Boys' Common Room	Shri Wanrapkupar Diengdoh	B Com I D
10	Secretary, Girls' Common Room	Smt. Monaliza Mawrie	B A III D
11	Discipline Secretary (Boys')	Shri Mebandabha Rabon	B SC II D
12	Discipline Secretary (Girls')	Smt. Silverine Jyrwa	B A II D
13	Asst. Discipline Secretary	Shri Stevenson Dkhar	B SC III D
14	Debate Secretary	Shri Rangky Lyngdoh	B A III D
15	Student Editor, College Magazine	Shri Larry Mizzi Nongkynrih	B Com I M
16	Student Members of Editorial Board	Shri Richard Dkhar	XI Arts D
		Shri Davis June L Mawnai	B Com II D
		Shri Vereneth Kharnaier	B Com II M
17	Women Cell Representatives	Smt. Rosana Marbaniang	B A III M
		Smt. Sukiang Lyngdoh	B B A II D



Edward Kshiar
Sports Secretary

A REPORT FROM SPORTS SECRETARY AND ASSISTANT SPORTS SECRETARY, S.C.S.U., (2008-09)



Walter H. Pyngrope
Assistant Sports Secretary

The sports secretary and the assistant sports secretary of Shillong College Students' Union 2008-09 would like to extend gratitude to all the members of the Shillong College Students' Union who had unanimously elected us as the Sports Secretaries of the Union and entrusted upon us the responsibility to look after the sports activities of the college.

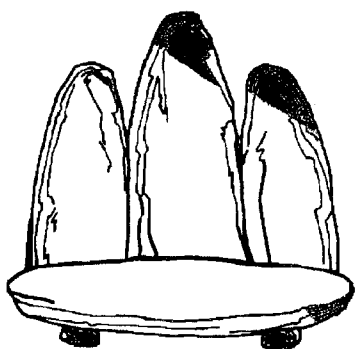
The Annual College Social and Cultural Week 2008 was inaugurated on the 24th November 2008 at the College Conference Hall in the presence of the Chief Guest Shri Jemino Mawthoh, our Principal Dr. (Mrs.) M.P.R. Lyngdoh, our Vice Principal Dr. Malay Dey and Vice Principal (Professional Courses) Shri Kollol Dutta Roy and all the teachers along with the students of the college.

As usual we were assigned to look after all the sports activities like football, basketball, volleyball, athletics events and indoor games which included badminton, table tennis, chess, carom board and arm wrestling. In addition to these activities, 'Tug-of-War' was also introduced this year which generated tremendous enthusiasm to the students of the college who took part in the various activities.

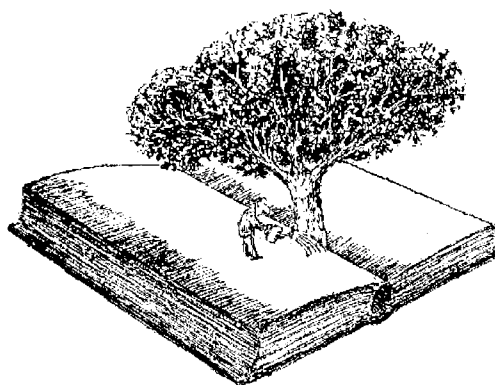
On behalf of the S.C.S.U., we also organised an Exhibition Football Match (Men) at Polo Ground between the Shillong College Faculty Members and the Members of the Union in which the former emerged victorious. We also organised an Exhibition Basketball Match (Women) at the College Basketball Court between Shillong College Faculty Members Team and the students in which the latter won the match.

We would like to extend our gratitude to our respected Principal Dr. (Mrs.) M.P.R. Lyngdoh (who is also the President, S.C.S.U.), the all the teachers-in-charge who trusted and believed that we can render our best services to the welfare of the college and also to the students for their overwhelming response and their active participation in various sports activities. Cooperation of all the students, particularly the executive members and office bearers of the Students Union, made the Shillong College Social, Sports and Cultural Week 2008 a grand success.

Thank You



KHASI SECTION



"KA HOK KA KYNTIEW IA KA JAITBYNRIEW"

Mrs. Milliancy Gatphoh

*Head, Khasi Department,
Shillong College, Shillong*

Kane ka long ka phang kaba nga kwah ban pashat. Hato ka ju don mo kano kano ka jaitbynriew ha sla pyrthei ka bym don shuh ia la ka jong ka tynrai? U Khasi u ngeit ba ka jaitbynriew Khasi ka long kaba la rim bha ha sla pyrthei. Kumta kawei-pa-kawei ka jaitbynriew ha sla pyrthei ka don la ka jong ka thymmei bad la ka jong ka History, ka long kumjuh ruh ia ka jaitbynriew jong ngi ki Khasi. U H.O. Mawrie ha ka kot jong u Ka Pyrkhath U Khasi, u ong, ba ia ki rukom pyrkhath U Khasi lah ruh ban iohi ha ki khanatang. U Fr. H. Elias pat ha ka kot jong u Ki Khanatang U Barim, u pynskhem shuh shuh da kaba ong, "Shisha ki khanatang ki long barabor ki khanatang, hynrei dei khamtam ha ki ba ka shong nongrim ka History jong kano kano ka 'Hima' ne ka 'Ri'." Ngilah namar kata ban ong ba ia ka longbriew ba kyrpang u Khasi lah ban shem tang da kaba phai bad peit ha ki khanatang.

Ki khanatang ki pher na ki puriskam, namar ki don ka jingiasoh bad kiei kiei kiba ki briew ki tip bad ki ngeit ba ki long kiba da jia shisha. U Primrose Gatphoh ha ka kot jong u Ki Khanatang bad U Sier Lapalang u thoh kumne: "Ki Khanatang ki ju arap bunsien ban khyllie ia ka khanapateng jong kano kano ka jaitbynriew." U ong shuh shuh, "ngim lah ban icit ia la ka Ri khlem

da tip ia ki khanatang ki Longshua Manshua jong ngi." Ban buddien bad ban wad ia ka rukom pyrkhath hyndai, ka long ka jingsdang kaba shi – kyrdan sha ka jingieit Ri kaba shisha.



U Dr. R.S. Lyngdoh ha ki kyntien jinglamphrang ha ka kot Ka Pyrkhath U Khasi, u thoh kumne: "Ka Khasi Philosophy ka iaaid synrop synrop bad ka Theology. Ka sdang na ka Tip-briew bad ka kut ha ka Tip-blei." Kiei kiei baroh kiba u Khasi u leh ki sdang bad ki kut hangne. U. H. O. Mawrie u ong shuh shuh kumne: "Haba u Khasi u saiñ ia kano kano ka khanatang u pynwandur ia ka na kiei kiei kiba u iohi ha kane ka mariang sha kiei kiei kiba u ju iashem iakynduh ha ka jingim ki briew. Haba u leh ia kata um mut pat tang ban shu iathuh khana ban pynbyrngia lane pynsgewtynnat, hynrei ka long ban ai jingsneng jingkraw ia la ki jong ki khun ki kti, ki para, ki pyrsa bad kumjuh ruh ia ki pateng ban dang wan. Ban shu sneng kumto ka long kaba jem bad kaba suk, hynrei kan long pat kaba eh ba ki nongshah sneng kin sngewthuh ne ba ki jingsneng ruh kin neh ha ki jingmut jong ki; dei ba kiei kiei ki long kum ki jingpyrkhat jong u ba ki khanatang kiba naduh hyndai ki la iaaid na

kawei ka pateng bynriew sha kawei pat. Ka dei kane ka rukom hikai kaba u Jisu Khrist u pyndonkam, bad da kaba iathuh khana ha ki dur jong ki pharshi u lah ban wallam ia ki jinghikai kiba jylliew na kiba jylliew tam.

Hynrei mynta shaei shuh kine ki rukom jinghikai u barim bajah? Shaei ka tip-briew bad shaei ka tip-blei? Ka long shisha ka por jong ka jingkahdum kat sha ba phai, kaba la pynshaiong hi ngit ia u khun bynriew. Balei kine kiei kiei ki jia, mano ba lah ban shemphang. Ka jingkylli ka long mano ban pynim pat ia kiei kiei kiba la ap, ban wad pat ia kiba la jah, ban pynbha pat ia kiba la jot, ban sbor pat ia kiba la sator, ban kyrsiew ia kiba iohthiah, ban synreit umjer pat ia kiba la sdang apstai.

Ka la dei ka por namar kata, ba ki khun ka Ri kin kyndit bynriew noh na ki jingshah kyn-oi bad jingpynthame jong kane ka juk kaba mynta; khnang ban pynim biang ia kiei kiei kiba la iap, ban wad pat ia kiei kiei kiba la jah, ban lape pat ia kiba la sator, ban kyrsiew pat ia kiba la iohthiah bad ban synreit umjer pat ia kiba la sdang ban iapstai la ka long ha ka jingim ba shimet ne kum ka jaitbynriew hi baroh kawei. U Soso Tham ha ka kot jong u Ki Sngi Barim U Hynñiew Trep u thoh kumne: "U Por u dei u Patsha ka Pyrthei, u ba rai kut ia ka bok ka nusib u briew baroh. U ai ia kano kano ha uba lah ban shah. Ym don ban ioh ia kano kano khlem da ther la ka buit ka bor ka mynsiem." Namar kata lada ngim nang ban khein kor ia ka por ka lawei jong ngi kan long kaba dum, namar dei ma ka (Por) kaba rai kut ia ka bok ka nusib u briew baroh. U Blei u la ai ha u briew ia ka mon ba laitluid ban jied ia ka lynti ba un im. Hooïd u Khasi hyndai wat la u tare hapoh ba tlip tlip, pynban u long uba don

la ka jingshai, namar, ha ka maia u iohi ia u Blei. U long ruh uba tip bad tieng ia u Blei bad uba bat ia ka juban-lak bad ia ka Hok, "Ka Hok ka Kyntiew ia kano kano ka jaitbynriew."

U myllung Soso Tham u "iai-kyrsiew te da ki ktien kiba shai kdar" ia ka jingieit la ka Ri na ki Hok bad jingshai ba ngi la don na barim. Hato ki Syiem, ki Nongsynshar bad ki ba khraw ba-tri kin ñiah bad ialam ne em ia u khun u hajar sha ba kham lung u phlang ba la synreit umjer da ki matti jong ki ban lait na ka jingma kaba ap ia ka Ri bad ka jaitbynriew hi kaba la don ha tmier jong ka riat.

Kumta ka jingkyntu ka long khamtam ia ki khun samla pule kiba long ruh ki lawei jong ka Ri bad ka jaitbynriew ban ieng rangbah sa shisien pat ban tih bad ban wad ia ka thymmei long-briew man-briew u long-shua man-shua, ban imsngei ha kiei kiei kiba-bha, ba-hok, ba-khuid, ba don-burom ki ban long kein ki symbai ba bha kiba ngi bet la hadum ne hashai kin ym sep.

Khatduh iawai kum ka jingpynkut nga kwah ban buh ia kine ki kyntien kiba long ruh ki jingpyn-kynmaw ia ngi iwei-pa-iwei, ki kyntien kiba ong kumne: "To khmih bha kumno phi iaid ym kum ki bym stad, hynrei kum kiba-stad, da kaba siwspah ia ka por, naba kine ki sngi ki long kiba sniew." (Ephesos 5:15,16). U Blei un iarap ia ngi sa shisien pat ban im sngi ha ka Hok bad ka jingshisha kaba long ka lynti sha ka jingim bymjukut.

Nang iaid shaphrang Shillong College, ka College bad ka iing kaba nga icit ch.

Khublei shibun ch.

KA SHNONG MAWPUN KYRTIANG

Miss Riliancy Sawian

3rd year B.A. (Khasi Honours)



Mynhyndai eh, mynba ki Syiem Mawsmmai ki dang synshar ha Mawsmmai ia ki thain ri lum bad ri-war baroh, bad ba ka it ka hima, ki khun ki hajar baroh ki shong ha ka suk ka sain, don kawei ka wah ka ba ki khot ka Wah Mawlyntang. Kane ka wah ka don hapdeng Sohra bad Mawsmmai ha kaba u sher u bun bha. Ki Samla kynthai bad shynrang, ha ka por ba ki la dep trei dep ktah khamtam ha ka por Synrai sadhai ki ju leit tong sher na kata ka wah. Ki shnong kiba marjan ki ju iaeng shrak la ki tyrsong tyrsong bad la ka siaw ka rwai, ka kmen ka sngewbha khlem khulai. Kum ha kita ki sngi, ki pud jong kata ka wah ki sawa da ki sur jingrwai lum kiba pynkie ia ka dohnud.

Te ha kawei ka sngi synrai kaba rang bha katto katne ki Samla na ki thain Mawsmmai, ki la khreh leit tongsher na kata ka Wah. Haba la dap shiteng sngi kawei ka khynnah kaba kyrteng ka Rytian, ka la sngewthait bad ka la shong kai noh halor u wei u maw u ba don ha ryngngi jong ka Wah. Ki paralok jong ka pat ki dang iashongshit la ka tong dohkha bad ki la nang hiar kham sharum. Hynrei ka pat, tang shiphang ka la ioh thiah ngai hangta haba shong. Hamar kata ka por ha rngai ka la iohi ia u wei u briew u babha briew lymphui, u ba ka mai jong u kaba I shongkhia shibun, ba u wan sha ka bad u ong: "Hakhmih, kane ka tyngka nga wanrah ia phi shi 'Sing-nalai; to sa kular ia nga ba phin phah shna u wei u Mawpun halor kane ka Wah, ban long iaaid na shiliang sha shiliang, ynda phi la dep, thaw pat kawei ka iing kaba da ki mawsuda, naduh u rishot u rijied haduh ka krung ka knap baroh, bad lada kane ka tyngka kam dap, ngan sa nang wanrah shuh. Te ynda kata ka iing ka la dep, ngan sa wan shong; phi ruh phin

sa iohi ba phin long ka briew kaba donnam tam ha ka Pyrthei."

Bad u la shu jah noh jar. Te ynda haba ka la kyndit nangta ka la shem shisha ia ka tyngka shi 'Singnalai; ka la lyngngoh ngai khlem nang pyrkhat shuh. Bak-bak ka la lum ia kata ka tyngka bad ka la leit phai noh sha la iing ka khlem da iathuh hano hano ruh ia kaba la jia baroh.

Hadien katto katne por haba la kut kata ka tongsher, ka la wer ia ki lok ki jor, ki kha ki man bad ki para shnong para thaw baroh ban buh Mawpun ia kata ka Wah. Ka la thied u khaw u kba, ka dohkha dohpnat, ka kyiad ka um bad ka la pynlong ka khawai dawai ka ba khraw. Ynda la dep u ta u Mawpun, ka la khreh thaw sa ka iing, ka la phah tih maw bad ki rijied-rishot, ki Mawkyndroh, ki Mawsyngkhien haduh ba la shlei ka Madan Madiah baroh. Katba ka dang khreh kumne ka la kum pynkheia noh ia ka soskular bad uta u briew, bad tang hadien khyndiat sngi ka la iap noh.

Kita ki maw ki la sah lyngkrang-lyngkreit shane shatai, ha ka jaka kaba ki khot mynta ka Saitsohpen bad la shu pynduh ei pynbijai ei da kito kiba la wan ban buhai-shnong ha Saitsohpen. Haduh mynta mynne bad haduh kine ki sngi, ia ka shnong ba la buhai hajan uta u Mawpun, ki khot ka shnong Mawpunkyrtiang, ba ki ioh sin na uta u Mawpun jong ka Rytian. Hynrei uta u maw, naduh u jumai-bah u la khein bad u ia pait la ka jong ka jong bad lah ban iohi sa tang katto katne hapoh jong kane ka Wah. Haduh mynta kawei ka lyngknap jong u ta u Mawpun, ka dang sah ha Wah; bad ki thliw kynroh harud Wah ha kiba la pynshong ia uta u maw ki dang sah tyngkreia.

Ka Blei kaba Ngi lah ban iohi

Teris Kharmon

3rd year B.A. (Khasi Honours)



Kano kano ka jaitbynriew ne ka Niam ha ka Pyrthei ki ngeit ba don U Blei ia uba ngim lah ban iohi da la ki khmat jong ngi bad ia uba ngi ngeit ba u dei uba thaw ba buh ia ka Pyrthei ka Mariang, ia ka long bynriew man bynriew, ia ki mrad ki mreng, ki dieng ki maw, ki khñiang ki ksiah bad kiwei. Kat kum u Sib Charan Roy ha ka kot jong u ka Niam-ki-Khasi ka Niam Tip-Blei tip-briew u ong ba u longshwa u la batai ia U Blei naduh kulong kumah ba u long - U Blei najrong natbian, U Blei U Trai Kynrad, u Blei U Nongbuh Nongthaw u Blei Nongsei ia ka rynieng ka rta, U Blei Nangsam-bynta Nongbuh-bynta bad U Blei Shihajar Nguh.

Kumta ngi sngewthuh shai kdar ba dei u Blei uba thaw ba buh ia baroh kiei kiei ki jingthaw ha pyrthei nalar ba u la thaw u da sumar sukher, u da ri da kdup de, bad uba sei ia ka rynieng ia ka rta bad u Nongsam bynta Nongbuh bynta ia kiei kiei baroh.

Ha ba ngi phai sha ka pyrkhath u Khasi ngi shem ba u Khasi u khot ia u Blei da kiba bun ki rukom khot jong u, kum u 'Lei Lum 'Lei wah, u 'Lei ryngkew 'Lei Basa bad kiwei kiwei. Don ruh hateng hateng ba u Khasi u pyniasyriem ia U Blei bad kiei kiei kiba u da ñiewkor bad ba u ñiewkyntang, don ba u khot ia u Blei da ka Blei kum ka 'Lei Longiing longsem, ka 'Lei Longkur Longjait bad kiwei kiwei. Kane ka jingkhoh bun kyrteng lane bun rukom u Khasi ia u Blei da ki Blei, ne U Blei lane da ka Blei,

hynrei ka dei tang ka rukom khot jong ki ba kin sngewthuh kumno ban ainguh ia u Blei Trai-Kynrad kat kum ki rukom bad jingngeit ha la ki jong ki jong ki jingdonkam jong ki ba ki dei ban pyndep, kumta u Khasi u ngeit skhem ba don tang uwei U Blei Uba lah Uba 'ai bad Uba don Najrong Natbian.

Haba ngi Phai sha ka Pyrkhath u Khasi kat kum Katei ka Phang kata 'ka Blei kaba ngi lah ban iohi' kane ka thew ia ka kmie lane kane ka Blei kaba ngi lah ban iohi, I dei I mei. Ka jingkhoh u Khasi ia ka kmie da ka Blei ka leit long namar ba u Khasi u da ñiew kyntang bad ñiewkor haduh katta katta ia la ka jong ka kmie kaba u ñiew ne kheiñ ia ka kum ka Blei kaba ri ba kdup, kaba sumar sukher bad kaba pyndap pynbiang ia baroh ki jingdonkam jong ki khun ki kti.

Kum ka kmie ka shim bad kit ia ka lyngkor kaba khia ban pynsan pynrangbah, pynkhuid pynsuba, bad ban peit ia ka thngan ka kdang bad ban peit ruh ia ka jot ka pei ki khun. Bad haba pang ba shitom ruh dei ka kmie ne i mei i ba peit miet peit iong, iba shim dawai dashin bad wad ki lad ki lynti ban sumar sukher ba ki khun kin lait na ka pang ka shitom. Katno ka kmie ka khuslai haba ki khun ki pang ki shitom, bad haba ki koit ki khiah pat katno ka sngewhun sngewkmen ka mynsiem jong ka, ka sngew pahuh pahai haba ki khun ki khiah krat khiah stang. Kumta ka kmie ka ba dap da ka jingieit kaba sngur ia la ki khun, kam kheiñ ia ki jingeh baroh tang ban pyndap

pynbiang ĩa ki jingdonkam jong ki khun, ka shah ĩa u slap u phria bad ka tur ĩa ki raieh raidam na ka bynta ka jingbit jingbiang ki khun ki kti. Nangta da ka jingieit ba shlei miar na ka dohnud ka kmie ka da sneng da kraw ĩa ki ba kin long kiba tipbriew tipblei, ban ri ĩa la ka burom ka ijot bad ban ĩaid ban ĩeng ha ka akor ka burom.

Ha u briew baroh don 5 tylli ki bor sap sngewthuh ba u Blei u la ai ha ngi, bad katba ka kmie pat ka tam kawei bad ka don 6 tylli ki sap bor sngewthuh ba u Blei u la ai kyrpang ha ka kmie kita ki long:- (1) Ka bor ban ĩohi; (2) Ka bor ban ĩohsngew; (3) Ka bor ban mad; (4) Ka bor ban sma; (5) Ka bor ban ktah lane ban tba bad kaba; (6) Pat ka bor ban sngewthuh (Kane ka bor ka ba hynriew ka dei ka bor ba ka kmie ka la ĩoh da ka maĩa Blei ka bor kaba na sha lyndet ka bor ban sngewthuh lada jia ei ei kaba sniew ĩa la ki khun ha ba ki don sha jngai na ka).

Nuksa: Kane ka bor sap sngewthuh ba la pynkup pynphong da U Blei ha ka kmie ka paw tyngkreĩn ha ka khanatang shaphang u Sier Lapalang ba ka Kmie Sier kaba la ĩoh ĩa kane ka bor ka la sngewthuh haba u khun jong ka u la shah siat—ha u khyndai bah ryntieh ha ryngngi Shillong. Kum ka kmie ka la maĩa bad sngewthuh ba la jia aĩu re ĩa la u khun kumta ka la kiew ban leit wad ĩa la u khun sha (ryngngi Shillong) Lum Khasi bad ka la shem kumba ka la sngewthuh bad maĩa lypa ha ka.

Kumta kane ka khanatang ka sakhi ĩa kane ka bor sap sngewthuh ba ka kmie ka don ne sngewthuh shwa ban jia kaei kaei ka ba sniew ĩa la ki khun.

Kumta ki Khasi bad kiwei pat ki jaitbynriew ruh ki da ĩiewkor haduh katta katta ĩa la ka kmie kaba kha ba pun shitom

bad ki da kheĩn kyntang ruh ĩa ka da 'ka Blei' kaba ngi lah ban ĩohi bad ki pyniasyriem ruh ĩa ka bad u Blei U ba thaw ba buh ĩa ka longbriew man-briew bad uba ri ba sumar ban ngin lait na ki jingma jingmysaw bad uba ai ĩa ka longbriew manbriew. Kumjuh ruh ka kmie ka da ai buĩn ai thiang, ka da pyndap pynbiang, ka da sumar sukher, bad ka da thum da bah haba dang rit, bad ka da pynheh pynsan bad ka da sneng da kraw kat kum ka bor ba la pynkup da u Nongbuh Nongthaw.

Kumta kine baroh ki jinglah bad ki jingngieit ba sngur jong ka kmie ĩa la ki khun ki kti ka pynlong ĩa ki khun bad baroh u khun Khasi ban kheĩnkor bad kheĩn kyntang ĩa ka kmie kum ka Blei ka ba ngi lah ban ĩohi bad ba ngi dei ban kohnguh ĩa ki jingsneng jong ka.

- ♦ Ko khun Khasi ko khun khara,
Wat klet ĩa i Mei i Pa,
Ha ki sngi ka Jinglong tynmen,
Ba kin dup ĩoh jingtngen.
- ♦ U khun Khasi u da ĩiewkor,
La kmie ba Kha shitom.
Ki da ĩiew ĩa ka kum ka Blei,
Ba dap jingieit bashlei
- ♦ Ki riw tymmen ki ong —“Ka Kmie ka
long kum ka Blei kaba shimti longtraĩ ha
ka Pyrthei.”



Ka Niam ka Rukom u Hynñiewtrep

Valareen Felicia Rymbai

3rd Year B. A.

U Hynñiew Trep Hynñiew Skum, naduh ba dang kynthong ka pyrthei bad dang kyndeng ka bneng, ula pynshong syngngeit ia ka jingim halor ka niam bad ka rukom. Ka niam ka hikai ia u ba don uwei u Blei uba pyndap lut ia kiei kiei baroh, namar ba u long uba khraw bad u don hajrong bad hatbian. U Hynñiew Trep um ju don dustur ban ianujor ia u Blei bad u briew namar ki briew ki long ne ki don ka long kynthei ka long shynrang hynrei u Blei ym long kumta u lait lut na kita baroh bad kam pyntam ne pynduna ia ka jingong, u long U Blei ba lah ba iai. Ngi lah ban iohi ia ka jingiadei jong u Hynñiew Trep bad u Blei Nongbuh Nongthaw, ka don ka kyrdan kaba thikna. U Blei u dei u nongai hukum, u nongpyniaid, u nongsynshar bad u nongbishar hynrei u briew pat u long u nongap hukum bad u nongshah synshar bad kum u nongshah tian bishar. Ban pynphalang ia kane ka jingiadei u briew u ai nam ia u Blei da ka Hukum. Ha ka niam ka rukom u Hynñiew Trep u khein ba ka jingwan longbriew manbriew ka long ka Hukum u Blei.

U Khasi u ngeit ba ka jingiadei u briew bad ka Hukum ka shong ha ka ktien bad ka nia. Katba dang biang ka nia bad ka jingim katkum ka Hukum, u

briew u eh rngiew, u koit u khiah u bha u miat. Haduh mynta mynne ki Khasi ki iohpateng ia kane ka jingngeit baskhem na ki Longshwa, u Khasi u mane ia u Blei ha kano kano ka jaka, namar ba ka pyrthei baroh kawei ka dei ka duwan bakhraw jong u.



U Khasi u ngeit ruh ba ka jingkña ba iwbi tam hakhmat u Blei ka dei ka Hok. U briew u don tang kawei ka Hukum kata ban kamai la ka Hok ha kane ka pyrthei. Ban kamai la ka Hok ka dei ka jylli jong ka jingim u Khasi, ia ka niam Khasi la tip ruh kum ka Niam Tip-briew Tip-Blei. Ban kamai la ka Hok ka dei ka jingtip ia ki parabriew, shisien haba ngi dang burom ia ka hok kiwei, shisien haba ñiewkor ia la ki lok ki jor, uta briew khlem artatien u lait im, u poi sha ka jingsuk. Ka jinghikai u longshwa ba ki briew kiba bha ki poi sha ka 'dwar u Blei'. Kamai ia ka Hok ngi lah ban ong ka mut ban ioh leit shong sha iing u Blei. Ha kaba kut lehse ka bainong ka Hok, ka long ban iar u tnum u tyndai bad ban iapoi lang sha kajuha jaka shikur bad iashem biang bad la ki baiej bathoiñ bad u Hynñiew Trep u don ia kane ka jingngeit haduh mynta mynne.



KA KYIAD

Miss Riliancy Sawian

3rd year B.A.
(Khasi Honours)

1. Ko ki khun, ki ksiew, ki pyrsa
l'u Seiñpuh wat kynthup;
Burom ijot ki juk samla
laleh ban ri ban kdup.
2. Mynta ha Pneh Pyrthei ngi Shong,
Man ka sngi ka kynoi;
Har rukom ruh ki dur ki rong,
la ki khmat ka pynshoi.
3. la ki jait jingbam jingdih ruh,
Ka iai ring-phong ring-pah;
Lada ngin iai shah jingtynjuh,
Ha jinglyng-a ngin sah.
4. Kynmaw ka kyiad ka long jingdih,
Kaba sniew ba thala;
Kaba long ia ngi kum ka bih,
Pynbuaid, Pynbakla.
5. Ynda hangta ki tang la ngat
Ha kata ka jadu;
Da kaba jem ka ring ka thad
la ki katba ka thmu.
6. Teng teng ka lam sha jingiashoh
Ne jingkren sang kren sih;
Kim tip ka raiñ ka rem baroh,
Ki bud ia bitor lieh.
7. La Babu, sahep ne shakri,
Ki Syiem ruh kam salia;
Ka kloi pynthiah pynshong ia ki,
Ha ka tngit ka jakhlia.
8. Ka pynsgew ruh ba dei tang ki
Ba khlañ ba riewspah tam;
la kiwei ki kheñ kum rangli
Ba tlot bad bym larkam.
9. Wei ba ki iaid shaneng sharum
Surok ka la khapngiah;
Thylliej pat u riew kum pyrthat
Katba kim pat iohthiah.
10. Ki shu pynjrang tang u thylliej
Kum kiba stad palat;
la kiwei ki kheñ kum riewbiej
Ba duna jingpyrkhat.

11. Haba kumta to pyrkhat bha,
Ko ki samla ka Ri;
Lada phi kwah ban lait na ka,
Shim kane ka Sakhi.
12. Lada don ba wan ban pynshoi
la phi kumno ban dih;
Ong ngan nai ki kam khlem myntoi,
Kiba long tang ka bih.
13. Shisien tok ba ngi la mad
Jingkordor la kheñ tad;
La klet ia hukum u Kynrad,
Man ka sngi ngi iai wad.
14. Hangta te ka long kaba eh,
la ki Samla ban lait;
Tang mynsiem khuid kin
pynsangeh,
Lada ngin shong kyntait.



BUROM



Valareen Felicia
Rymbai

3rd Year B.A.

1. Burom, O ha la Ri,
Kordor ka jong u Khasi,
lainei ha la ka riti,
Ban roi ka Ri jong ngi.
2. Niuma, ban bud thala,
loh Khasi kin poi niamra;
Jaitbynriew ba tang shitroh,
Kyndit ioh kan jah noh.
3. Ko Thei Khasi jong ngi,
la Burom to kit ma phi,
Rangdajied ka Ri jong ngi,
la ka un da un ri.
4. Ki kñi ki kpa basdang,
Tyllai phasi h'u ryndang,
Namar la ka jong ka Ri,
Jingim ki la aiti.
5. To ngin burom ia ki,
Ki dei Pansngiat ksiar ka Ri,
To ngin bud nuksa jong ki,
Ban ieng rasong ka Ri.



Khun ka Ri

Elban Warjri
2nd year B.A. (Hons.)

1. Sui-u lyohiong, Traiñ u pyrthat;
Tliw-dum ka shnong, ka jingsniew ngi la
mad.
Ka la san ka raieh, ka pap, ka bishni;
Yn sa dkut la symbai, yn sa duh la riti.
2. Ieng khun ka Ri, ieng ha la ka hok,
Klet noh jingbishni, ka meng ka jingthok;
Jingtynneng ka la ban ha trep ne lynti,
A! Mano ban pynim ia ki dustur ki riti.
3. Lada phi hi phi kli kti, ah! Sangsot ia ka Ri.
Sa ba rit Ri Khasi, yn sa dkut sa u thri
Pynroi ia u Tyndai, pyndap i'u sup u thiar,
Ngin ia kkih ngin ia ksar, ban dup roi ban
ia iar.
4. Wat sngew pher khun ka Ri, la phi duk phi
rangli,
Jingeh kiba ban, dei mawjam mawlynti
Tep noh seh ia ki bad to sei la ki sap,
Ba phi smat ba phi sting, hangta yn shon
shap.
5. Pynryntih ka jingmut, klet noh ka jingbrai,
Haba mih jingiashrut, kti ka mon de to ai;
Da roi ka ri, ka burom, bad u mawshap ka
jingsngewthuh
Mawlynnai un ia phyrynai na khlieh shaduh
tduh.
6. Kat dang shai ka sngi, kat dang paw u bnai
Phi ruh minot thop, kaba bha tam to ai
Haba phi im maphi, kan im beit ka Ri
Haba phyrynai lei maphi nuksa jong ka hi.
7. Mian-ngin iashonglang la ha shnong ne
rympei
Sian-ngin ialong ka buit ka jingstad ngin
iasei
Pyni la ki nia, burom ruh ia kiwei
Klet ka balait, ia'im ka ba dei.
8. A! Haba don ka mon, eh aïu ia ngi,
Bad haba ngi pyrshang, ym don jingeh ruh hi;
Tang shu sdang lei khyndiat, u mawjam un
pyni
Iuh beit trait ia u, ka jingstad kan wan hi.

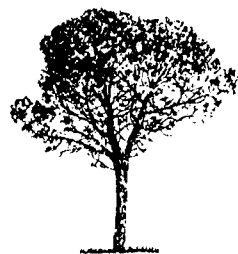
9. U soh ka jingjop shong tang ha phi.
Wat nongshun ki kop wat nym aili;
Lada phi poi sha kliar kin ong a phi,
Une shisha te u khlur jong ka Ri!
10. Kum ki um ha synrang, bajaw ptok shi
ptok,
Shum-ki duriaw bah, ngi iasum lynshop;
Ngin iaingi shaduh khlieh bad ka rwai ka
siaw,
Ngin ialum mawkordor, Mawhira, Mawlynnai,
Shaduh trai ka duriaw.



U DIENG

Elban Warjri
2nd year B.A. (Hons.)

1. U Shylluit symbai
dieng la ka met u kyrbeit,
Bluit! U la mih u iengskhem la ka khlieh u
pyrbeit;
Sa shipor pat balei u lyngkhuit u ringsdot
Sa shipor pat balei sah sa tang l lyngkhot.
2. Ka khyndew ka nongrim ba une u shong,
Ka aibuiñ ka ai kew ha khim ba un
phrong;
Une pat u kjit lut na ka katba u ioh
Ka iai kyntiew kum ka kmie wat la suhsat
ki rhoh.
3. Shapoh jlang u bsuh, katba nang iaid ka
rta
U shonshap h'u ksai jong ka jingshisha
U sohshang ne u pai, u ioh biang biang
mynta
Ka por ruh la dei u khraw bor triang hi
hangta.
4. Kyndiang u pyni ia lade ha ka sngi bad u
bnai;
Ha ki phang u ring
sti, ha ki phang
u phyrynai.
Ki sap ba u don u sei
lut na phang;
U soh ba la ih la
thaba kyndiang.



5. Ka burom jong u shaduh kliar ka thaba
Jingshitom jingjynjar pat kam kut tang
hangta
Ka mynsiem kam laitluid ka lynga ka
pisa
Ba u tieng ioh iap noh ka pyrthei ba
maia.
6. Ka jingtymmen ka la wan, u ringsdot u
ringswai
Ka met um lah shan la dor u syngkai
La law ksai, la pyut na khlieh shaduh
traí
La paw shai; in sa lut, sa duh la symbai.
7. To kynmaw keiñ kumta khun bynriew,
Wat nym khleiñ ban ong 'kum nga ym don
briew'
Kumba ha pyrthei ka ju long ka ju jia
Kumta jingim ruh kam long shi rta.
8. La phi long shakri ne phi long sahep
La phi shong iing paki ne phi shong ha l
trep
Da heh da rit katno katno ruh khlem pep
Ngi sa kut hi kumjuh haba sngi ka sep.

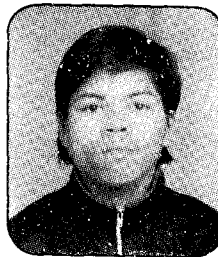


BALEI?

Ba la obshrong da
Mr. Augustine Lamin ka-ot
1st B. Sc. (Hons.)
Microbiology.

1. Ngam tip ia ka jingshisha,
Balei phim jubab ia nga?
Sngewbha ia nga to iathuh,
Jingeh aiu ba phi ia kynduh.
2. Mynsiem jong nga, wat pynlyng-a-
Dohnud jong nga, wat pynkylla.
Jingmut jong nga, sah ha jingdum,
B'u lyoh jingieit, u wan kahdum.
3. Ki jingpule ngam ju lyndet,
Wat la ia phi, ngam ju lah klet.
Jingieit nylla, ba nga tyrwa,
Sngewbha kongthei, to pyrkhat bha.

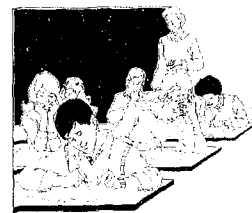
4. Tang shi kyntien, nga kwah iohsngew,
Na phi kongthei, ba phin pynsngew,
Lada phi pdiang, ne la phim pdiang,
Tang kata keiñ, ia nga la biang.
5. Hynrei kongthei, da pyrkhat bha,
Wat shah pynshoi, ha ki khana.
Kum panshandi, ba dem 'lorkehah,
Ba phin long da lei lei ngam kwah.

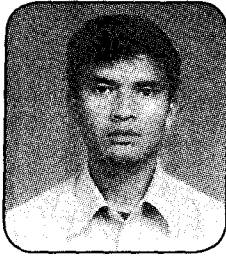


NONGHIKAI

H. Marboh,
1st year B.A. (Khasi Honours)

1. Khublei ia phi ko
nonghikai
Ki paila ksiar kordor phi ai
Lynda phim kner la ki ksangti
Ngam lah ban ioh suk te ia ki
Naduh mynsiem na khriang dohnud
Phi pynshlei miar khlem jingbynnud.
2. Wat la imei ipa shajngai
La kum i'u khun phi iai syrpai
Kyntien phira ba mih na phi.
Badno ngan ianujor ia ki.
Tang ban long briew ha sla pyrthei.
Phim ju tyngkai baroh phi sei.
3. Jingsuk ban shong dik dik phi kwah.
Kynriang ngan iaid ban peit phim lah.
Manla ka sngi phi ju iai sneng.
Kum kmie ia la u khun tamsneng.
Shiteng lynti ba ngan kut lad.
Dohnud jong phi kin jaw ummat.
4. Shwa ba ngan buh bad khylliap noh.
Khublei khublei ia phi baroh.
Ai ba u Blei un
da un ri.
Sumar suker
lynter ki sngi.
To nang iai
im shongprah
shongshang.
Nuksa babha nang pyрто lang.

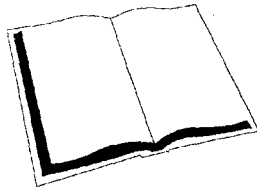




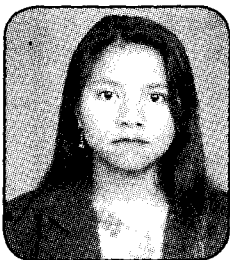
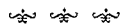
KA KOT

M. lawphniaw
1st year B. A. (Khasi
Honours)

1. Ka kot ka long kaba kordor
Bad ei shisha ban
pynshongdor?
Ka long kum
ksiar kaba nylla,
la kiba wad jing-
stad naka.



2. Ka kot ka long ka bym don dor,
Lada ngim treh ban pynshongdor;
Ka long ka tiar ba lah ban jot,
Namar iaka ban ieit ngim kot.
3. Ka kot ka ai ka buit ka bor,
Kumjuh ba ngin don ia akor;
Ki stad pyrkhath kim long ei ei,
Lada ia ka niewkor kim dei.
4. Ka kot ka long kum u symbai,
Haba ngi nang ba ngin sharai;
Ban mih ki tnat ban paw pyrthei,
Ki wei kin i ba sap ka dei.



Shaei ka dor u Rangbah kum u Kñi

Teris Kharmon
3rd year B. A. (Khasi Honours)

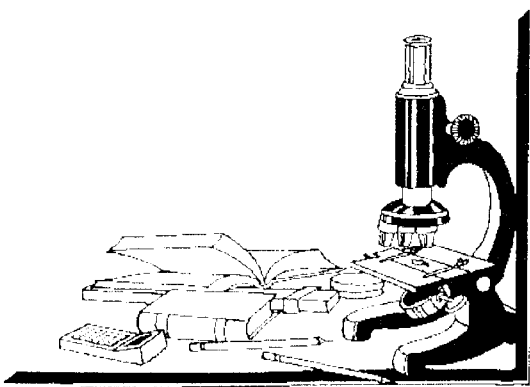
1. Katba nangiaid ki sngi ki ïa,
Jingsniew ka nang jyllei,
U lyoh ba dum u tap ïa ka,
Jingshai ngin ïoh na ei.

2. Ki khun khasi, kyndit bynriew,
Ban im ka jait kynja,
Pyneh la bok, pyneh la rngiew,
Wat sah ha ka ruma.
3. Shaei ka dor jong u Rangbah,
La eh shisha ban shem.
Ba ka buaid, tanglang, ka lah,
La kur kumno un sneng?
4. Kum u longkñi ha la ingkur,
Hato mynta dang shem?
Pyrsa ban sneng, sha ïing ban tur,
la u la shah byrngem.
5. Pyrsa kim burom shuh i'u kñi,
Ba lah ba ïai u kpa,
Namar long kñi shisien b'la mih,
La klet la ka lyngkha.
6. Kum u long kñi ba dei ban sneng,
La pyrsa la Para,
Pynban u thungsan u thungmeng,
La ki khun la ka nga.
7. Kum u long kñi ha la iing kur,
U klet la ka iktiar,
Mynta shano pat keiñ un tur,
Haba kyrdan la hiar.
8. Lyngkha ka dei keiñ ka ing kur,
Ba phin sneng, phin pyni,
Khnanng ba Para Pyrsa kin tur,
Jingieij na ki phin i.
9. Kyndit bynriew, ho, ko Rangbah,
Ban lait ka jah burom,
Wat ai 'erlangthari kin rah,
ïeng skhem, wat shah kin thom.
10. Ko khatar bor da kynmaw dngong,
Kum u kpa bad u kñi,
Ban im ka jait ban im ka khong,
Ka bor ka shong ha phi.





GARO SECTION



SKIANIO CHANGA SAPANI

By L.D. Marak
Department of Garo



Skie on·aniara mitelpilanko man·gijagipa kam ine mi·tamrang agana, jemangan skie on·anina an·tangni gisik ka·tong gimiko on·kangjachim. Skianiara changa·sapanian ong·a, maina skigiparangara atchikapaonin ong·baa, uamangko darangba ong·atja.

Skie on·ani aro skie ra·aniara mande jedake a·gilsako kongchame janggi tanga gitan gitchambeaha. Iako a·gilsakni mande dimdakan skie ra·a aro skie on·aniko daka gitan matburunrangba samtangtango janggi tanginina altubatatna gita detangtangna skie on·aniko daka.

Chengode skie on·aniara skiram nokdringop skianisan ine chanchia. Indioba chasong dingtangroro baan baksa ia chasongo uianirang batroroe mandeni gisiko pilak ui·ma·sianirangko gapataniba ong·a, jean skiram nokdringosan ong·aija a·palo nie·nike ma·sie ra·anirangba ong·a.

Ia chasongo dingtangani gita, skie on·aniara skie ra·enggipana skie on·na, nangnika gita uianirangko on·na, changa sapani aro song·saro ra·chakgnigipa ramarangko ma·siatanian ong·a.

Skie on·aniara skie ra·enggiparangko miksonga nisanona sokatna krengani, an·tangni bil ama gita uko chu·sokatna dal·roroatani, changa·sapani aro an·tangtangni wilwilao dongenggiparang baksa an·tangko kraa aro nama

bewalo dal·rorona skie on·anian ong·a. Jedake A·chikrang skango lekka·porako uikujamiting somoirango Nokpanteon pilakkon skie ra·achim. Uni gimin skie on·aniara, saksa sakgipin baksa nangrimgrike janggi tanganian ong·a, jeon ua skigipa, skie ra·gipa aro katta bichong ia minggitamo pangchake rikanian ong·a. Skigipa an·tango donggipa gun aro changa·sapaniko jakkale skie ra·enggipa aro katta bichongo pangchake changa·sapaniko ong·katatna amgen.

Skie on·anio skigipaan mongsongbatgipa bakko ra·gipa ong·ani gimin, janggi tanganio ka·na nangaigipa kam·mangmangsan ine chanchigija uan an·tangni kam chong·mot ine chanchie kamko ka·na nanga. Jedake noksa salgipa an·tangni kamo kusi ong·a gita, git ring·gipaba ring·na namnika gita, skigipa skianiko namnikgipa ong·na nanga. Uan salantini skie ra·ani, skiani aro skie ra·a gimikon orto gnanggipa, katchaian gapgipa, gamchatgipa skie ra·aniko chatro·chatrirangna on·gipa ong·na nanga. Uan chatro·chatrirangko dragija an·tangtangan kusi ong·e skie ra·na ui·ma·sina sigkiparang ong·atna man·ode, uan chu·sokbatsranggipa skigipani kam ong·a.

Skigipa an·tangni chatro – chatrirangko bimchipe skie ra·na gisik nangatgipa ong·atna man·ode, indide uandakgipa skigipara namen skina changbegipa ong·a ine parakaniko on·a.

Skiram nokdringo uamangna gisik nanganiko on·na man·na gita uamangko nangbikbakatna ba nangchapatna man·ode nambata. Basakoba chol man·ode uamangko a·palchi study tour, field trip aro uandake dingtang dingtang dakanirangko ong·atna man·ode nambata. Uamangna dal·dalkalgipa gadangrango poraieng-giparagnade seminar, worksho-prangko ong·atna man·oba nambata. Uamang ma·siana ma·sija uarangko nina gita assignment, group discussionrangko ong·atna man·ode nambatgipa skianirangko on·naba man·a. landakgipa namgipa skianirangko da·knaba somoio pangchaktaiskaa, maina bang·bata somoion jakchakgijani-rangko man·skataia.

Ka·mao mesokatenggipa 'technique'rangko ja·rike namgipa skianirangko on·na man·gen.

i) The workshop method : Iako bang·bate skigiparangan ja·rika aro ian chubatkalo gadango poraieng-gipa chatro-chatrirangna ong·a. lano agangrikani, see jote parakani, jera-raani, mock parliaments aro uan dakgiparangko man·chapa. landakgipa kamrangara skie ra·angiparangkodolsanimanderang baksa bakrimpae, an·tangtangni neng·nikanirangko parake uarangna dakchakanikoba man·paa. lan an·tangtangni ui·ma·sianiko parakpana aro ong·a obostarangko skie on·naba chol ong·a. Indioba skigipade pangnan dongchappae skie ra·enggiparangna rama mesokna aro chol on·pagipade ong·na nangchongmota.

ii) The Assignment Method : lan skie on·ani aro skie ra·anio mongsong-giparangoni mingsa ong·a. Iako

bang·bata skigiparangan ja·rika. lan dingtangmancha katta bi·chongko done ramram seani ba 'project work'ni bimangoba ong·na man·a. lan chatro-chatrirangko an·tangtang poraie gital ui·ma·siani ba gisikni chanchianirangko on·na nakatata. lan namgipa skiani cholko ong·katatani ong·a, maina chatro-chatrirangba iano bakko ra·pae skigiparangko an·tangni skiani biteko rapilna ba ma·siatpilna dakchaka.

Field Trips : Klas nokdringoni ong·kate a·palchi skie ra·na ba chel·kala biaprangona re·anganiara namgipa skie ra·aniko ong·katatna man·a, maina chatro-chatrirang nie·nike uianiko on·nan baksa orto gnang-gipa skie ra·anikoba dakna dakchaka. lan chatro-chatrirangni an·tangtangni dakbewalrangoni kanrangoni dingtangatan ong·ja, gital biap ba bosturangko on·asasn ong·ja aro katchaani-rang ba kusinirangkosan on·aija, indiba uamang songsarni git a aro samtang-tango wilwilao dongenggiparangni giminba nambate skie ra·na cholko man·a. lan chatro-chatrirangko nambate nirikina cholko on·e an·tangni ui·ma·sianiko talatna gitaba dakchaka.

Brain Storming - lan saksanko ba klas gimikko man·gope klas nokdringon ong·atna man·a. lan 'Workshop method' rango gita bang·gija tokrangsan ong·gija klas gimikon dolsa dake ra·naba man·gen. lano skigipaan mongsonggipa dakdilgipa ong·e maidake dakna nanga uarangko talatchenge dol gimikni manderangni bewalrangko simsakgipa ong·na nanggen. Chatro saksa baltigipa ong·e pilak ong·a obostarangko see·jote ra·rikgipa ong·na nanga.

lan neng·nikanirangna aganchakaniko on·na, pilakkon bak ra·pana gita

cholko on-e uianirangko baririkrikata. lano pilakan bakko ra-paani gimin ka-donganikoon-an baksa aro agan-pana cholko on-a.

Demonstration Method: Nie-nike ma-sie ra-aniara skie on-anio mong-songgiparangoni mingsa ong-a. Chatro-chatrirangna nie-nike ma-siatna man-anio nambata skianiko on-na man-a. Nia-nikanisan ong-aigija knaan-iba nangchongmotgipa skie ra-anini bak ong-a.

'Audio-visual aids' jedake diagram, a-bim, noksarang, transparencies, video a-steoni tarigimin bosturangko mesokeba skina man-a, indiba uar-angan chu-gimik skigipani biapkode ra-skana nangja. Uan uamangna skie ra-ani cholko mesokna gitasan ong-na nanga. Mamung nia-nikanirangko jak-kalgija skimangmangniban chu-onga, indiba 'audio visual aids' rangko jakkal-chapna man-ode nambata. lan gimik subjectko skigiparangnan nanga aro pilak bilsini chatro-chatrirangna ong-a.

landagipa gital skianio jakkalchapana nirangara nambata skianikoba on-na ama uko adita mesokatenga.

- i) lan chatro-chatrirangko uamang maiko skie ra-manaha, uana gisik nangbatataniko on-a.
- ii) lan chatro-chatrirangna ka-donganiko on-e ning-tubata chanchianionaba dilanga.
- iii) lan skigipa aro skie ra-enggipa dolgnikon nambate agangrikan-iona, chong-motan uamangko sepangbataona salbaa.
- iv) landagipa skianirangara uianio bilgrigipa, uikalgipa aro man-sramgipa bi-sarangko dingtangmancha uinaba dakchaka, jemangan uianio ja-manchakgiparangko tarina ba uamangna somoiko jakkalbatna skigipana cholko on-a.

Minggipinara, pangnande skigipara nambatgipa skianirangko on-na amja. Kosako janapbagimin 'method' rangko jakkalanioba ja-manchatkanirangba donga.

- i) lana somoiko bang-e jakkalna nangani gimin donsogimin 'syllabus' ko somoi gita matchots-kajanaba donga.
- ii) larangko jakkalanio institution-ko dilgiparang 'fund' ba tangka paisarangko on-janaba donga.
- iii) landagipa 'method' rangko jakkalanichiba chatro-chatrirangko name sasonona ra-bagen ineba ong-taiskaja.
- iv) Bon-kame nambate skianiko on-nara bang-bata somoiko nangani gimin an-tangtangni klasni a-palode dintangmancha somoiko jakkalskana bang-bata skigiparangna chol ong-ja maina uamang an-tangtangba dingtang dingtang kamrang gnang.

Skigiparang chatro-chatrirangko uian-siatna an-tangtangni changa sapaniko jakkala, dingtangmancha dakgimin niam-ritirangde dongja. Indioba nambatgipa skie on-ani aro skie ra-aniko dakna skigipa aro skie ra-enggiparang dolgnini nangrimanio pangchakskaa.

Beben ja-manchakanirang jerangkon an-ching nikbamanaha, kakket ong-naba gnang, indiba skigipa aro 'institution' ko dilgiparangni nangrime kam ka-anichi uarangko chena ba amna man-gen. lan skigipa aro dilgiparangni rake kam ka-aniko nangenga, jedake chi totakrang sagalko ong-atna ama gita an-ching sakantini nangrime kam ka-anichi skie ra-enggiparangna nambata a-gilsako on-na man-naba donga.

JA•DIL KA•TONG

By Dimsy J. Sangma

B.A. 3rd year

Ja•dilosa pilak bolan pangchaka,
Bipang, cheksi, bijak, bite,
Ja•dil soode cholija bolde,
Ka•tongan bijangchi manden' bakoni ,
Nangbata simsakna pilakna bate ;
Ka•tongni suakaoniko ku•sik agana
Ong•kata bimang ka•tongonisa ,
" Nang•ni pilak rakianirangna
bate ka•tongtangko rakkibo;
Maina uanonin janggini
Ong•katanirang ong•a" ina ,
Mesoka kamchin manden' cholonko
Paraka janggitangko ka•tongo suakako .
Bil donga ka•tongo, baseani mandeo
Mikboka satan manden' ka•tongna ,
Krenga nisina, man•genode da•on
Sanala Isolba manden' janggina ,
Nangbata gisik manden' ka•tongna .
" diba gose, baseani mandeo
Ska pattina manden' ma•kringna
On•genode mande Un' skanina.



SOMOI

By Dimsy Sangma Jongske

B.A 3rd year

Somoi! na•a sengja darang mandekon
Dongja nango mikang niteani,
Nika nang•ko apsan bimango
Ong•ja 'diba, dingtanga salantin,

Man•pilja nang•ko gimaaton changsa;
Amgen man•pilna gima gimin bostuko
Hajal bilsa re•anggiminsomoi,
Nabaja aski do•me gitaba
Skiana mande gimaaton nang•ko,
Sao mandena changjaon jakkalna
Agana 'man•pilode indaka somoiko'!
Ku•pattia 'somoi man•mittingon cholko
brebo'
Nanga nang•ko bate A•chik chadam-
bena,
Simsakja nang•ko gimaate roachi
Agana 'Reatgen somoiko maidake'?
Bilsa matchoto nikja mamung biteko ?
Agana 'mikkang bilsa name dakgen'
Do•po debaaia bilsa anti,
Gamchatja somoi gimaata apalo
Ja•rikja somoi mandeko, sengja dik-
diksaba
Bata somoi gamchatgipa sonana !
Man•ja onsrena hajal damrangchi
Hai ! A•chik chadambe,
Jakkalna somoiko name
Skimjana salrang badeango ;
Re•atna kamo dingchike,
Jatko chuatna an•chingni jakon;
Ra•bana Aman' A•song mikkim rasong,
De•dona Jatni nisan mikkang dawil,
Nikchina pilak jatan A•chikni nisanko
Ong•china 'Aiao' pilak manden' ka-
tongo,
Ka•dingsmitgen A•chik. Skimjawa pan-
gnan.

TANGBANGCHINA ANG A•CHIK !!



Hindi &

Bengali

Section





द्वितीय भाषा-शिक्षण : पूर्वोत्तर के सन्दर्भ में

--डॉ. श्रुति पाण्डेय
शिलांग कॉलेज
शिलांग

भाषा वैज्ञानिकों और शिक्षाविदों ने लम्बे समय से अन्य या द्वितीय भाषा के शिक्षण की पद्धतियों और समस्याओं पर विचार किया है। भाषा-शिक्षण पर बृहत् परिमाण में शोधकार्य हुआ है जिसमें भाषा के लिखित और उच्चरित रूप से सम्बन्धित विविध प्रश्नों का समाधान खोजने का प्रयास किया गया है। भाषा-शिक्षण के क्षेत्र में पिछले कुछ दशकों में काफी परिवर्तन आये हैं। सन् 1959 में प्रख्यात चिन्तक नोएम चॉम्सकी ने भाषा-शिक्षण के क्षेत्र में क्रान्तिकारी विचार व्यक्त किये। उनका विचार था कि भाषा-शिक्षण की पारम्परिक विधि सीखने की प्रक्रिया का सरलीकरण कर देती है और मानव-मस्तिष्क की रचनात्मक शक्ति को कम करती है। उसके द्वारा भाषा सीखने की प्रक्रिया को मशीनी बना दिया जाता है। चॉम्सकी के विचारों के प्रभाव से पहली बार भाषा-शिक्षण के केन्द्र में शिक्षक या शिक्षण-सामग्री के बजाय शिक्षार्थी को रखा गया। पहले के औपचारिक भाषा-शिक्षण की तुलना में विद्यार्थी की सम्प्रेषण-क्षमता और संवाद स्थापित करने की योग्यता पर अधिक जोर दिया गया। चूँकि शिक्षण प्रक्रिया में शिक्षार्थी की सक्रिय भागीदारी अपेक्षित होती है इसलिये द्वितीय या अन्य भाषा के रूप में किसी भाषा के शिक्षण में आज पारम्परिक विधि से अलग हटकर शिक्षार्थी की रचनाशीलता को प्रोत्ससाहित किया जाता है। आज विद्यार्थी भाषा के अधिगम की प्रक्रिया के केन्द्र में आ गया है। हाल के वर्षों में हुए शोध का निष्कर्ष यह है कि यदि विद्यार्थी को समृद्ध व पर्याप्त भाषायी अनुभव मिले और सकारात्मक माहौल मिले तो वह सार्थक ढंग से भाषा को आत्मसात कर सकता है।

पूर्वोत्तर की जनजातियों के विद्यार्थियों द्वारा हिन्दी को द्वितीय भाषा के रूप में सीखने की प्रक्रिया में भी ये सारे सन्दर्भ सामने आते हैं। पूर्वोत्तर के भाषाई परिदृश्य का विशिष्ट लक्षण है बहुभाषिकता। पूर्वोत्तर की बहुभाषिकता और भाषिक-विविधता भाषा शिक्षक के सामने एक प्रकार की चुनौती जरूर प्रस्तुत करती हैं परन्तु वह कई प्रकार के अवसर भी प्रदान करती है। पूर्वोत्तर केवल इस मायने में विशिष्ट नहीं हैं कि यहाँ अनेक प्रकार की भाषाएँ बोली जाती हैं, वरन् उन भाषाओं में कई भाषा - परिवारों को प्रतिनिधित्व भी मिलता है। वास्तव में भाषा-शिक्षण की दृष्टि से बहुभाषिकता एक संसाधन के समान है। भाषाएँ एक दूसरे से सन्निध्य से और अधिक फलती-फूलती है क्योंकि इन भाषाओं में लगातार संपर्क, संवाद होता रहता है। पूर्वोत्तर की इस बहुभाषिकता को एक संसाधन के रूप में देखकर उसका बेहतर ढंग से प्रयोग करना भाषा-शिक्षक का उद्देश्य होना चाहिये। इसकी प्रभावी समझ और बहुभाषिक स्थिति के कुशलतापूर्वक प्रयोग से शिक्षार्थी विचारों, परिस्थितियों और आसपास के परिवेश से अपने आपको जोड़ पायेंगे। शिक्षक को चाहिये कि वह बहुभाषिक स्थिति में बहुभाषी संवाद के माहौल को बढ़ावा दे। हर बच्चे की

भाषा को सम्मान प्रदान किया जाए और बच्चों की भाषिक भिन्नता का ख्याल रखते हुए भाषा सिखाई जाए ।

भाषाओं का मनुष्य के विचार और अस्मिता से गहरा सम्बन्ध होता है । मनुष्य की पहचान, उसकी अस्मिता के साथ यह सम्बन्ध इतना गहरा होता है कि बच्चे की मातृभाषा की उपेक्षा का प्रयास उसके पूरे व्यक्तित्व को कुंठित कर देता है । जबकि कक्षा में मौजूद बहुभाषिक, बहुसांस्कृतिक स्थिति के प्रति शिक्षार्थी को संवेदनशील बनाने से वह अपनी मातृभाषा को साथ रखकर अन्य भाषाओं की संरचनाओं को ग्रहण करता है । उदाहरण के लिये किसी प्रकृति परक हिन्दी कविता को मेघालय के जनजातीय विद्यार्थियों को पढ़ाते समय यदि गारो कवि इ. मारक, एबडी मोमिन अथवा खासी कवि सोसोथाम की प्रकृति सम्बन्धी कविताओं को रखा जाए तो बच्चे की रुचि स्वाभाविक रूप से उसमें जागृत होगी ।

बच्चा स्वाभाविक रूप से अपने घर-परिवार और समाज के वातावरण से भाषा को ग्रहण करता है । अधिकतर बच्चे स्कूली शिक्षा की शुरुआत के पहले ही भाषा की जटिलताओं को आत्मसात कर चुके होते हैं और उनकी भाषा पर्याप्त विकसित हो चुकी होती है । बच्चे की इस सहज भाषायी क्षमता को पहचाने जाने की आवश्यकता है । द्वितीय भाषा शिक्षण में बच्चे की इस सहज क्षमता का सही ढंग से उपयोग किया जाना चाहिये ।

परम्परागत रूप से प्रशिक्षित भाषा-शिक्षण अभिव्यक्ति के कौशल के बजाय शुद्धता पर अधिक जोर देता है । सही उच्चारण के बोझ के कारण बच्चा खुलकर अपने आपको अभिव्यक्त नहीं कर पाता । फलतः भाषिक क्षमता कुंठित हो जाती है । गलतियाँ भाषाई अधिगम का हिस्सा होती हैं और इनमें सहज ढंग से ही सुधार आता है । त्रुटियों के प्रति रवैये में अन्तर लाये जाने की आवश्यकता है । त्रुटियों को समाप्त किये जाने योग्य विकृतियों के रूप में नहीं, बल्कि भाषा को सीखने की प्रक्रिया के सहज चरणों के रूप में देखा जाना चाहिये । जब हम किसी खास तरह के उच्चारण को अथवा प्रयोग को सही, शुद्ध और मानक के रूप में स्वीकार करते हैं तो हम एक वर्चस्ववादी व्यवस्था (dominant group) को जन्म देते हैं जो ठीक नहीं हैं । आज हिन्दी सीखने-सिखाने के दायरे को विस्तार दिये जाने की आवश्यकता है और इसके लिए 'तरह-तरह की हिन्दी' पर जोर देना समय की माँग है ।

किसी भाषा की व्यवस्था अनेक उपव्यवस्थाओं के तानेबाने से रची एक अमूर्त व्यवस्था है । परन्तु भाषा विशेष प्रकार के सामाजिक और सांस्कृतिक संदर्भ में अर्जित की जाती है । किसी भाषा को सीखने का तात्पर्य केवल उस भाषा की संरचनात्मक व्यवस्था को सीखना नहीं है । भाषा मात्र एक संरचनात्मक व्यवस्था नहीं है वरन् उसका सम्बद्ध सामाजिक सन्दर्भों के साथ जुड़ा

रहता है । भाषा के विविध सामाजिक सन्दर्भ, भाषा के विभिन्न पहलुओं से जुड़े होते हैं, इसलिये किसी भाषा को सीखने के लिये उसके सामाजिक और सांस्कृतिक मूल्यों को समझना और ध्यान में रखना आवश्यक होता है ।

इस सन्दर्भ में भाषा-शिक्षक की जिम्मेदारी और बढ़ जाती है क्योंकि भाषा की शिक्षा कुछ मायनों में अनूठे अवसर प्रदान करती है । कहानी, कविता, गीतों, नाटकों के द्वारा बच्चे अपनी सांस्कृतिक पहचान से जुड़ते हैं । साथ ही इससे उनको अपने अनुभवों के दायरे को विस्तृत करने का मौका भी मिलता है और वे आसपास के परिवेश के प्रति संवेदनशील होते हैं । बच्चे सर्वांगीण, सार्थक और रचनात्मक परिस्थितियों में तेजी से सीखते हैं बजाय बँधे हुए ढर्रे में । भाषा के सभी मुश्किल पहलू ऐसे रचनात्मक उपायों से सिखाएँ जा सकते हैं । सेवा से पूर्व और सेवा के दौरान जो प्रशिक्षण कार्यक्रम होते हैं, उनमें शिक्षकों को इस प्रकार के रचनात्मक उपायों से परिचित कराया जाना चाहिये ।

पूर्वोत्तर के विद्यार्थियों के सामने परिवेशगत भेद सबसे बड़ी समस्या के रूप में सामने आता है । यहाँ की पाठ्यपुस्तकों में क्षेत्र विशेष की स्थानीय संस्कृति, सामाजिक व्यवस्था भौगोलिक स्थिति पर सामग्री नहीं मिलती । यहाँ के विद्यार्थियों के लिये पाठों में वर्णित सांस्कृतिक बिन्दुओं से तारतम्य जोड़ पाना कठिन होता है । इस क्षेत्र विशेष की दृष्टि से जो भी पाठ्य सामग्री बनायी जाए उसका निर्माण स्थानीय आवश्यकता को ध्यान में रखकर किया जाना चाहिये । स्थानीय संसाधनों का सार्थक प्रयोग करने से शिक्षार्थी की कल्पनाशीलता को समृद्ध बनाया जा सकेगा । आंचलिक अथवा लोक साहित्य में सम्प्रेषणीयता का अंश अधिक होता है ।

पाठ्यपुस्तकें भाषा शिक्षण का एकमात्र स्रोत नहीं है फिर भी पाठ्यपुस्तकें हमारी शिक्षा प्रणाली में सर्वाधिक महत्वपूर्ण भूमिका निभाती हैं । अतः उनमें संकलित रचनाएँ ऐसी होनी चाहिये कि भाषिक क्षमता के विकास में उनकी सक्रिय भागीदारी हो ।

व्याकरण के विविध पक्षों की जानकारी आसपास के परिवेश से जोड़कर कराई जानी चाहिये । व्याकरण के विविध पक्षों की अमूर्त परिभाषाएँ रटाने की अपेक्षा उन्हें वास्तविक संदर्भों में समझाया जाए । उदाहरण के लिये संज्ञा शब्दों के बारे में उन्हें कक्षा के परिवेश के सन्दर्भ में बताया जा सकता है ।

अन्य भाषा-शिक्षण के लिये मात्र पाठ्य-पुस्तक पर्याप्त नहीं हैं, वरन् पाठ्य-सामग्री को एक पैकेज के रूप में तैयार किये जाने की आवश्यकता है । छपी सामग्री, मीडिया सामग्री (मैगजीन / समाचारपत्र) के द्वारा भाषाई माहौल को समृद्ध बनाया जा सकता है । चित्रों का प्रयोग, सांस्कृतिक संदर्भों से परिचय और श्रव्य सामग्री का प्रयोग-उच्चारण सुधार में किया जा सकता है ।

संचार माध्यमों (प्रिंट और इलेक्ट्रानिक) में प्रयुक्त होने वाली हिन्दी के विविध रूपों के द्वारा उनमें भाषिक विविधता का ज्ञान कराया जा सकता है । वृत्त चित्रों और फिल्मों का शिक्षण सामग्री के रूप में उपयोग किया जा सकता है । इनके द्वारा भाषा के विभिन्न प्रयोगों को विशिष्टता को समझाया जा सकता है । चित्र-वर्णन, संवाद, वाद-विवाद, अभिनय, भाषण-प्रतियोगिता, कविता पाठ और अत्याक्षरी जैसी गतिविधियों का अधिक प्रयोग किया जाना चाहिये ।

पूर्वोत्तर के सन्दर्भ में द्वितीय भाषा शिक्षण में अनुवाद की विशेष भूमिका हो सकती है । विद्यार्थियों की सृजनात्मकता और कल्पनाशीलता को विकसित करने के लिये भाषा की कक्षा में पर्याप्त छूट (space) दी जानी चाहिये ।

यद्यपि पठन को भाषा-शिक्षण का महत्वपूर्ण भाग माना जाता है परन्तु स्कूली पाठ्यक्रम नीरस और उबारू पाठों से भरे होते हैं । शिक्षण में वैयक्तिक पठन को प्रोत्साहित किया जाना चाहिए । कक्षा में अर्थग्रहण की क्षमता और संप्रेषण कौशल के विकास पर जोर दिया जाना चाहिये ।

हाल के वर्षों में शिक्षक की भूमिका में काफी बदलाव आया है । अबतक ज्ञान के स्रोत के रूप में केन्द्रीय स्थान शिक्षक को मिलता हरहा है । अब उसकी भूमिका सहायक के रूप में है जो शिक्षार्थियों की उनके लक्ष्य की प्राप्ति में सहायता करता है ताकि विद्यार्थी अपनी संभावनाओं का पूर्ण विकास कर सकें । दूसरा महत्वपूर्ण बदलाव ज्ञान की आवधारणा में आया है । ज्ञान को अब एक सतत विकसित होने वाली प्रक्रिया माना जाता है जो वास्तविक अनुभवों पर आधारित है । आज की शिक्षा शिक्षार्थी-केन्द्रित और लचीली है ।

किसी भी भाषा को द्वितीय भाषा के रूप में सफलतापूर्वक सिखाये जाने का उपाय है भाषा का लगातार रोचक ढंग से अभ्यास कराना । भाषा का अभ्यास जितना रोचक होगा, विद्यार्थी की भाषिक क्षमता भी उतनी ही तेजी से विकसित होगी । भाषा की कक्षा में आज भी उपदेशात्मकता का ही प्राधान्य है । आवश्यकता है कि पूर्वोत्तर के हिन्दी शिक्षक अपने विशिष्ट संदर्भों को समझें और उसके अनुरूप उचित प्रविधियों, सामग्री और शिक्षण का प्रयोग करें ।

औपचारिक कक्षा अध्यापन के साथ प्रयोगात्मक शिक्षण विधियों के द्वारा विद्यार्थियों की सीखने की क्षमता का पूरा लाभ उठाया जा सकता है । भाषा शिक्षण के क्षेत्र में पिछले कुछ समय में किये गये शोध और चिन्तन मनन तथा इसके फलस्वरूप आये परिवर्तनों को ध्यान में रखते हुए हिन्दी का द्वितीय भाषा के रूप में शिक्षण करने से इस जनजातीय क्षेत्र में हिन्दी शिक्षण की समस्याओं को कम किया जा सकता है और शिक्षण के स्तर में सुधार किया जा सकता है ।



W. Synrem delivering a talk on the **Dwindling Effects of Oil Supply** in the Conference Room



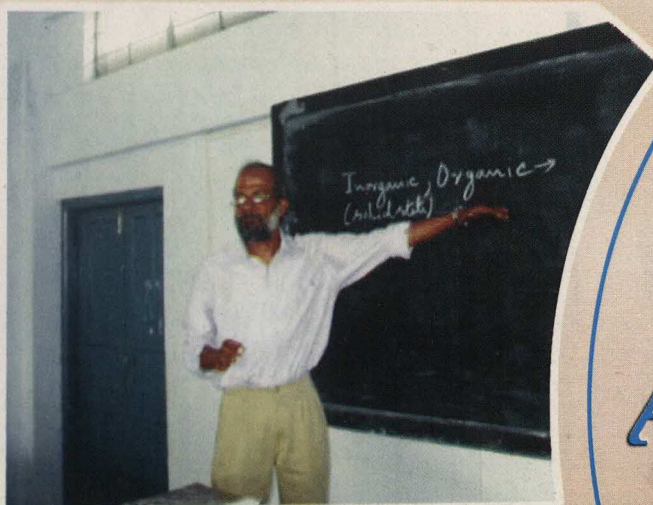
Wartreki Lyngdoh won the trophy on Slogan Competition organised by Manbha Foundation at Women's College (12th Aug 2009)



Dr. P. Malngiang delivering talk on **Role of Traditional Institutions on 09-09-2009**, organised by Political Science Department of the College



A view of the Symposium on Bengali Language held on 10-09-2009



Prof. Manish Bhattacharjee, IIT, Kharagpur delivering talk on Career Prospects in Chemistry

Some
College
Activities



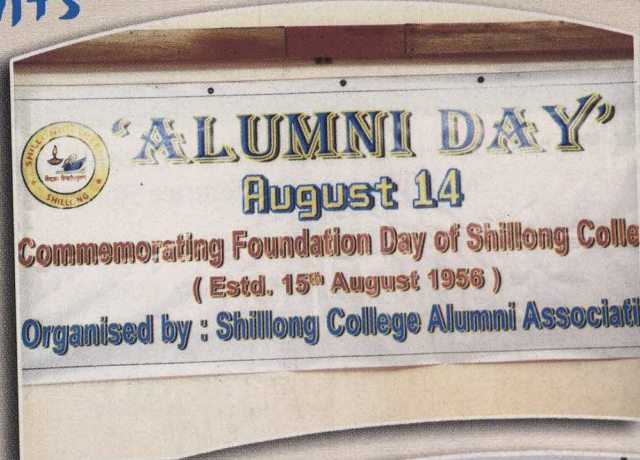
past



Students



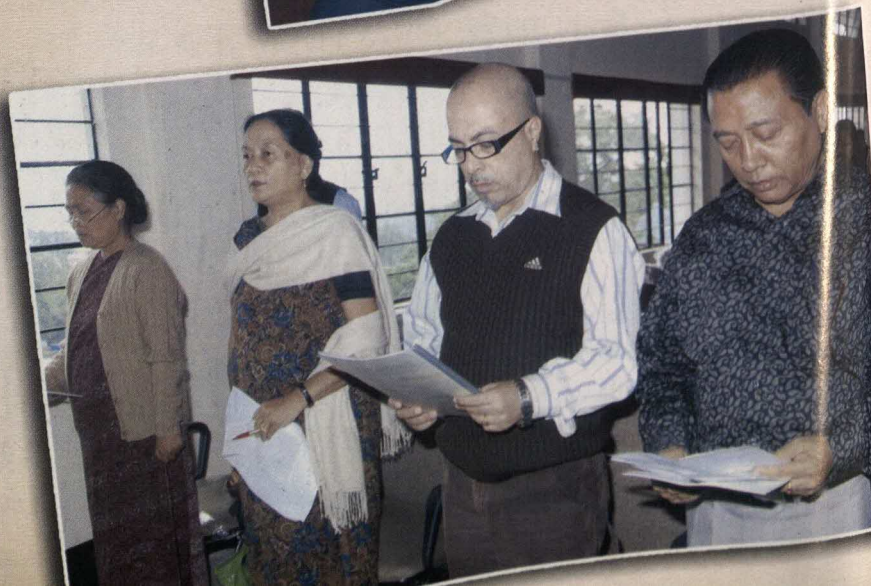
at



their Alma Mater



Alumni Day
August 14
2009

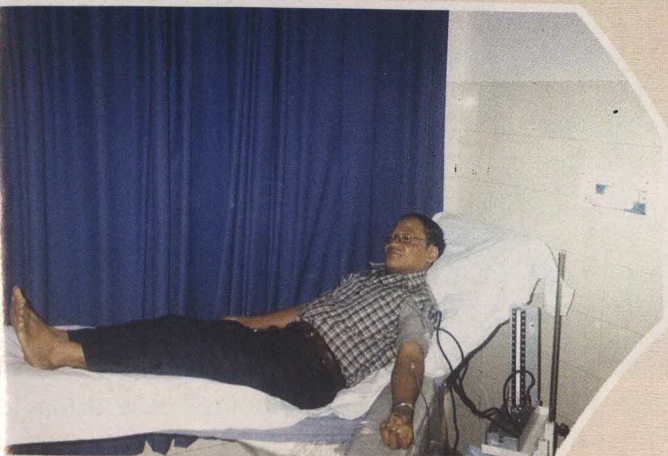




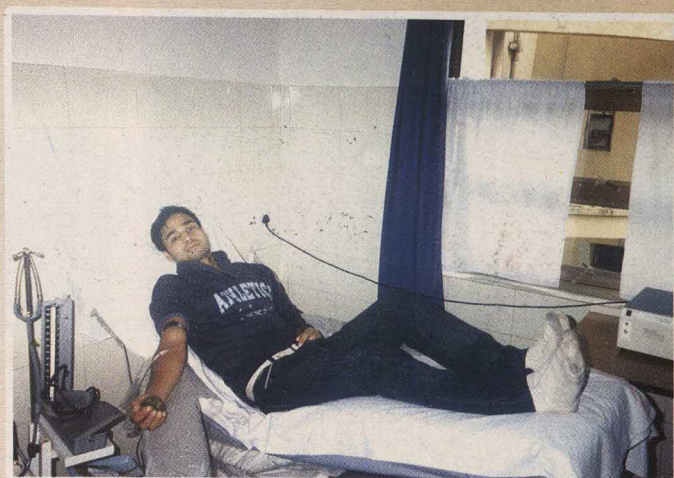
Students and Teacher-in-charge – Rovers and Rangers, Shillong College Unit, at Don Bosco Museum, Shillong on 21-09-2009



Students members – Rovers and Rangers, Shillong College Unit, at Don Bosco Museum, Shillong on 21-09-2009



Red Ribbon Club
Dr. H Iangrai donating blood 14-08-09



Rakesh Kalita (RRC (NSS))
donating blood 14-08-09



Members of Red Ribbon Club
with Dr. H. Iangrai

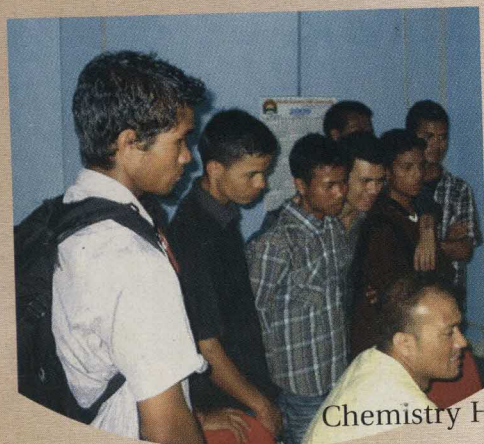
Activities of
Rovers and
Rangers
and
Red Ribbon Club



Infront of the statue of U Kiang Nangbah at Syntu Ksiar, Jowai, 8th Dec 2008



B.A. 2nd Year and B.A. 3rd Year History Hons. Students along with the teachers visiting the village of the Monoliths (Nartiang) 8th Dec 2008



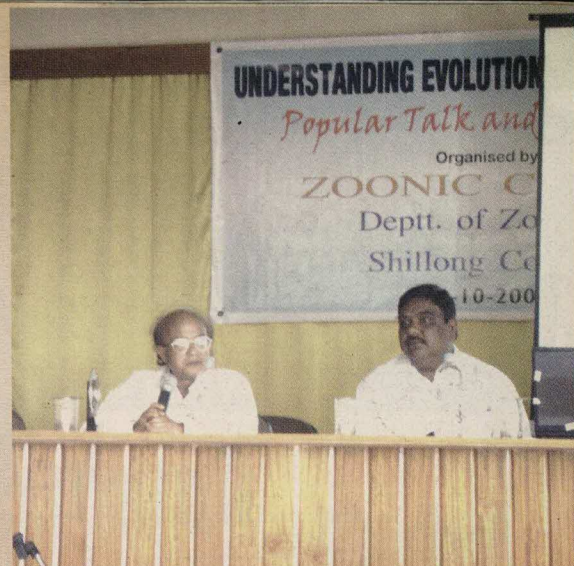
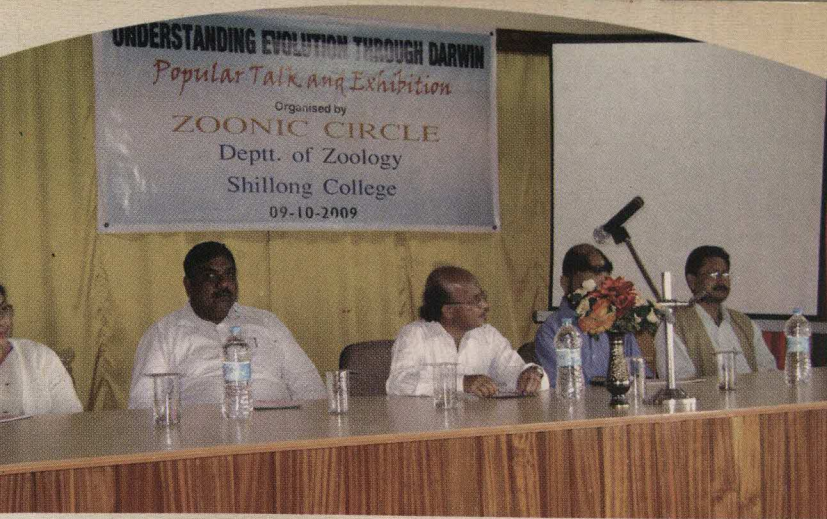
Chemistry Hons. Students at SAIF, NEHU (16-09-09)



Field Trips & Study Tours



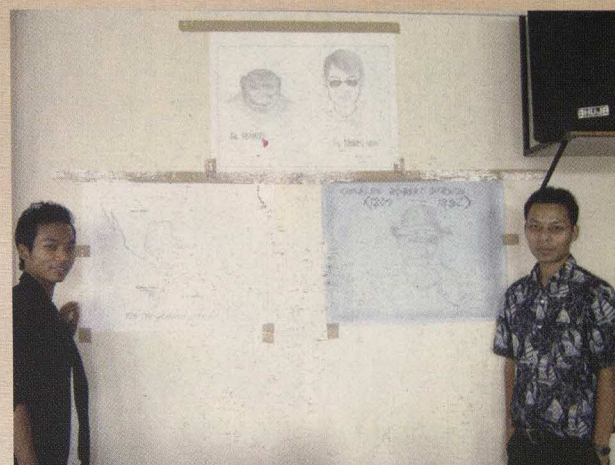
Chemistry Hons. Students with Teachers at NESAC, Barapani (16-09-09)



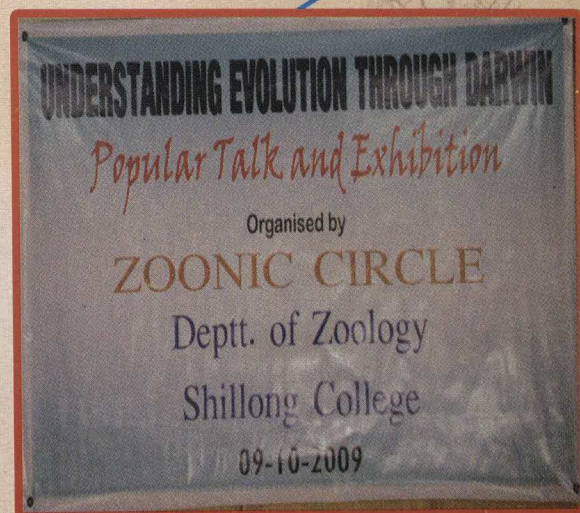
Dr. S.N. Dutta addressing the gathering



Resource Persons, Mr. A.P. Kumar and Dr. A.K. Yadav with Teachers of Zoology Department



A view of the Exhibition





Retirement
Party
24-10-09





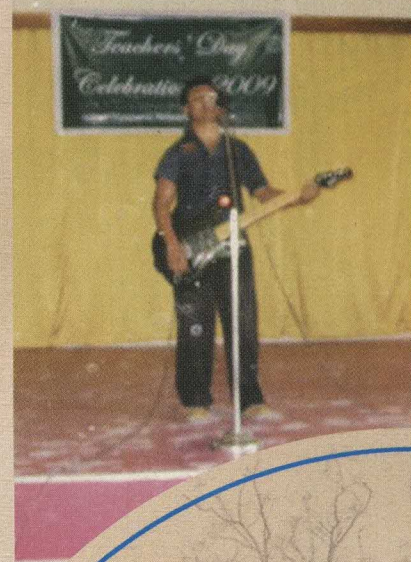
Retirement Party 24-10-09





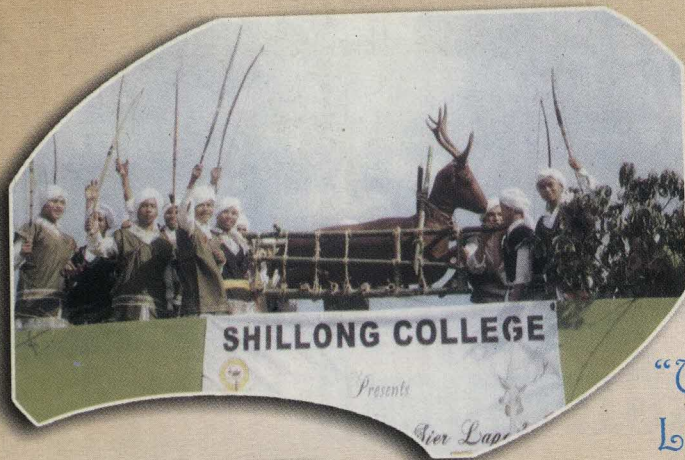
Retirement Party

24-10-09

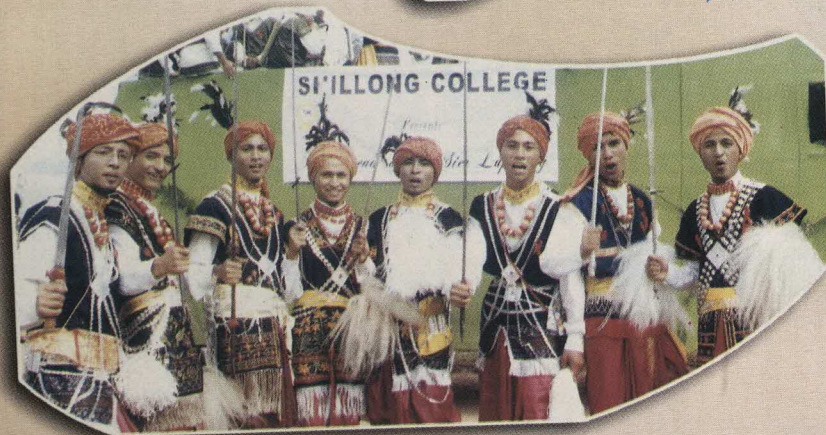


Teachers'
Day

Float and Cultural Parade



"U Sier Lapalang"



Enchanting Folklore



Autumn Festival

2009

“মহাশক্তিস্বরূপিণী দেবী দূর্গা”



আদ্যাশক্তি জগন্মাতা :- দূর্গার পরিচয় প্রাগৈতিহাসিক ও বৈদিক যুগ হইতেই ভারতে প্রচলিত ছিল। মার্কণ্ডেয় চণ্ডীতেও দেবী দূর্গার উদ্ভব পাওয়া যায়। এই মার্কণ্ডেয় চণ্ডীতে দেবী উমা, গৌরী, পার্বতী, চণ্ডী, চামুণ্ডা, কালী, কপালিনী, ভবানী, বিজয়া ইত্যাদি নামে বা রূপে পরিচিতা। শক্তি পূজার আধার হিসাবে দেবীকে বৈদিক যুগ হইতেই দেখা যায়। দেবী চণ্ডিকা আবার মহামায়া, শক্তিস্বরূপিণী, জগৎ প্রসবিনী, ব্রহ্মময়ী, আদ্যা দেবী বিশ্বেশ্বরী, আবার ভয়ংকররূপী দূর্গা নামে মহিষাসুরমর্দিনী। প্রাকবৈদিক যুগের বহু ভারতীয় দেবী মিলেমিশে মহিষাসুরমর্দিনীতে পরিনত হয়েছেন, সেই হেতু দেবীর মধ্যে চরিত্রগত রূপের ও নামের বিভিন্নতা দেখা যায়।

বৈদিক যুগের শেষে দেখা যায় বহু অঞ্চলের দেবীই রুদ্র শিবের পত্নী, এই ভাবে দেখা যায় সেই যুগের দেবীরা কেউ অগ্নির সঙ্গে, কেউ বা পাহাড় পর্বতের সঙ্গে, কেউ বা আদি নরগোষ্ঠীর সঙ্গে যুক্ত হয়ে রয়েছেন। ‘কাত’ জাতি থেকে ‘কাত্যায়নী’, কুশিক নরগোষ্ঠী থেকে ‘কৌশিকী’, পর্নশবর জাতি থেকে ‘পর্নশবরী’র উৎপত্তি এরূপ অনুমান করা হয়। এই ভাবে নানা রূপের সংমিশ্রণে দেবীর উৎপত্তি হওয়াতে দেবীর মধ্যে একটা ভয়ংকরত্ব শক্তির পরিচয় পাওয়া যায়। কোথাও আবার করুণাময়ীরূপে ও দেবীকে দেখা যায়।

বৈদিক যুগেই সূচনা হয় বহু দেব-দেবীর মিলিত এক মহান শক্তির। এই মহান শক্তির সম্পূর্ণতা লাভ করে মহাভারতের যুগে যখন অর্জুন যুদ্ধ জয়ের জন্য দুর্গাস্তবস্তুতি অর্থাৎ (মহানশক্তির) আরাধনা করেন। তিনি সিদ্ধসেনী (অর্থ মহিলা সেনাপতি), মন্দারবাসিনী (অর্থ কুলকুণ্ডলিনী) কমারী, কালী, কাপালী ইত্যাদি ভিন্ন ভিন্ন নামে দেবীকে সম্বোধন পূর্বক স্তব স্তোত্রপাঠ

করেন। আবার কোথাও দেখা

যায় দেবী বিষ্ণুবাসিনী অর্থাৎ

মদ, মাংস, আর বলিতে প্রসন্ন

দেবী রূপে। এদিকে আবার হরিবংশে দেবী শবর, বর্বর, পুলিন্দাদের দ্বারা পূজিতা, সেখানে দেবী অপর্না অর্থাৎ সর্বদানগ্ণা। এই ভাবে দেখা যায়, সর্বকালে, সর্বদেশে, সর্বলোকের মধ্যে দেবী রূপলাবন্যে ভরা এক নারী মূর্তি। আরাধনা ও স্তবস্তুতি ভিন্ন নামে ভিন্ন ভাবে হলেও দেবী একজনাই। সে জন্য দেবীকে বন্দনা করা হয় এভাবে :-

“নমোঃ চণ্ডী, নমোঃ চণ্ডী, নমোঃ চণ্ডী।

নমোঃ জগৎ প্রসবিনী, বিশ্বজননী।

মিত্র উপহারিনী, শক্তি স্বরূপিণী চণ্ডিকে।

নমোঃ অসুর বিনাশিনী বরাভয়দায়িনী।

কলুষ হারিনী জগন্মাতা।”

—এই ভাবে দেবী দূর্গার স্তবস্তুতি দ্বারা বন্দনা জানাই সর্ব জীবে।

নানা জায়গায় নানা নামে ও ভাবে দেবীকে বন্দনা ও আরাধনা করা হয়। অসমের চুতিয়া উপজাতি দেবীর আরাধনা করেন মহামায়ারূপে। এই উপজাতি অর্থাৎ চুতিয়াদের বিশ্বাস বিশ্বশ্রুতি পরমপুরুষের নাম হলো ‘কুন্দী’। মায়া বা মহামায়াই হইল কুন্দীর শক্তি। এই উপজাতিদের পূজারী বা পুরোহিত ‘দেউরি’ নামে পরিচিত। এই গোষ্ঠী ‘দেউরি’ দিয়াই পুরোহিতের কাজ সম্পন্ন করান, যেমন দেবী দূর্গার পূজা ইত্যাদি। “কাঁচাই খ্যাতি” হইল অসমের সদিয়া জেলার তাম্রমন্দিরের দেবীর নাম। ‘কাঁচাই খ্যাতি’-র অর্থ হইল “কাঁচা মাংস ভক্ষিনী।” এই জায়গায় নরবলির প্রথা ছিল। ভক্তদের বিশ্বাস এই বলিতে দেবী সন্তুষ্ট হইতেন এবং আশীর্বাদ করিতেন। বড়ো কাছাড়ি জাতির কাছে এই দেবী ‘কা-

ছাই-খাস্তি’ বা মহামায়া রনচণ্ডী নামে পরিচিতা । তান্ত্রিকদের কাছে ‘কা’ শব্দের অর্থ হইল ‘শক্তি’ বা ‘শক্তিমতী’ অর্থাৎ ‘কা’ হইল আদ্যাশক্তি মহামায়া । আবার অনেকের কাছে এই দেবী ‘কা মা’ বা ‘কা মাতা’ নামে পরিচিতা । তিনিই “বিস্তাররূপিনী” “কামাখ্যা” । রক্ষণশীল সমাজের কাছে যেমন দেবী দুর্গা, তেমনি ওঁরাও জাতির কাছে চন্দ্রদেবী । মুণ্ডদের কাছে “চণ্ডো” বা “মোল” । সাঁওতালদের কাছে “চণ্ডোবোঙ্গার”, ওঁরাও জাতিরা এই দেবীকে শিকারের দেবী রূপে গ্রহণ করে । সেজন্য শিকারের সাফল্যের জন্য দেবীর কাছে মুরগী, ছাগল ইত্যাদি বলি দিয়া দেবীর পূজা করে । এই উৎসব প্রতি বৎসর ফাল্গুনী পূর্ণিমায় হয় ।

উড়িষ্যায় এই দেবীর পূজা করা হয় “পঞ্চখণ্ডা” নামে । সেখানে ব্রাহ্মণদের গোড়ামি বা কুসংস্কারের জন্য সেখানকার পতিত শূদ্ররা দেবী পূজায় অংশ নিতে পারত না, এমন কি কাছে পর্যন্ত যেতে পারত না । তাই শূদ্ররা “পঞ্চখণ্ডা” নামে দেবী মহামায়ার আরাধনা শুরু করে । ‘পঞ্চখণ্ডা’ শব্দের অর্থ পাঁচটি ‘তরবারির শক্তি’ । এই পূজায় মুরগী, ছাগল, এবং রান্না ভাত উৎসর্গ করা হয় । এই পূজায় অংশ গ্রহনকারীরাই শুধু প্রসাদ পান । এই মহামায়ার পূজায় কোন ব্রাহ্মণ বা পুরোহিত থাকেন না । বারোয়ারি পূজা বলে ওঁরাও গ্রামের প্রধানই এই পূজা করতেন ।

পূর্ব বাংলার গ্রামে “নাটাই চণ্ডী”-র পূজার প্রচলন ছিল । এই “নাটাই চণ্ডী”-ও দুর্গার অন্য রূপ । এই পূজা ঠাকুর ঘরের মধ্যেই সীমাবদ্ধ ছিল । কোন মণ্ডপ-এর প্রয়োজনই হইত না । ময়মনসিংহ জেলার গ্রাম্য মহিলারা ব্রত রাখিয়া এই পূজা করিত । এই পূজার দ্বারা গ্রাম্য মহিলারা কামনা করিতেন ভাল ফসল ও উর্বরা শক্তির বৃদ্ধির জন্য । এই গ্রাম্য মহিলাদের আরও বিশ্বাস এই পূজা দ্বারা টাকা পয়সা ধন ইত্যাদিতে সংসার ভরে উঠবে । এবং যারা নিঃসন্তান তাহাদেরও সন্তানে কোল ভর্তি হইয়া উঠিবে ।

মধ্যপ্রদেশের বৈগারা দেবীকে “ভবানী” নামে পূজা করিত । দেবীর একান্ন পীঠের এক পীঠ বাংলা দেশের বগুরা জেলার ভবানী পুরে অবস্থিত । সেই পীঠের নামও ভবানী পীঠ । এই পীঠটি উত্তর ও মধ্য বঙ্গের লোকদের কাছে খুব পবিত্র ও ঐতিহ্য পূর্ণ । বিহারের গঙ্গোতারা-য় দেবী দুর্গাকে জগদম্মা অর্থাৎ বিশ্বজননী রূপে আরাধনা করা হয় । দেবী ভগবতীকে বিবাহাদি শুভ কাজে এবং রোগশোক থেকে মুক্তির জন্য পূজা করা হইত । এদিকে আবার দ্রাবিড় গোষ্ঠী যারা উত্তর ভারতে বসবাস করে দেবী দুর্গাকে রোগ, শোক, অনাবুষ্টি ইত্যাদি দুর্যোগের সময় পূজা করেন । আধুনিক সংস্কৃতজ্ঞরা ভগবতীর অর্থ বিশ্লেষণ করেছেন এভাবে “ভগ-এর অর্থ ‘যোনি’ অর্থাৎ মাতৃশক্তির প্রতীকী রূপে ।” এই প্রতীক হলেন অধীশ্বরী ভগবতী । প্রাচীন ইন্দোচীনে ও এই ভগবতী (অর্থাৎ দুর্গার) পূজা করা হইত ।

বেলুচিস্তানের হিংলাজে পাহাড়ের গুহার মধ্যে আদ্যাশক্তি মহামায়ার এক বিখ্যাত স্থান আছে । সেইখানে গুহার গায়ে সিঁদুরের দাগ ও রক্তের চিহ্ন থাকায় অনেকে মন করেন এখানে পশুবলি হইত । এখান কার দেবীকে ঋগ্বেদের “ননীয়া” দেবী বলে, অনেকের ধারণা । এই দেবীকে মুসলমানরা “বিবি ননি” হিসাবে পূজা করেন । এই দেবীর কোন মূর্তি নাই । এখানকার গুহার গায়ে সেই সিঁদুরের চিহ্নবিশিষ্ট স্থানকেই দেবী রূপে আরাধনা করা হয় । ভারতের যে কাথারি উপজাতি তাদের খুব উৎসাহ ছিল এই দেবী দর্শনে, সেজন্য প্রতি বৎসর এই জাতি দেবী দর্শনে পদার্পণ করতেন । এই দেবী সমস্ত পশ্চিম এশিয়াতে জনপ্রিয় ছিল । সিরিয়া, পারস্য, আমেনিয়া ইত্যাদি স্থানে এই দেবী ‘অনহাতি, অনিয়া, অনিতিস, অনহস’ ইত্যাদি ভিন্ন ভিন্ন নামে পরিচিতা । অনেকের ধারণা এই দেবী অনার্যদের দ্বারা শুধু পূজিতা হতেন । কারণ অনার্যরা জড় পদার্থের মধ্যে প্রাণ সঞ্চারণ করিয়া যে

শক্তির পূজা করিতেন, এই দেবীও সেরূপ ভূতপ্রেতের শক্তিরই প্রতীক। অনার্যদের মধ্যে কালী, ঝাড়ুজঙ্গল ও গুহাবাসিনী দেবী পূজার প্রাধান্য ছিল বেশী। হিংলাজের দেবীও সেই ধরনের এক বিশেষ দেবী।

প্রাগৈতিহাসিক যুগ থেকেই ইন্দোনেশিয়ায় হিন্দু সভ্যতা বিস্তার লাভ করে। সেই সময় থেকেই শক্তিপূজায় বিশ্বাসী ছিল এই ইন্দোনেশিয়ার মানুষেরা। তাহাদের কাছে “পতাই কুমেই” নামে শক্তি দেবীপূজিতা। এই দেবীর পূজা করিলে একই সঙ্গে দুর্গা ও লক্ষ্মী উভয়ের শক্তি লাভ করা যায়। এখানকার দেবীর নামের অন্ত নাই, ভিন্ন ভিন্ন নামে তিনি পূজিতা, ভক্তেরও অন্ত নাই।

আদ্যাশক্তি মহামায়া ভিন্ন ভিন্ন জায়গায় ভিন্ন নামে ও রূপে পরিচিত। এই মহাশক্তিকে মানুষের অন্তর দ্বারা উপলব্ধি করিতে হয়। তিনি এই বিশ্বব্রহ্মাণ্ডের স্রষ্টা ও নিয়ামক। এই জনাই মহামায়ার শক্তি দেব-দেবী উভয়ের মধ্যে বিরাজমান। দেবীর পূজা বা আরাধনার নির্দিষ্ট কোন নিয়ম বা বিধি নাই। নিজের মনের অনুভূতির দ্বারাই দেবীর আরাধনা করা যায়। সেখানে কোন মূর্তির প্রয়োজন হয়না। যে কোন কিছুকেই দেবী ভেবে পূজা করিলেই দেবী সন্তুষ্ট হন। সেই সময় থেকেই ঘট বসানোর রীতি চালু হয়। এইভাবেই শক্তি দেবীর আরাধনা আরম্ভ ভিন্ন ভিন্ন রূপে। ঋগ্বেদের সময় থেকেই এই শক্তি রূপিণী দেবী দুর্গাকে সংসারের ত্রাণকারিণী রূপে মান্য করা হয়। তিনি জগৎজননী, ব্রহ্মবাদিনী, বাক্‌দেবী আদর্শ স্থানীয়া, সর্বশ্রেষ্ঠা, ঈশ্বরীস্বরূপা, সর্বজন আরাধিতা, ব্রহ্মচৈতন্য স্বরূপা, সর্বভূতেশু সংস্থিতা, আরও অনেক রূপ যেমন, লক্ষ্মী, সরস্বতী, অদिति, পার্বতী, উমা, দুর্গা ইত্যাদি। ভিন্ন ভিন্ন রূপে ও নামে পূজা হয় যদিও আসলে সব পূজার অন্তর্নিহিত অর্থ একটিই তা হলো মহাশক্তির আরাধনা। যেমন, তারাপীঠে দেবীকে তারা রূপে, কালীঘাটে কালী কপালিনী রূপে এই মহাশক্তির পূজা হয়। তেমনি আবার বিপদ দূর করবার জন্য যেমন

বিপদনাশিনী, দুঃখ দূর করার জন্য দুঃখহারিণী, অসুর নাশ করার জন্য অসুরনাশিণী, মহিষাসুর বধ করার জন্য মহিষাসুরমর্দিনী, এইভাবে ভিন্ন রূপে ও নামে এই শক্তি বিশ্বব্রহ্মাণ্ডে পূজিতা।

শ্রীশ্রী চণ্ডীতে দেবী দুর্গার অর্থাৎ এই মহাশক্তির উৎপত্তির আখ্যান এরূপ। অসুররাজ মহিষাসুর দেবরাজদের পরাজিত করিয়া স্বর্গরাজ্য অধিকার করেন। দেবতার স্বর্গরাজ্য হইতে বিতাড়িত হইয়া ব্রহ্মার কাছে উপস্থিত হইলেন। ব্রহ্মা তখন বিষ্ণু ও শিবের কাছে উপস্থিত হইলেন, সবকিছু শেনার পর বিষ্ণু ও শিব ক্রোধান্বিত হইলেন এবং তাহাদের মিলিত শক্তির দ্বারা যে জ্যোতি উৎপন্ন হইল তা থেকেই তেজস্বী দেবী অর্থাৎ মা দুর্গার আবির্ভাব হইল। দেবীর প্রতিটি অঙ্গ প্রত্যঙ্গই দেবতার শক্তির জ্যোতিতে সৃষ্টি। এইভাবে মহাশক্তিরূপী মহামায়া দুর্গার উৎপত্তি। এইভাবে দেখা যায় সকল দেবতা নিজ নিজ অস্ত্রশস্ত্রের জ্যোতিতে দেবীকে সাজাইলেন। মহাদেব দিলেন ত্রিশূল, শ্রীকৃষ্ণ চক্র, বরুণ শঙ্খ-বাদ্য, অগ্নি দৈহিক শক্তিবান ও ধনু ইন্দ্র দিলেন বজ্র, যম দিলেন কালদণ্ড, প্রজাপতি দিলেন কমণ্ডলু আর দিবাকর দিলেন জ্যোতি রশ্মি, গিরিরাজ দিলেন সিংহবাহন, আর নাগরাজ দিলেন মহামণির মালা। এইভাবে দেবীকে মহাতেজস্বিনী রূপে তৈয়ার করিলেন এবং মহিষাসুর বধের উপযুক্ত করিয়া অসুর নিধনে যাত্রা করাইলেন। অচিরেই যুদ্ধ শুরু হইল। অসুরের নিক্ষিপ্ত অস্ত্রশস্ত্র দেবীর অস্ত্রশস্ত্র বর্ষণ দ্বারা ছিন্নভিন্ন হইয়া গেল। তখন দেবীর বাহন সিংহও ক্রোধে কম্পিত কেশর হইয়া হুঙ্কার ছাড়িতে লাগিল। অনন্তর শিবদত্ত ত্রিশূলের আঘাতে শক্তি অস্ত্র বর্ষণ দ্বারা দেবী মহিষাসুরকে বিনাশ করিলেন। সকল দেবতা হইতে প্রাপ্ত অমিতপ্রভায় দেবী আবির্ভূতা, তিনি ত্রিগুণাময়ী, সেই মহাশক্তিরূপী দুর্গাদেবীকে আমরা বন্দনা করি “যা দেবী সর্বভূতেশু সর্বরূপেণ সংস্থিতা” এইভাবে। শ্রীশ্রীদুর্গা আদ্যাশক্তি জগতজননী মহামায়া রূপে পূজিতা, দেবীর বিভিন্নরূপ

যেমন নারায়ণী, সনাতনী, মঙ্গলদাত্রী, মুক্তি প্রদায়িনী, দুর্গতিনাশিনী ইত্যাদি ।

প্রথম অবস্থায় অসুর বধাকারিণী দুর্গা সহস্রভূজা, আবার কোথাও কোথাও দেবী অষ্টভূজা রূপেও পাওয়া যায় । ভারতের সনাতন ধর্ম হিন্দু ধর্ম এই ধর্মাবলম্বীর দুই ঋতুতে দেবীকে আহ্বান জানান হয় । বসন্তকালে একবার, শরৎকালে আরেকবার । বসন্তকালে দেবী ‘বাসন্তী’ নামে পরিচিতা । এই পূজা খুব পুরাতন ও আদি । আর শরৎকালে যে পূজা হয় তা ‘শারদীয়া’ উৎসব নামে প্রসিদ্ধ । আসলে এই পূজা ‘অকাল বোধন’ নামেও পরিচিত । রামচন্দ্রই এই শরৎকালের পূজা আরম্ভ করেন ।

ব্রহ্মার সৃষ্টি শক্তিই ব্রহ্মশক্তি, বিষ্ণুর সৃষ্টি শক্তিই স্থিতিশক্তি । শিবশক্তি হচ্ছে সংহার শক্তি । এই ত্রয়ী শক্তি দ্বারাই নারীরূপে আদ্যাশক্তি ভবানীর সৃষ্টি । মহামায়া দেবী মহালক্ষ্মী, মহা-সরস্বতী ও মহাকালী ভিন্ন রূপে প্রকাশিত । এই দেবী অনন্তভূজা অর্থাৎ বিশ্বব্যাপিনী হইয়াও নারী মূর্তিতেই তাঁর প্রকাশ, নারায়ণী রূপে শ্রীচণ্ডীতে তিনি পরিচিতা, এইজন্যই দুর্গাপূজায় কুমারী পূজার বিধি আছে । দেবী আবার কাত্যায়ণী নামেও পরিচিতা ।

প্রকৃতি শরৎকালে অপরূপ সাজে সাজিয়া ওঠে । শরতের সাজসজ্জায় শরৎ-ঋতুর চরণের নূপুরে বাজে উৎসবের নিক্কণ, শিউলি ও স্থলপদ্মের ডালে ডালে ভরে ওঠে প্রকৃতির শোভ, নদী চড়ে কাশের ঝোঁপে নভনীলিমায় নামিয়া আসা স্বপ্নমায়া, এই প্রাকৃতিক পরিবেশে দেবী মহামায়া অর্থাৎ ‘মা দুর্গা’র আরাধনা করা হয় । বর্তমানে শরৎকালের পূজাই বেশী জনপ্রিয় ।

দশভূজা দেবী শক্তিরূপে, মাতৃরূপে সংস্থিতা, চিন্ময়ী, মৃন্ময়ীরূপে কন্যারূপী আমাদের কাছে পূজিতা ।

আমরা দেবীর বলদৃশ্য শক্তিময়ী রূপটিকেই পূজা করি । কিন্তু এই দেবীর মধ্যে যে, আমাদের একটি পারিবারিক ছবিও আছে । প্রথমে দেবীর বাহন সিংহ ও অসুর এই ত্রিমূর্তির সমাবেশ দেখা যায় । এরপর দেবীর সঙ্গে লক্ষ্মী, সরস্বতী, কার্তিক, গণেশ সন্তানরূপে আবির্ভাবে একটা সম্পূর্ণ পরিবারের চিত্রই ফুটে উঠে । সেজন্য দেবীকে আমরা (দেশমাতারূপী), কার্তিককে (শৌর্য), গণেশকে (সিদ্ধিদাতা), লক্ষ্মীকে (ধনরূপী), সরস্বতীকে (জ্ঞান-বিদ্যাদায়িনী) রূপে পূজা করিয়া থাকি । মহাশক্তি মহামায়া দেবী শুধু “মা” রূপে পরিচিতা নন । তিনি কন্যা রূপেও আমাদের কাছে পরিচিতা । শরৎকালে দেবী কন্যারূপেই আমাদের কাছে বেশী জনপ্রিয় । এই সময় মায়ের মন আনন্দান করে । দেবী (অর্থাৎ কন্যার) আগমনের জন্য এই কন্যারূপী দেবীর আগমনে চারিদিক ভরে ওঠে আনন্দে । মন্দিরে মন্দিরে পূজার স্তব-স্তুতি প্রার্থনা মন্ত্রে আকাশ-বাতাস ভরে ওঠে ।

আবার সেই দেবী রুদ্রাণী, ভয়ংকরী, ভয়াল ভবানী । তোমার দাপটে অসুর শক্তির শেষ হইয়াছে । তাই আজ এই শরতের প্রভাতে দেবী তুমি প্রকটিত হইয়া জগতের সব অশুভ শক্তিকে মুছিয়া দাও । সেই রুদ্রাণী শক্তিরূপে তুমি অশুভ শক্তি ও পাপের বিনাশ করিয়া শিষ্টের পালন করিয়া জগতে শান্তিবার্তা স্থাপন কর । দশপ্রহরণ ধারিণী রূপে মর্ত্যধামে আসিয়া বিনাশ কর দুঃখ, হে দুর্গতিনাশিনী । দেবীর মাহাত্ম্য ও রূপ শেষ করি এই পুষ্পাঞ্জলি নিবেদন করিয়া —

নমস্তে সর্বভূতেশু জগত জননী ।

সংসারে মঙ্গলদাত্রী শান্তি প্রদায়িনী ॥

সর্বমঙ্গল-মঙ্গল্যে শিবে সর্বার্থ সাধিকে ।

শরণ্যে ত্র্যম্বকে গৌরী নারায়ণী নমোস্তুতে ॥

—শ্রীমতি চন্দনা ধর

সুচিকিৎসা

সুমা দেব

প্রাতঃকালিন কলা বিভাগ

শ্রেণী - একাদশ, রোল নং ১৮৮



বদ্যিনাথের সর্দি হল

কলকাতাতে গিয়ে !

আচ্ছা করে জোলাপ নিল

নস্যি নাকে দিয়ে ।

ডাক্তার এসে বলল কেশে

বড়ই কঠিন ব্যামো ।

এসব কি সুচিকিৎসা ?

আরে আরে, রামঃ ।

আমার হাতে পড়লে পরে

এক্স-রে করে দেখি,

রোগটা কেমন কঠিন কি না—

আসল কিংবা মেকি ।

থার্মোমিটার মুখে রেখে

সাবধানেতে থাকুক ।

আইসব্যাগটা মাথায় দিয়ে

একটা দিন তো রাখুক ।

‘ইনজেকশান’ নিতে হবে

‘অক্সিজেন’টা পরে,

তার পরেতে দেখব এ রোগ

থাকে কেমন করে ।

পল্লিগ্রামের বদ্যিনাথ

অবাক হল ভারী ।

সর্দি হলেই এমনতর ?

ধন্য ডাক্তারি !!



আয় বৃষ্টি ঝেঁপে

সুমা দেব

প্রাতঃকালিন কলা বিভাগ

শ্রেণী - একাদশ, রোল নং ১৮৮

কী ভাবো, পুতুলমণি,

আনমনে দাঁড়িয়ে দাওয়ায় ?

বৃষ্টি পড়ে, শালবন

পাঠাচ্ছে সুবাস হাওয়ায় ।

বাতাসে পাখির বাসা ভেঙে

আছে ঘাসের উপর,

কুকুরছানাটি, ভেজা, কাদামাখা

পায়ে খোঁজে ঘর ।

ভাঙা টালি, বৃষ্টি তাই ঘরের ভিতর,

এই ধরা বৃষ্টি জলে ।

দাদু কাঁপে ঝিরঝিরে ।

ছাতা পেতে মা ঢেকেছে

উনোনের আঁঠু হাঁড়ি ।

আর কত বৃষ্টি নেবে

জোড়াতাড়া-দেওয়া বুড়ো বাড়ি ?

কী দেখো পুতুলমণি,

জানলায় বসে, গালে হাত ?

নদীটি শুকিয়ে ছিল,

জল পেয়ে আবার হঠাৎ

খিলখিল হেসে উঠে সে চলেছে,

জঙ্গলের দিকে —

‘আয় ঝেঁপে’ বলে তাই

ডাক দিয়েছিলে বৃষ্টিকে ।

ব্যাঙ-লা ব্যাঙ

সুস্মিতা পাল

প্রাতঃকালিন কলা বিভাগ

শ্রেণী - একাদশ, রোল নং ১৭৭

টিকি টিকি ঢুম ঢুম ঢিসুম ঢিসুম টাও টাও
ব্যাঙ-লা ব্যাঙ শুনে যাও
হাটে মাঠে ঘাটে হোলা হোলা
চিকি চিকি সোনা ব্যাঙ কোলা
'মোগরাম' পেয়ে গাল ফোলা
গ্যাঙর গ্যাঙর গ্যাঙ গ্যাঙ
গ্যাঙ গ্যাঙ গ্যাঙ গলা খোলা,
ব্যাঙ-লা ব্যাঙ-লা ব্যাঙ
ব্যাঙ ব্যাঙ গ্যাঙ গ্যাঙ
আষাঢ়-শ্রাবণে দেয় দোলা ।



গবেষণা

সুস্মিতা পাল

প্রাতঃকালিন কলা বিভাগ

শ্রেণী - একাদশ, রোল নং ১৭৭

আকাশের গায়ে ফুটো
শত কোটি লক্ষ
এখনও করেনি কেউ
ভাল ভাবে লক্ষ্য ।
পৃথিবীর এই ছাদে
জল ভরা পাত্রে
অযুত নিযুত কোটি
ছিদ্রই গাত্রে !
বর্ষার কাল এসে
পৌঁছানো মাত্র
ছিদ্রের ঢাকা সরে
ধারা দিবারাত্র ।

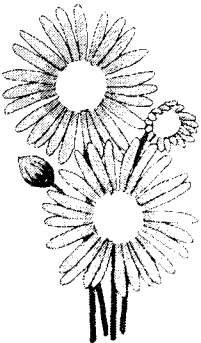
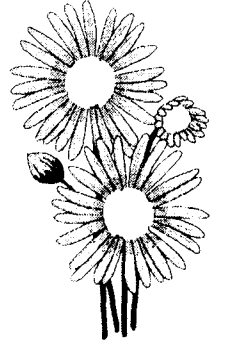
মানেরটা কী ?

সুস্মিতা পাল

প্রাতঃকালিন কলা বিভাগ

শ্রেণী - একাদশ, রোল নং ১৭৭

আহ্লাদে মেঘ
এই গলে জল
এই অভিমানে টলমল ।
মানেরটা কী বল ?
নিজেও ঝরবি
আমাদেরও ডোবাবি
ড্রেনভাসি জলে
ধরে ধরে চোবাবি
প্যাঁচপেচে কাদা,
কে বলবে প্যান্ট ছিল সাদা ?
রোদে কালো ট্যান
সেই ঘ্যান ঘ্যান
বৃষ্টি ঝরিয়ে ফরসা
ভুলে যায় ভবি
আমাদের কবি
লেখেন, এসো হে ভরা বরষা ।

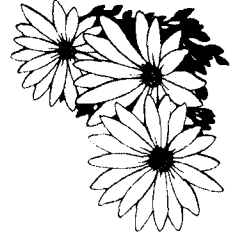


চোরের কথাবার্তা

প্রদীপ্তা দেব

প্রাতঃকালিন কলা বিভাগ

শ্রেণী - একাদশ, রোল নং ১৭৯



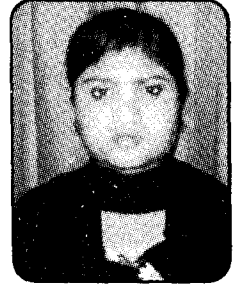
দরজাতে নাড়া দিতে,
আমি বললাম কে ।
সে বলল মৈঁ,
আমি বললাম তুই নাকি ছাগল,
সে বলল তুইতো মহাপাগল,
আমি বললাম দেরে আমার লাঠি,
সে বলল এখন আমি হাটি ।

প্রার্থনা

সঙ্গীতা দেব

প্রাতঃকালিন কলা বিভাগ

শ্রেণী - একাদশ, রোল নং ১৭৮



সকাল বেলা আলো আধারের খেলা,
সূর্যের ঝিকিমিকিতে ।

ঘুম থেকে উঠে আমি,
করি সূর্যেরে প্রণাম ।

হে প্রভু তুমি মোর কর আশীর্বাদ,
শুভ কর পূর্ণ কর

আমার জীবন পবিত্রতায় ।

হে জগতমাতা হে জীবনদাতা,
মিটিয়ে দাও এই পাপের পুরী ।

ভরে দাও এই জগতে প্রভু,
তোমার স্নেহে ।

ঘৃণা, হিংসা মুছিয়ে দাও,
এই বরদান মাগী ।

মানুষের অহংকার মিটিয়ে দাও,
প্রেমের জ্যোতি জ্বালিয়ে ।

প্রার্থনা মোর রইল তোমার কাছে,
এটাই আমার জীবনব্রত ।





ल० लीदा खोंगसाई

रोल नं० ०९

कला विभाग, द्वादश वर्ष

एक दिन जब मोहन नदी के किनारे से गुजर रहा था तब अचानक उसने देखा कि कोई डूब रहा है तभी उसने छलांग लगाकर उस व्यक्ति की जान बचा दी। उस व्यक्ति ने बड़ी खुशी के साथ उसका शुक्रिया अदा किया और उसने उस से सौ (१००) का नोट देकर पचास (५०) रुपया लेने को कहा, तभी मोहन ने कहा अरे भाई !! मेरे पास तो खुटिया ही नहीं है। थोड़ी देर बाद रुककर कहने लगा कि अगर तुम फिर से नदी में कूद जाओ तो मैं तुम्हारी जान बचाकर दुबारा पचास रुपया फिर ले सकता हूँ।

लक्ष्य

कमला बन्जाडे

रोल नं० ७१

कला विभाग, द्वादश वर्ष



जीवन में यदि सफल होना है,
लक्ष्य साथ लेकर चलना है।
गिर पड़ोगे, राह खो जाओगे,
यदि तुमने न थामा लक्ष्य का हाथ ॥

लक्ष्य है राह का साथी,
लक्ष्य है अन्धकार की ज्योति।
साथ चल ले, ज्योति देख ले,
कभी न साथ इसका छोड़ तू ॥

जीवन के लक्ष्य को पहचान लो,
लक्ष्य को अपना मीत बनालो।
आगे बढ़ो हिम्मत न हारो
लक्ष्य तुम्हें ले चलेगा अपनी मंजिल की ओर।

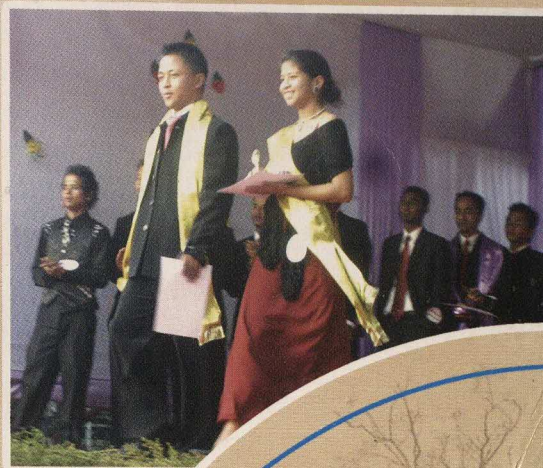




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