


Annual College



Magazine

2013

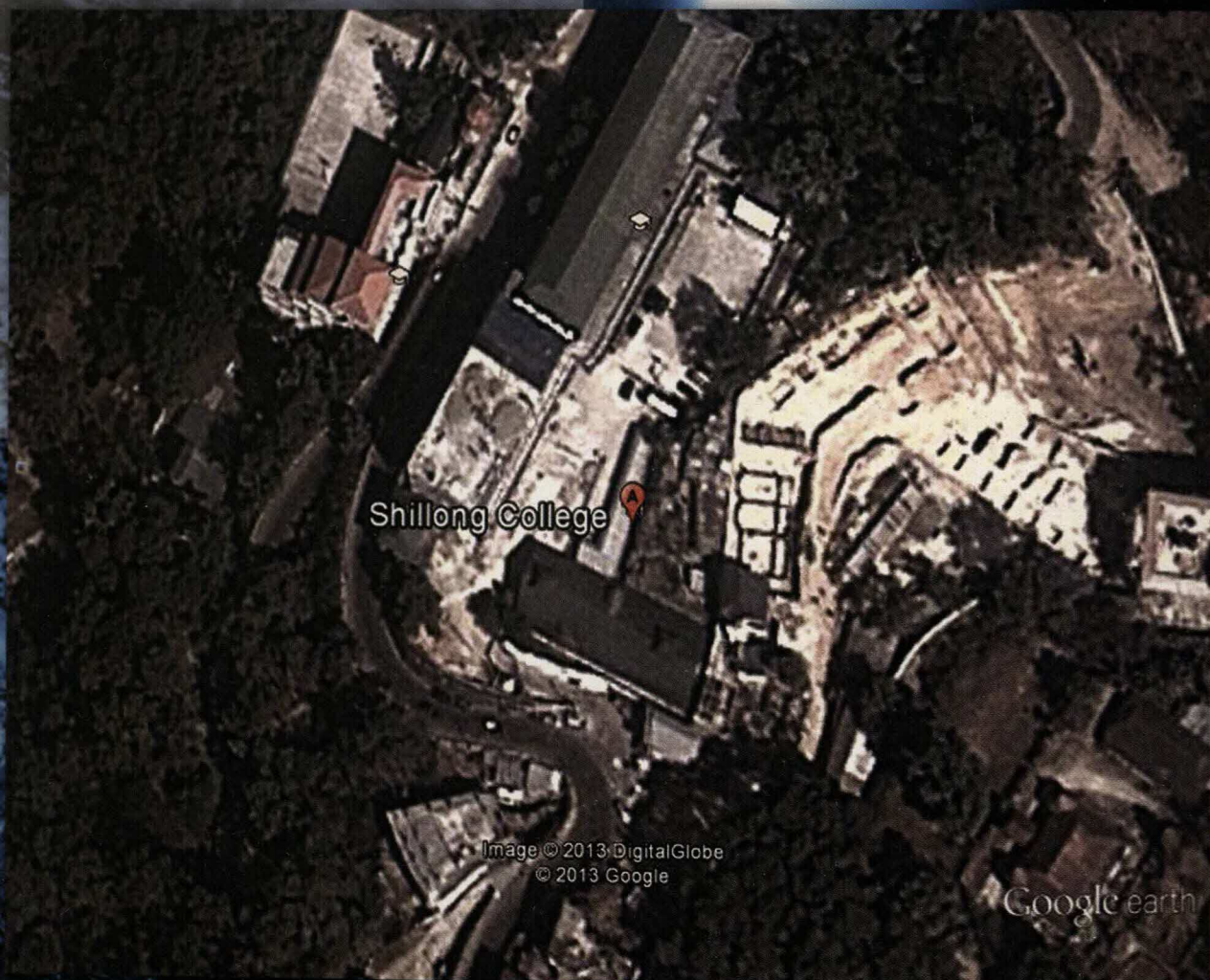
"Change for the Better"

for the **Better**
A Change 

Shillong College

Boyce Road, Shillong - 793003

AERIAL VIEW OF COLLEGE CAMPUS



TEACHING STAFF 2013



SHILLONG COLLEGE

Comments on Inner Cover Picture of Magazine 2012

From where we had been to where we are yet to be !

Future is unpredictable, let us try to do whatsoever good thing in the present.

An Institution in Transition where Knowledge transcends time

Dipping and Swelling - leap of progress !

Life is a rope that swings us through hope. Always believe today is much better than yesterday and tomorrow will be better than today !

College will retain its reputation and in the years to come it may be one of the best in Shillong

It only looks like we are moving from urban to rural life, nevertheless better days ahead !

THEN



NOW

The development in structure and quality goes on with passage of time

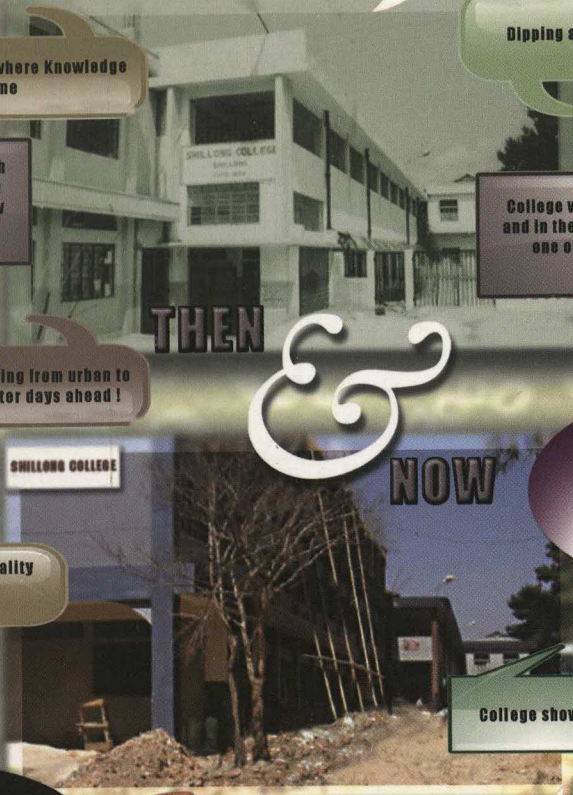
Every King was once a crying baby and every building was once a map. It does not matter where we are today but where we will reach tomorrow is important.

College shows signs of progress !

College shows signs of progress each year

It's definitely a work in progress !

Looks like a tsunami hit the college campus !



*College Copy
Released today*

18/12/13



Annual Magazine

2013

SHILLONG COLLEGE

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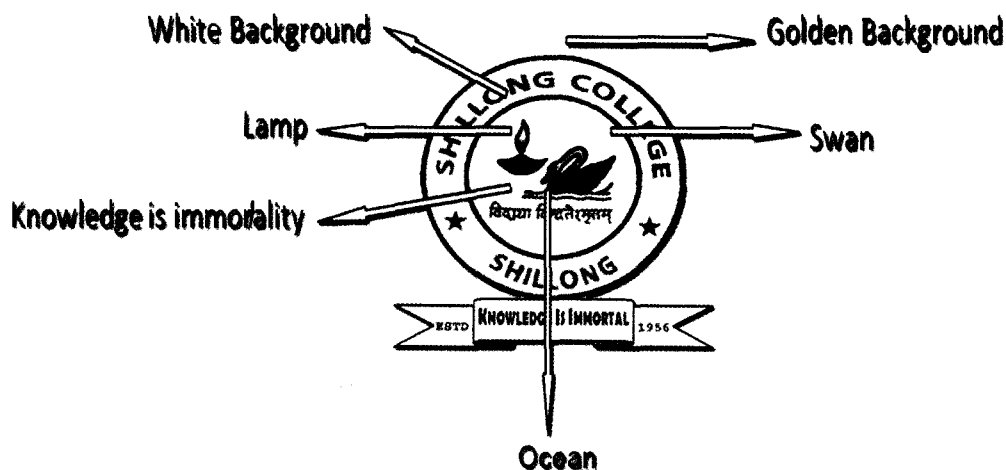
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Significance of the Emblem and Vision - Mission Statements of Shillong College.



The founders of Shillong College had chosen this emblem with visionary idea and thoughtful conceptualization. Let us try to understand and uphold this logo with broad understanding and opened heart. Within/ inside the emblem, there are meaningful symbols (a) White background (b) a Golden Colour Circle, (c) an Ocean, (d) a Swan, (e) a Lamp and (f) the motto written both in Sanskrit and English: "Vidyaya Vindate Amritam/ Knowledge is Immortal". Let us explain and interpret these symbols in a simple language so that the present generation including the students and the teachers of this college and the society at large are clear about the insight of the logo as follows:

(a). White background stands for the birth and simplicity of Shillong College. The birth start of the college was on 15th August 1956 which is the ever great day in our memory. Its childhood is very humble and full of simplicity. Even today our college looks simple and act simple. White background colour represents also the characteristics of purity and clarity. Shillong College maintains the good and accepted qualities namely transparency and accountability in dealing with the members of its family which are nearer to the concepts of purity and clarity. We had experience as the past students, the teachers and the administrators of this premier institution that mutual relationship and friendly dealing are always the footstep of the college. (b). A Golden Colour Circle symbolises the eternity and perfection of the Centre of Learning. A college is established to exist for generations and it is to travel a long journey and it will reach miles after miles stones for attain Golden Jubilee, Platinum Jubilee, Centenary and so on. Our college has achieved two steps of celebration, viz, Silver Ju-

bilee on 15.08.1981 and Golden Jubilee on 15.08.2006. In 2013, our College has completed 57 years but the Science Stream is celebrating its Golden Milestone. Almost all our founder members are no more. It is our obligation to pay homage with golden heart felt for their works and service rendered to the college. The past Shillong Collegeans had came out successfully from this institution and then and now have served and are serving the region and the country in different capacities. Performancy and achievements are the steps of climbing and reaching to the ultimate golden destiny.

(c). Ocean represents the action and wisdom of the human race in the vast universe. It is the great container where living and non living are occupying, diving and swimming in its width and depth. A college is considered as a centre for learning for wisdom and after receiving some degree of knowledge, a student can perform the duty sincerely with commitment. It is also expected that the past, present and future students joining this institution are swimming and diving in the ocean as well as are drinking the tasty spring of wisdom. The college is firm that the students studying, i.e. swimming in the ocean of activities will sail smoothly to meet the challenges and to control the odds of life. Life is action and only wise human beings are capable of doing right duties and shunning bad actions.

(d). Swan symbolises for rising glory of a new day. It is a winged creature possesses the peculiar characteristics such as love, dreams, balance, partnership, grace, transformation, etc. In Hindu mythology, Swans are revered and compared to spiritual saints and seers. They are there in the world but not attach to it; it is just as swans' feather

do not get wet although they are in the water. They are able to differentiate between good and bad, between eternal and transient. The Sanskrit's word 'hamsa' stands for swan which meant the vehicle of Saraswati, goddess of knowledge and it is also symbolises the "sattva guna or purity per excellence."

In Vedic literature, swan is mentioned severally and persons who attained great spiritual capabilities are called 'paramhamsa' meaning 'great swan' and also who are able to travel between spiritual worlds who are beyond the concept of birth and death and they constantly meditate with Brahman/ Ultimate Reality. Swans are able to swim and fly for long long distance and also believe that they are able to eat the pearls of the ocean and wisdom. One peculiarity of the swans is that they can separate the milk from the water which no other creature on earth can do so. The famous verse on 'Hamsa' in the Rigveda was praising for this majestic bird as follows:

"Oh Hamsa! Being the auspicious vehicle of goddess Saraswati, you carry learning and art upon your shoulders. Give us that discriminating wisdom for which you are famous, such as you proverbial ability to separate the substance of milk from water".

Thus swan signifies the power of wisdom to discriminate between good and bad; right and wrong; and between eternal and evanescent. It also represents the symbol of detachment that we are living in the material world without accumulating dust of materialism. Swan can walk on earth, can fly in the sky and swim in the water. This item in the emblem symbolises that it involves in the empirical world and it enable to rise above the earthly attachment. (e). Lamp represents for the light of knowledge which shines in the dark world. It is also symbolizing the life, joy, prosperity and guidance. It is also a weapon to remove ignorance and dogma. Lamps were used since time immemorial as the candle and the flame of brightness in the dark places and in the night. The historians stated that lamps were appeared for the first time in the Middle Bronze Age and continued in use throughout the Iron Age upto the Roman era. Even today generations particularly in far flung villages are still using lamps.

The word 'lamp' occurs more than forty times in the Bible and it is mentioned that ten lampstands were made for Solomon's Temple. Lamps could be held in the hand, set on a shelf or placed on the stand. Lamp or torch or lantern illuminates the chamber or the house. In some religions, lamps are used in the altars while performing ritual and other purposes.

(f). The motto "Vidyaya Vindate Amritam" is taken from Kena – Upanishad (11:4) which expresses in this form:

Atmana Vindate Viryam
Vidyaya Vindate Amritam.

The literal meaning of these statement is that self is the source of immortality. The term 'vidyaya' means the sustenance of uninterrupted experience of Wisdom and Bliss: Knowledge here does not mean ordinary learning but it is blissful or immortal where the individual is termed to the divine consciousness which cannot be distracted but it is forever eternity.

Therefore, our great emblem bestowed in our college logo is accepted and relevant and it will coexist with the years to come.

Our Vision

We envision Shillong College as a Centre of Excellence for Wisdom, a beacon of hope, a model embodiment of the ideas upon which our Great Nation has been build.

OUR MISSION, AIMS AND OBJECTIVES

To Endeavour to provide to all sections of society, quality yet affordable education, and create a knowledge - based society where avenues of success are readily available to all sections of the society, both urban and rural.

To provide the right atmosphere that will facilitate the tapping, honing and refining of latent potential talent and skill through appropriate academic, extra and co – curricular activities, promoting the pursuit of excellence thereof and leading to integrated personality development.

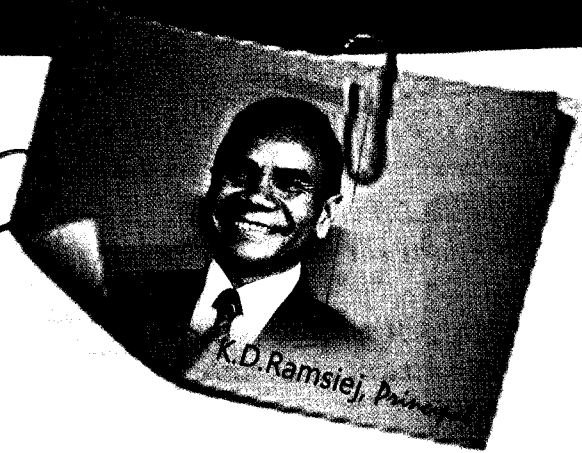
To remain socially committed, with special impetus on catering to the needs of the socially, economically and educationally disadvantaged groups, and through academic excellence, confidence building and character development to elevate them to a level of excellence. Thus, providing them with a fair chance of success and better future.

To be attuned to the emerging needs of the young generations in a world of constant flux and to inculcate knowledge and need-based work skills so that the products of our College possess a competitive edge in the job market and find themselves prepared for gainful employment.

To constantly update, equip, improve and evolve ourselves in all aspects in order to become more proficient and efficient in fulfilling our commitments to the students and the society at large to the best of our ability.

To not only help our students become job-proficient but to sensitize, encourage and promote moral, secular, scientific and nation-building virtues in the backdrop of varied and complex multiplicities that weave the beautiful pattern of our country so that the students respect, protect, nurture and value the rich composite culture of the country, INDIA.

Foreword



It is my pleasure again to give the preface of this Annual Magazine 2013 on the theme 'Change for the Better' which is very appropriate at this juncture when the College in particular had gone through a series of changes for improvement in many ways and the society in general. Shillong college had celebrated the one-year long Golden Jubilee from August 2005 till August 2006, it is worth remembering that from the 23rd July 1963 onwards the college took courage to start Science courses and indeed the college had reached an important milestone of its journey on the 23rd July 2013 where the college authorities planned, and chalked out programmes for the Golden Jubilee of teaching Science in the college which took place from the 7th June till 30th July 2013. It was indeed a time to identify what the college on the whole has achieved and what has not been achieved yet. The college will continue to strive to raise up individuals who can build a better society with a proper sense of direction at a time when the society seems to have been torn apart with violence, insecurity, unemployment etc. There is an urgent need of teachers who will not only teach the subject but who can mould the character of the young minds so as to produce effective, responsible future citizens.

We acknowledge with appreciation all the authors and contributors who have the creative habit of writing articles to express explicitly what is implicit in the mind and heart, on the other hand this will help the readers of this precious publication. Trying to write something small, though, is far better than not writing. We encourage our teachers and students to sensitise themselves in contributing articles and other activities of the college in the Annual Magazine, in Departmental area and even in National and International Publications in the form of journals and books. Of course our college has improved a lot in the area of research and publication during last three years. We wish that teachers and students will continue to pursue more on untapped frontiers of knowledge.

I take this privilege to express my heartfelt gratitude to the Vice Principal, Dr M. Dey, Vice Principal (Professional Courses) Shri K.D. Roy, all Heads of Departments, teachers and students for their involvement in the administrative and academic matters of the college. My special thanks to Dr D.L. Buam, Teacher-in-charge, College Magazine, and the members of Editorial Board for making efforts in publication of the annual magazine. I urge all stakeholders of the college right from the members of Management, teachers and students community to lay their hands of support and cooperation in promoting and lifting the flag of the college higher and higher.

May God continue to bless each and every one of us.

SHILLONG COLLEGE EDITORIAL BOARD

2012-2013

-
- | | | |
|-----|---|--------------------------|
| 1. | <i>Dr D.L.Buam,
Department of Chemistry</i> | <i>Teacher-in-charge</i> |
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From the Teacher incharge

Change is the law of life and those who look only to the past or present are certain to miss the future - John F. Kennedy



It is my pleasure to be in touch again and to ponder on the Theme of the Annual College Magazine 2013 **'Change for the Better'**, well as Kennedy rightly said it is so appropriate to the progress of the generation of students, young people, young minds that though we may look back to what we have been in the past or what we are at present yet we should not miss to look into the future with hope. We live in a fast changing world, in the age of globalization and the information and communication revolution and there seems to be a clear evidence that our generation has made and pushed progress to the ultimate. Indeed we have to accept the reality of the dramatic changes that were affecting our lifestyles, our thinking, our feelings and actions. Never before in history have we been witnessing breakthroughs in the different fields of science and technology, yet at the same time have we seen human suffering to a large magnitude, injustice, inequality, poverty, and such complicated forms of violence and war, torture and exploitation, abuse of chemical, biological or nuclear weapons of mass destruction, intolerance and discrimination, and more escalating degradation of the environment that threatens the survival of the planet Earth, the loss or removal of human, ethical and spiritual values, the loss of continuous improvement in quality, technology, processes, productivity, safety and leadership. As the world develops in the field of science, there are continually changing challenges to the freedom of scientists, and an increased responsibility on the scientific community to articulate

and embrace its responsibilities. The first and foremost question that often times strikes us as to how we can prepare our youth to meet the challenges of such complex and fast changing realities that they face today and in the future or how can we develop citizens who can bring about the transformation of our culture of violence, intolerance and greed to a culture of peace and non-violence. Moving on we cannot deny the fact that we live in such a time where we see that the goal is towards consumerism and affluence, the consumer mindset seems to have caught on around the globe, many of us are captivated by the passion to possess more and more. At times greed seems to get us all that we want but robs us more than we can get and so we are consumed by consumerism. As teachers we need to think how we can develop the quality of citizens who can bring about change towards the attainment of better societies in the future through knowledge society rather than through affluence. In the words of Nelson Mandela "Education is the most powerful weapon which you can use to change the world." The role of teachers is so crucial as because teachers don't just provide information through knowledge but to motivate students to become effective citizens as well. The question comes to us as to how can the youth be empowered to become responsible, committed and effective agents of change towards a better world. What should drive us as teachers of this age is that we need to motivate

Dr. Deborah L. Buam



students to acquaint of globalization and the new information technologies on one hand, and the dangers, threats on the other so as to be able to make the right choices. Today the highly competitive world we live makes unprecedented demands on the educational institutions. Educational institutions, like all other organisations, require constant monitoring to identify areas for potential and continual improvement. It is high time for the decision-makers and practitioners in the field of education to take the lead in an effort of designing and implementing new and more effective ways of preparing our future citizens and future leaders towards better societies, the transformation of our present culture of violence and greed into a culture of peace and non-violence. Our main task is to translate the valuable learnings and insights gained into planning and development of curricula, in designing concrete but flexible programs, courses, subjects, and activities, so that educational institutions can fulfill the mission in this diverse, multi-dimensional world, and hence educate future citizens to possess knowledge, values needed to create a better and more human world for themselves and the future generations, a culture of peace, and justice for all. We need to remind ourselves that as citizens of this world we do have a collective responsibility as nations, countries, societies, groups, organizations to put our heads together towards a sustainable and better future.

There are varied articles related to the theme of this Magazine 2013 and readers will be much enlightened through the articulated expressions of our Principal, Dr K. D.Ramsiej, our Former Principal Dr (Mrs) M.P.R. Lyngdoh, our Vice Principal, Dr M.Dey, our former Vice Principals Shri N.K.Sarkar and Shri D.Mukherjee and our Former Teacher of Botany, Dr (Mrs) A.A.Ahmed and of course wide ranging articles of our present teaching faculty and students which will certainly sensitize and rekindle the much needed change to a better human world. I congratulate Dr K.D.Ramsiej, our Principal, and the teachers who got their books released, the teachers who have been conferred Ph.D degree and qualified the NET and the students who made it to reach the top ten positions in Examinations and to the teachers and students who achieved in extra-curricular activities in the college and elsewhere. I convey my special thanks to Shri L.Pariat and Shri G.Rumnong who have not only helped in taking group photographs of students in different classes, streams and shifts but have given to the best of their ability. I must express my thanks to the office bearers of the Students Union and non-teaching staff for being there with me when needed. Lest I forget the assistance rendered by the teachers from the Editorial Board and last but not the least the timely help of the staff of Shandora Press to enable us to get the Magazine published during the College Week 2013 and for the Cover Design.

Thank you

"Think Positive and be thankful for what you already have, slowly but surely your life will change for the better. Any change, even a change for the better is always accompanied by drawbacks and discomforts"— Arnold Bennett



CONCEPT AND APPLICATION



Wisdom refers to soundness of judgement in matters relating to life and conduct of human beings. It includes knowledge, learning, enlightenment, experience, understanding and other applications and information of the good senses. It also involves the intellectual insight, speculative depth, sound reason, and thinking. Wisdom is the right use of knowledge. Besides a way of thinking, wisdom is a way of viewing and approaching life, which involved instructing the youths in proper conduct and morality and answering philosophical questions about the meaning of life and the universe.

The term "Wisdom" was used by the ancient Greek philosophers such as Socrates, Plato etc. According to Socrates virtue and knowledge are one in wisdom. Wisdom opposes ignorance and foolishness whereas acuteness, thoroughness and courage and its principles. According to Socrates and Plato, 'Philosophy' was etymologically meant 'Love for Wisdom'. To Plato there are three departments of human nature, viz, appetites, emotions such as courage and honour and reason. Reason is the most important and it consists wisdom. Aristotle defines wisdom in his metaphysics as the understanding of causes, that is, knowing why things are in a certain way, which is deeper than merely knowing that things are in a certain way. To the ancient Romans, wisdom was glorified and valued as Minerva, a symbol of the owl which represents wisdom as seeing in darkness. She was said to have been borne from Jupiter's brain. Wisdom is skillful knowledge and virtue.

Dr K. D. Ramsiej,

Principal Shillong College
& President, Meghalaya College Principals'
Council, Shillong



Modern philosophers considered wisdom on a high philosophical rank in thought and reason. They are of the view that the components of wisdom are reflectiveness and judgement. By reflectiveness is meant the habit of considering events and beliefs in the light of their ground and consequences. To reflect of both intellectual and practical conduct of human beings; whether an action is right or wrong; good or evil. A reflective man will have at his command a broader view of ground and consequences, causes and effects and recognise between the belief of superstition and the belief of truth. Wisdom is important in passing judgement of ends as well as of means. We need wisdom to determine moral judgement whether an action is good or bad, whether an action produces pleasure or pain. The main tradition of philosophy regards the judgement of values as a field in which wisdom may be pre-eminently displayed. It is widely accepted that the judgement of the wise man may carry greater weight than that of anything explicit in his thought or argument. The decision of a wise judge may be implicitly weighed with experience and reflection. Wider experience brings an amended judgement.

From the Biblical point of view, wisdom is considered the art of being successful in following and doing as per the words of God and be successful in making moral and intellectual decisions. The fear of the Lord



is the beginning of wisdom says King Solomon in his Proverbs. Wisdom belongs to God and if anyone lacks it, he or she should ask God who gives generously to all (James 1:5). Kings and leaders need wisdom so that it will enable, then to pass right judgement and make correct decisions in political and social affairs. That is why wisdom is more precious than rubies and gold. It is essential not only to the leaders but for all believers that they may perceive God's purposes in redemption. Paul the Apostle says that Jesus Christ has become for us the wisdom from God. The incarnate Christ grew in wisdom. Paul's wisdom Christology is a dynamic concept as shown by the emphasis on Christ activity in creation and in redemption of the world and the people.

In other words the 'wisdom of men' is human understanding as compared with the 'hidden wisdom of God', which is a knowledge of God's plan of salvation through Jesus Christ foreordained before the world began. The ultimate manifestation of wisdom is Jesus Christ. Ultimately God revealed his wisdom in the person of his own son, Jesus Christ.

According to the Biblical verses, i.e., Proverb 9:1 and James 3:17, there are seven pillars of wisdom that the successful persons should possess, viz, purity, peace-loving, considerate, submission, mercy, impartiality and sincerity. A house without strong pillars cannot stand as well as a life of success cannot be attained without the pillars of wisdom. The Books of Job, Proverbs and Ecclesiastes and Songs of Solomon of Old Testament are wisdom books and in the New Testament the Epistle of James is often considered wisdom writing in practical advice for Christian living. The Christian philosopher, Thomas Aquinas, considers wisdom to be the father (i.e., the cause, measure and form) of all virtues.

These are some points of distinction and comparison between knowledge and wisdom.

a). Knowledge is information gathered from learning and education whereas wisdom is the ability to make correct judgement and right decisions in life. It is gathered through day to day experience.

b). Wisdom is unchangeable once acquired, while knowledge is an ever growing process. One may gain knowledge over time and lose it when things are forgotten.

c). Wisdom and knowledge are correlated. Since wisdom is a lifelong experience, it may be enhanced through knowledge. Wisdom is the common sense to apply knowledge. Some theories also suggest that while knowledge is gained from the external world, wisdom comes from the divine and inner self. They are both related and cannot be applied without the other. But knowledge is within the scope of wisdom. Similarly tributaries and rivers stand for knowledge while oceans stand for wisdom.

Application of wisdom and knowledge is different. Knowledge is the awareness of facts and figures while wisdom is the understanding of facts coupled with common sense and good judgement. For example, dropping of the atomic bombs on Japan during World War II was an application of knowledge. Wisdom would not allow dropping of atomic bombs because it destroyed precious lives and environment. A knowledgeable person always seeks advice from a wise person when he is in the dilemma or a critical situation. A man of complete knowledge and information about both the village and the city faces difficulties but a man with wisdom can enjoy life and adjust himself both in village and city life. That is why knowledge without understanding and wisdom is like an oarless boat that cannot reach its destination.

We envision Shillong College as a Centre of Excellence for wisdom meaning that the products of this premiere institution should be creative and wise so that they will ever be successful in life. I am proud to witness that many of our past students have excelled in life whether in business, sports and games, social and political fields, because they had received the living candle sailing successfully as a swan in the ocean. Though our college had a humble beginning we are still further sailing smoothly year after year until we achieve our ultimate vision through our humble mission.

CHANGE For the better

As the saying goes, that if we want to change the world we have to change ourselves first, in fact example speaks louder than words. If we want others to follow our footsteps, we ourselves have to walk first. Mahatma Gandhi said that we must become the change we want to see in the world. He had shown the importance of good leadership and the quality of leadership to lead by example. He had a vision and aroused the aspirations of the people and encouraged them to sacrifice for achieving the great vision to free our country from alien rule. He had converted that vision into reality. He had left a vision of a free India where everyone will have a say, where all people would be proud to call themselves Indian first and Indian last, he wanted to wipe out the tears from everyone's eyes. 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. He said that India lived in the villages and it was his dream to bring democracy at the village level through the Panchayats endowed in the Constitutional status, power and authority. The challenge to each one of us is to reform ourselves and bring about a radical change in the society; by changing our mindset, to put the interest of the society before ourself, where our duties come before our rights. Let us make a difference by becoming agents of change, we can identify the changes that need to be made in the society and start initiating them to make a better society, each one of us has a role in bringing out changes. Let each one of us

Dr (Mrs) M.P.R.Lyngdoh
Former, Principal Shillong College



try to adhere to certain life values, honesty, integrity, dedication, perseverance, punctuality, responsibility, accountability and so on, and we communicate the same to our young generation. This is the first step towards bringing a positive change. Our country has a great spiritual tradition of self knowledge which is the highest form of knowledge. As Socrates said, "Know thyself", for greater awareness of oneself will help us to develop a belief in ourselves. Let us be instruments of change, as Saint Augustine prayed, "Lord give me the strength to accept the things, I cannot change, the courage to change the things I can, and the wisdom to know the difference". Let us create an environment of peace, love, faith, respect and tolerance. Let us propagate the value of excellence and meritocracy and dignity of labour. Let us together eradicate poverty, corruption, illiteracy, disease, exploitation, favoritism, parochialism, groupism and communalism. Let us dream of a country, where everyone has the basic needs of education, proper health care, food and shelter. I believe that our small deeds done will bring about positive changes. We can start lighting the candle rather than curse the darkness. We can try to do in our small humble way starting from ourselves our families, our localities, our cities, our districts, our states and the country as a whole.

The Government of Meghalaya designated the year 2012 as the "Year of the Youth". Gary James Nongrum of the Meghalaya Bharat Scouts and Guides composed the slogan for the Year of the Youth which goes as follows:

*"Youth we are
Change we want
Build we can"*

Indeed the youth are our future, we have faith in the role of our youth in building a great future for India. The power of the youth is our strength, we need youth leaders who are educated, confident, determined, honest, disciplined, dedicated and enthusiastic who can bring about positive changes in our society and the country. I am confident that in the Youth of India, we will see the change. Dynamism of the youth and their new ideas together with the experience and wisdom of the elderly can bring about changes for the betterment of our country.

I conclude by the Prayer of Saint Francis of Assisi as follows:

*Lord make me an instrument of your peace
Where there is hatred
Let me sow love
Where there is injury, pardon
Where there is doubt, faith
Where there is despair, hope
Where there is darkness, light
And where there is sadness, joy
Oh Divine Master, grant that
I may not much seek to be consoled as to console
To be understood as to understand
To be loved as to love
For it is in giving that we receive
It is in pardoning that we are pardoned
And it is in dying that we are born to eternal life.*

As Swami Vivekananda had said, "Service to man is service to God" and 'Serving man more, does not mean that you serve God less"

Each one of us has to give back to the society and try to bring positive changes for the betterment of the society.

*We can never go back and
change what has been said
and done but we can always
learn the lesson to make things
better next time.*

IN THE SPACE



Dr. M.Dey ,
Vice-Principal Shillong College

November, the 5th, 2013 is a red letter day in the history of Indian space research. India's first inter-planetary mission to the Red Planet Mars has been launched from Sriharikota at 2.38 pm. "The PSLV-C25 injected the Mars orbiter precisely into a elliptical orbit around the earth and the spacecraft is in good health with all systems working", announced Indian Space Research Organization (ISRO) Chairman Dr.Koppillil Radhakrishnan. The spacecraft weighing 1,340 kg. began its long journey and is scheduled to reach Mars orbit on September 24, 2014. This makes India the first Asian nation to successfully launch a spacecraft to the Red Planet. Earlier attempts by China (2012) and Japan (2003) were not successful. The orbiter will go in an elliptical orbit 250 km. at its nearest point to earth and 23,500 km. at the farthest till December 1, 2013, building up speed. Thereafter, the spacecraft will embark on its 300 day journey, 400 million km. away to Mars.

The Indian Space Research Organization (ISRO) is amongst the six largest government space agencies in the world along with National Aeronautics and Space Administration, Russian Federal Space Agency, European Space Agency, China National Space Administration, Japan Aerospace Exploration Agency. Established in 1969, ISRO with its headquarter in Bengaluru is under the administrative control of the Department of Space, Govt. of India. ISRO has achieved several milestones since its inception with mere experimentation phase. India's first satellite, Aryabhata, was built by ISRO and launched by the then Soviet Union in 1975. Rohini was placed in orbit in 1980 by an Indian-made Satellite launch vehicle SLV-3. Polar Satellite Launch Vehicle (PSLV) for placing satellites into polar orbits and Geostationary Satellite Launch Vehicle (GSLV) for placing satellites into geostationary orbits were subsequently developed by ISRO. The Augmented Satellite Launch Vehicle (ASLV) developed during 1980s was decommissioned after 2 successful launches.

PSLV is used for Indian Remote sensing satellites and other smaller satellites. GSLV is used to launch Indian National

Satellite System (INSAT) to satisfy telecommunications, broadcasting, meteorology and search-and rescue needs of India. With the emergence of renewed interest about lunar evolution and possibilities of using the Moon as a potential base for space exploration, missions have been planned by nations like US and Russia. ISRO did not hesitate to promptly respond to the call and launched its solar orbiter Chandryaan-1 from Sriharikota by PSLV-XL on 22nd October 2008 at 06:22 hrs IST successfully.

In spite of such remarkable and rewarding achievements confusions still persist in the minds of a section of people. Does India really need all these? A country burdened with the largest number of poor who are deprived of food, shelter, drinking water, health care and many such basic needs that demands immediate and sincere effort for improvement. Is there any need for this unproductive spending? Should India close down ISRO and concentrate on issues that would wipe off poverty from India? Definitely not. ISRO's prime objective is to develop space technology and its applications to various national tasks for the welfare of the citizens of the country and is driven by the vision of Dr. Vikram Sarabhai, the father of Indian space programme.

ISRO's remote sensing satellites are used variously for topographic mapping, forest and vegetation survey, agricultural crop health and productivity assessment, ground water source location, oil and mineral deposit search and many more such applications. OCEANSAT launched in 1999 monitors nutrient-rich areas in the seas and oceans that attract fish. The information is coordinated with costal centres that educate fishermen to gather a sizeable catch. The Communication satellites launched by ISRO are used by around 35,000 customers in India that is helping the nation save huge foreign exchange. The Disaster Management Support (DMS) programme of ISRO, provides timely support and services from aero-space system, both imaging and communication. The DMS programme addresses disasters such as flood, cyclone, drought and others. The 1999 Odisha cyclone claimed

a total of 9803 lives though tens of thousands were evacuated to safer places. The situation made significant improvement in the recent cyclone Phailin that struck coastal Odisha and Andhra Pradesh on October 12, 2013. India rolled out its biggest disaster relief operation in history, successfully evacuated nearly a million people way before the cyclone engendered land fall. None the less ISRO's satellite images and communication systems have supported the rescue operation in the Uttarkhand disaster during June 2013.

The biggest achievement of ISRO lies in its low cost space programme. The mission price to Mars is a record low \$73 million and that of Chandryaan-1 \$89 million. ISRO has an annual budget of \$1.1 billion, one-seventh of NASA's. The secret is indigenization of the technology to keep the cost low. ISRO also earns revenue through its commercial wings. Since 1999 ISRO has launched 35 satellites for other nations including France, Italy, Germany, Belgium, South Korea, Japan, Indonesia, Argentina, Israel, Denmark and Netherlands. ISRO sells infrared images from its remote sensing satellites to other countries including the US, which are used for mapping.

Thus, India has come a long way since it began its space programme when the first rocket launching pad was set up in southern Kerala half a century ago. ISRO's interesting discovery of the three species of ultra-violet (UV) resistant bacteria in the inhospitable upper stratosphere kept the world speculating on the extraterrestrial origin of life. Signs of water on the Moon detected through Chandryaan-1 has set a benchmark and further the 'Mangalayaan'-loaded with a camera, an imaging spectrometer and a methane sensor to probe for life on the planet are definitely going to establish India's supremacy in the space race .

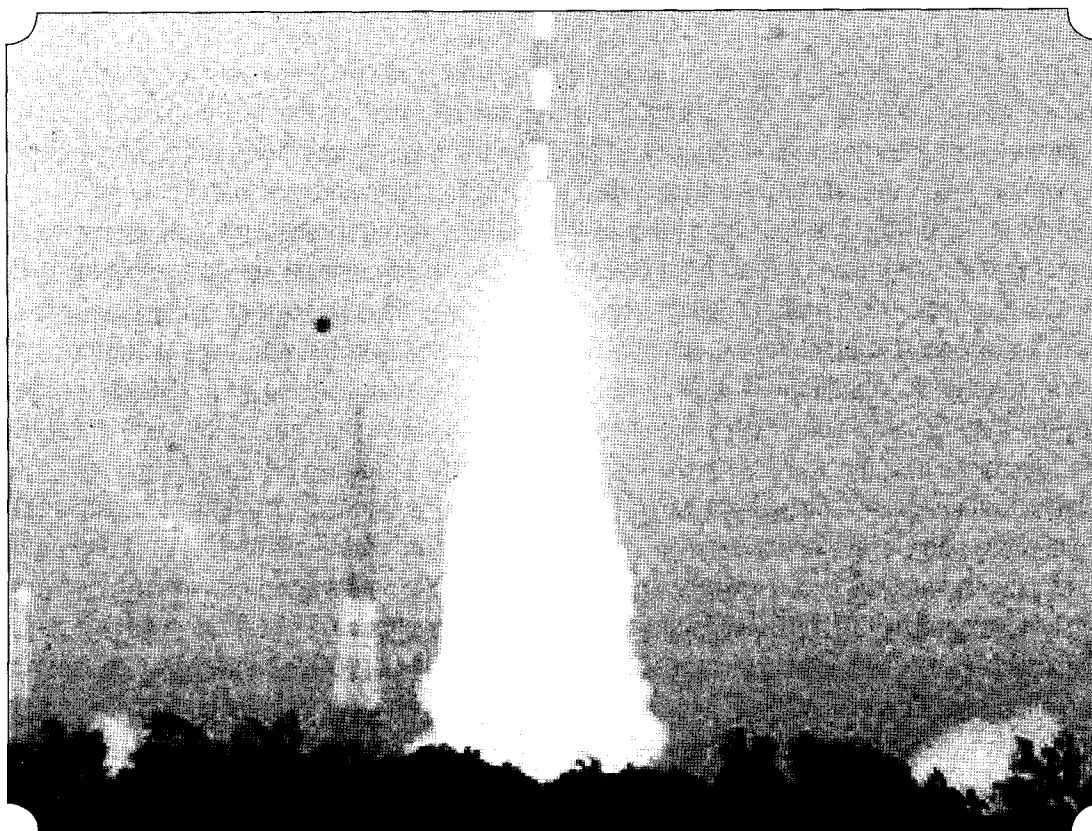
ISRO's future plans are brilliant and highly ambitious. New generation launch vehicles and spacecraft, unmanned mission to Venus and even manned mission to space are in the pipe line. "Congratulations", "Thank you" and "Best wishes" are a few felicitous words that are due to the scientists for making the country feel proud. **"India is sitting on a space Gold Mine"** - observed by Susmita Mohanti, Co-founder and Chief executive of Earth 2 Orbit, India's private space enterprise , Mumbai.

External Reference links:

ISRO Home Page (<http://www.isro.org>)

About India's space programme (<http://dilipkumar.in/india/space.php>)

ISRO: Disaster management system (<http://www.isro/scripts/disastermanagementsystem.aspx>)





Shri N.K.Sarkar,

Former Vice Principal Shillong College

Heraclitus, the Greek Philosopher so rightly said long back, "There is nothing permanent except change." Change indeed is the essence of life. It may be for good or it may not be approved by many to be beneficial. But changes we cannot stop nor can we reverse the processes of change. Changes guarantee the variety and continuity of life, they make life worth living, sometimes making it better or sometimes worse. Nevertheless life owes its variety and vitality to changes which bring in challenges and new meaning to life.

Changes then are inevitable both in our outer and inner life. The changes in our outer world are of two types. The material world we live in has changed either materially or by man-made onslaught upon it. Natural events, like natural calamities may change our outer world. But more than that it is we the people of the world who are harming the material world more. Wreckless consumption of natural resources, selfish and insensitive lifestyle are causing more harm to the earth than preserving it for posterity. Increasingly unbearable climate change, alarming soil erosion, reducing ground water level, interestingly both excess and shortage of surface water, unprecedented draught and flood have compounded to make human life poorer and threatened as never before.

Side by side however human society has changed almost beyond recognition over the last two hundred years because of the scientific discoveries, inventions and their application bringing enormous

and hitherto unknown and unheard of changes in our lives.

We have today better housing, health, transport, education, recreation and knowledge. The revolutionary changes in the field of communication over the last 30 to 50 years have broken the barriers of boundaries and bonds of nationalities.

At times it is rather ironical that on one hand, we are talking about the world turning fast in a global village and at the same time claiming exclusivity on the ground of race, religion, culture and other such differences. In the same breath we sing of universal love but justify mass killing when powerful nations of the world are concerned, so the questions come where are we heading to with our ever-increasing horizon of knowledge and enormous technological advances.

The changes that modern science and technology have brought about have certainly changed our outer life. Scientific knowledge and expertise have brought to us immense power and comforts which humanity had never enjoyed before. We have conquered the earth and we are now exploring the universe. Nothing it seems, will remain unknown and unexplored to human intelligence and knowledge.

But what about the change within? Has science changed our attitude to fellowmen's welfare near and far? Are we able to look scientifically towards the dwindling natural resources and control our consumption? Do we accept the scientific fact that too much emission of gas from road-shaking

vehicular traffic adds to harmful air pollution? The culture of fast food and unhealthy beverages are harming our youth. Are we not medical-minded enough to understand that? The bursting of crackers and bombs violating the allowed decibel level during festivals and merry-making make the life of the old and patients miserable. How do we justify that knowing well that such loud sound harms our hearing organs slowly but steadily? Do the informed among us not know that private and small firework industries irresponsibly employ child labour to earn more profit?

So there are changes galore in human life, changes both in the external and internal life of a human being. What is important is how we respond to these changes of time and inevitability. Evolutionary changes made us what we look like today. Numerous changes have come over in our social life, in our economic and political systems. We have changed so much in our cultural and recreational activities. We live longer and enjoy much better health care than at any point of time in history. But the million dollar question is – are we more secure in this changed world of ours? Have

the changes that dominate our life and activities made our civilisation any more stable than before? Have the changes or progress we talk about altered our attitude to the needy, the downtrodden, the poor and all those who are differently-abled and need our attention and support?

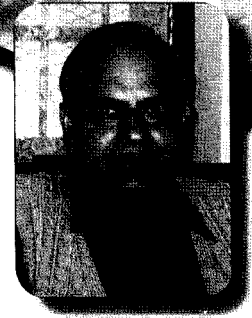
Changes are inevitable but they need not blind us to the essential values of life. Man is superior not because he brought a new, scientific civilisation but because he is a thinking rational animal. It is this rationality of thinking that should guide man to distinguish between changes and endow him with the capacity to welcome or reject changes for the welfare of humanity as a whole.

As a rational creature man has to relentlessly question himself and the surroundings he lives in. He has to question changes and their impact upon him and the society. Education in general and science in particular should create and sharpen his ability to ask why, analyse and decide accordingly. Changes become meaningful only when they are challenged, interpreted and treated as per their merit and suitability making life secure, happy, tolerant and sustainable for all in this vast world.



**"Your life does not get better by chance,
it gets better by change." ~ Jim Rohn**

CHANGING TOWARDS THE BETTER



SHRI D. MUKHERJEE
Former Vice Principal, Shillong College

Our life is nothing but a continuous journey and in course of this journey of life, every individual comes across innumerable changes. The changes may be social, physical, mental, educational, environmental, financial, occupational and what not. From our very childhood we pass through various phases of change. When a toddler experiences to balance himself and learn to walk it is a tremendous change for him. Gradually he starts knowing his surroundings, recognizes his well wishers and starts learning things and ways of life from his elders. At one stage he starts going to school and that is a notable change in his life. He suddenly begins to learn many more things hitherto unknown to him. Another life starts for him outside his home, his own ambience i.e his environment changes or adds a new level. He begins to make friends, comes into regular contact with his teachers. It clearly amounts to mental and social change at the same time. As learning progresses from lower to higher class, then from school level to college level and then to further higher studies, educational changes are in progress. In completion of his educational pursuit he gets engaged in some professional pursuit, he gets engaged in some professional activities. This brings a new phase in his financial standards and occupational activities. And life goes on. We always strive for better life quality and this comes only and only through various forms of changes. If we look around ourselves, we find that in each and every sphere of life such changes for betterment are going on. Only change for the sake of change is not the desired goal, what is needed is the change for the better. A cultivator

tries to sow better quality of seeds, use better and more efficient ploughing tools, technically useful machines, arrange for better water supply, better utility of manpower- and all for what- better yield during the harvest. In the educational sphere, students, teachers, educational institutions, administrators in education department, policy makers- all strive for improvement in the educational scenario as a whole. From my experience I can say that as compared to thirty / forty years back, the whole attitude has changed a lot these days. More efforts are being given so that all the stakeholders come forward to put their heads together, who are eager to achieve something better than the existing one. Scopes of studies, research work etc in different branches of science, arts, commerce, medical science, engineering, information technology, computer science, social studies and so on and so forth are gradually opening up new horizons and our young talents are training themselves in these trends, leading to latest developments. These updated developments are adding new dimensions and newer changes in our society. In our childhood the sky was something to look at and to guess how far it could be from us. In the late sixties, when Neil Armstrong and Edwin Aldrin first set foot on the moon, it was a small step for a man but a big leap for mankind as it is often referred to. Following that great event, the achievement in space science flourished and opened up a whole new hori-

zon and many countries including India had been gathering a huge experience and commendable achievement in this direction. Compared to small radio sets or transistors available in our school days now televisions, I-pads etc have revolutionized the world of entertainment and information. Nowadays, telephones, cell phones, latest mobile technology etc have outdated completely the old system of post cards, inland letters, telegrams etc in the field of communication. The communication system by roads and air throughout the world and in our country had improved a lot, to keep pace with increasing population, saving time and public convenience. Practically speaking, the world has become much smaller today. In our school days we studied at home with lantern, electricity was not available for us. Nowadays, could anybody imagine life without electricity ? In urban as well as in rural areas, bliss of electricity has come up with a new lease of life for the general population. With improvement in power sector, the industry also has gone towards a change for the better. Average life span has increased because better medical facilities are available nowadays. But still in rural areas, the available facilities are much less than the desired level. In road communication, much more connectivity is desired in rural areas. Televisions and cell phones have done so much good for us but the undesirable impacts of these communication media on the society or the public health are to be taken care of.

Change for the better is easier said than done. Any haphazard change for the sake of change only may lead to undesirable consequences. For an individual effort, it requires proper understanding of the present state of affairs, a clear idea of what type of changes may be beneficial and whether proper ways and means to achieve the change is affordable and available. For a group of people or organization, the idea for some change in the present way of functioning, requires fruitful interaction between all the concerned stakeholders . From the detailed deliberations, the pros and the cons of the proposed change should be clearly outlined and it is to be decided whether the benefits outweigh the disadvantages. This could be termed as theoretical planning. Execution of the same is the other side of the coin. The experienced and expert members in the group should take the initiative to guide others towards successful execution of the goals and objectives. It is equally important that constant monitoring should be in place to facilitate smooth and proper transformation of the theoretical planning to practical reality. A positive frame of mind , an optimistic attitude as well as proper collaboration and coordination, in tune are must towards any change for the better.

Let us come all together and strive to our optimum level towards change for the better and make our mother earth a better world for our future generation.

“Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we’ve been waiting for. We are the change that we seek.” — Barack Obama



Creating a **HEALTHIER AND BETTER SOCIETY**

A society can be termed as an extended social group with a distinctive cultural and economic organization. The peace and security of the people depend upon the society to which they belong. A healthy society is a balanced society, where people feel safe and happy and remain productive. The growth of a decent society depends upon many factors including human behaviour along with the surrounding environment.

Some unpardonable crimes like, corruption, molestation, etc., are eroding the very fabric of a civilized society. It may be true that these are not unheard of in earlier days. But of late, the spurt of these crimes are enough to shock citizens and make civilized men hang their head in shame. Again the incidence of other kinds of menaces like superstition, witch hunting have also long been ingrained into society. There is no doubt, traditions and customs shape our upbringing and must be preserved at any cost. But in the name of tradition and custom, no one should be allowed to prevent peoples' right to live and none be permitted to rob the peace and tranquility of a society. Along with legislation, a holistic approach should be undertaken to curb these social maladies and deprivation.

It is only with education that the evils from the society can be dispelled. Educational institutions, like schools, colleges and universities play a very important role in our well being. The most significant change in a person's life is a change of attitude through proper education. Above all, it creates motivation and enhances awareness. A teacher has an inch over others in changing the attitudes of students. In fact, a teacher is some-

Dr (Mrs) Ayesha Ashraf Ahmed
*Former Teacher, Department
of Botany, Shillong College*



one who is there when a student needs guidance and support. It is this quality that could be used to a great advantage in moulding the minds regarding social values. Their energy should be channelised in a direction such that they will bring a change for a better tomorrow. After passing out from a college, students should be able to adapt themselves to the existing scenario and behave as responsible citizens and contribute for the growth of a healthy society.

No one can deny the importance of a teacher as an architect of our future generations. However, it is also important as to how society looks at the teaching profession. Instead of taking it for granted that it is a noble profession, a realistic and practical approach has to be adopted, so that the best of the intelligentsia is attracted into this profession. So, it is the responsibility of the authorities concerned and society per se' to ensure that the teachers' remunerations are commensurate and that their contributions are acknowledged by one and all. Further, it is essential that a congenial atmosphere and working environment is created in the institutions so that the teaching community can do their job with utmost satisfaction. If the above can be ensured, we may hope for a healthy sustainable society. It's definitely possible to change our mindset for growth. In this 21st century, the influence of science on people's lives is evident in many spheres. Although it has made life more comfortable, yet, instead of removing age-old evils, it has added new dimension to our problems. No

doubt, traditional wisdom and local cultural values cannot be ignored. But we must promote multidisciplinary approaches to mitigate our problems and encourage co-operation between the social and natural sciences. That is to say, a holistic approach is the need of the hour. When indigenous knowledge is combined with scientific advancement, then only we may hope to eradicate many of the social evils plaguing us today.

It is true that a fixed mindset doesn't serve people too well. In a fixed mindset, people believe and blindly follow some myths and superstition without understanding its pros and cons. Whereas people with a growth mindset, believe that their life can be better with a mental resilience. We must know that the only constant thing in this world is change and that we will constantly experience change as we live from day to day. The only thing that we can do is to learn to deal with it. Adjust to and make the most of the changes that happen.

Charles Darwin said, *'It is not the strongest of the species that survive, nor the most intelligent, but the one most responsive to change'. Truly, to exist is 'to change for the better'.*

How good to know!

The size of the Earth is not a thing of chance, it's exactly the right size for the sustenance of life.

The atmosphere is just exactly right for our breathing and exactly right to keep the Earth from scorching by day and freezing by night.

The temperature of our planet Earth is just right, if the mean temperature increases as much as 3° most major land areas would be flooded.

The tilting of the Earth by 23.5° is just right, any other tilt would cause the Earth plunging between ice and floods, heat and cold.

The speed of rotation of the Earth is just exactly right and essential for life

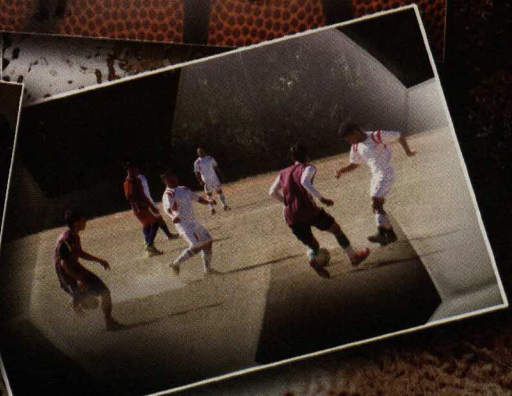
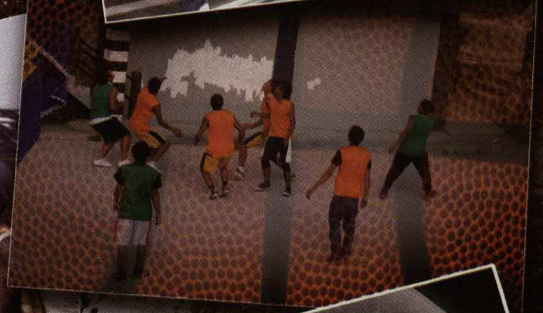
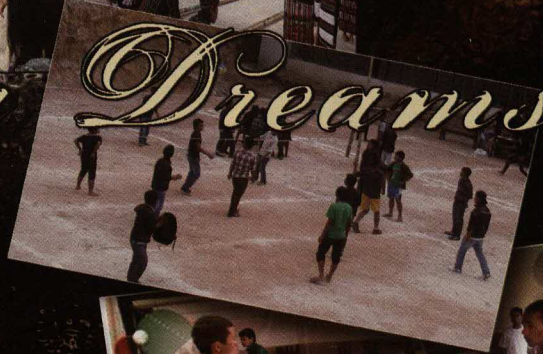
The distance of the Earth from the Sun is just right to supply us light, heat, power and life

"Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has." — Margaret Mead

College Week 2012



Chasing your Dreams





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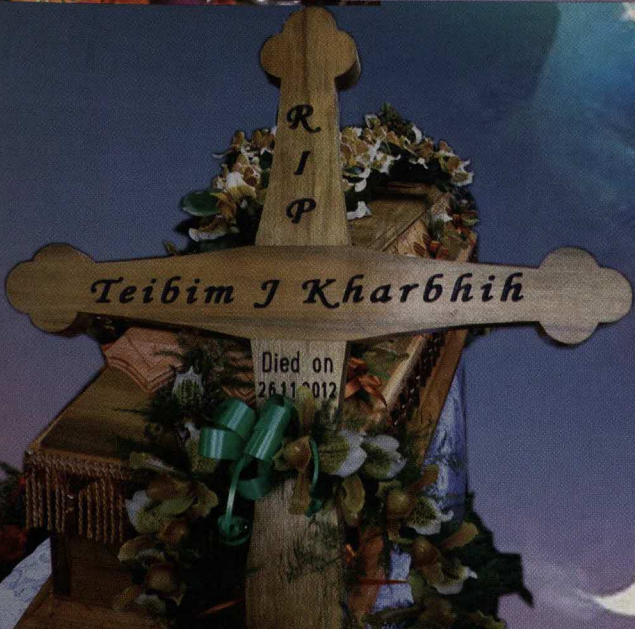
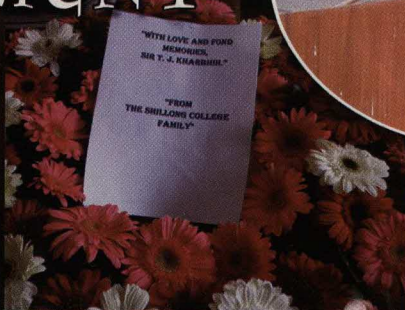
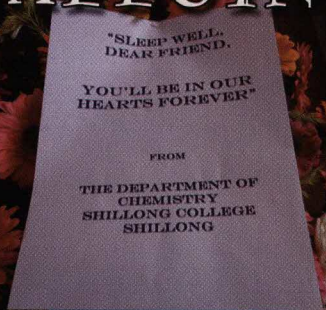
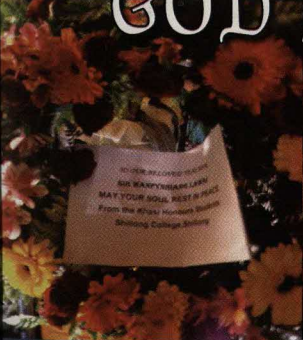
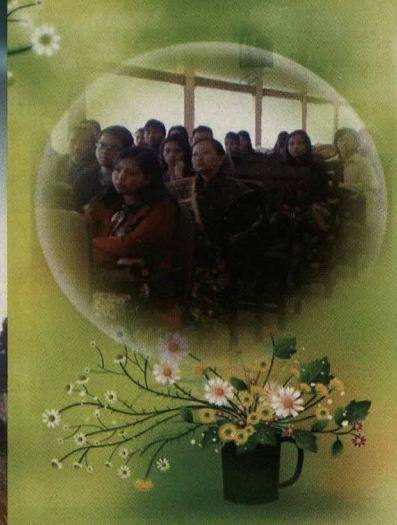
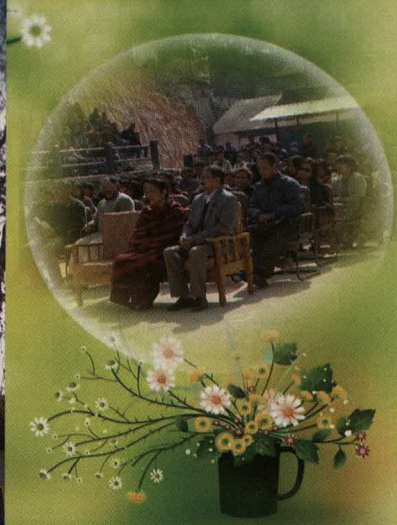
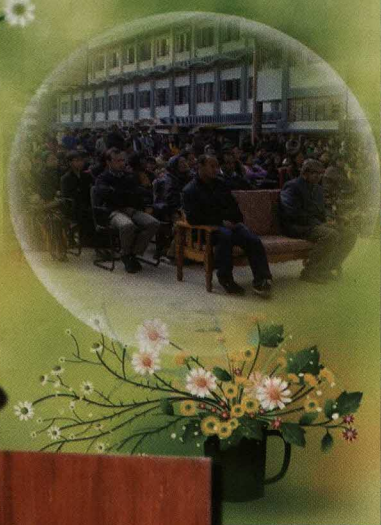
2012

The Journeys





OUR DISAPPOINTMENT, YET GOD'S APPOINTMENT



UNION CLEANING DRIVE 2012

A 3D rendering of a person in a suit pushing a large white ball. The person is depicted in a dynamic, forward-leaning pose, suggesting effort and achievement. The background is a light blue gradient with some faint, abstract shapes.

Training Programme on 'Personality Development'
Cell Of Coaching For Competitive Examinations
(UGC Sponsored) Shillong College
Venue: POLARIS SOLUTIONS ENTERPRISE
Date: 05-10 November, 2012
Time: 1:00 pm - 3:00 pm

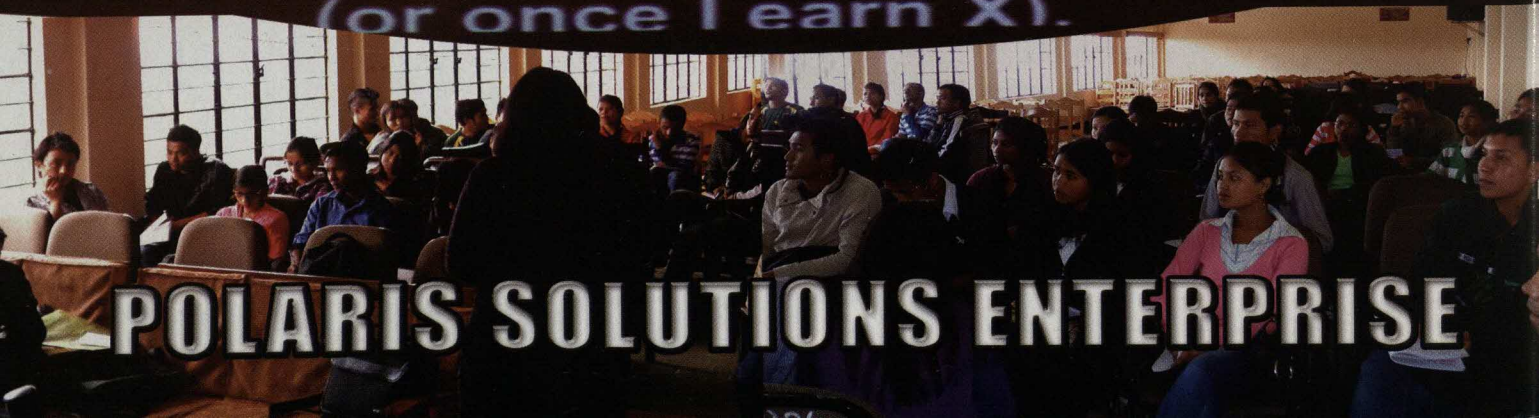
POLARIS SOLUTIONS ENTERPRISE
We train. You discover.

Creative Thinking
Emotional Intelligence

Life Skills
Personality Enhancement
Communication & Language

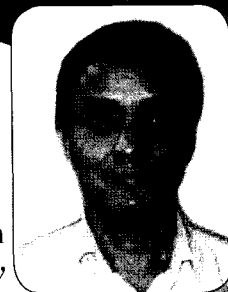
Ranee's Abode, Lower Lachumiere, Shillong - 01 Tel.: 0364-25015

Problem: I will be happy once I have
(or once I learn X).



POLARIS SOLUTIONS ENTERPRISE

Nano materials for water purification



(Late) T. J. Kharbhih
Former Head, Department of Chemistry

This article has been written by him in the early part of 2012 meant to be published in the previous Magazine but was kept with him and it was through his daughter who searched, and submitted it after his demise

Human efforts to develop new materials have recently been helped by the technological ability to design materials whose dimensions are in nanometers. These materials are known as nano materials. The size of nano materials is of the order 10^{-9} meters. Development of nano materials helps mankind to move towards a bright future. They offer more precise methods of addressing the problems of mankind. At the nanoscale, properties of materials behave differently and are said to behave under atomic and molecular rules. Researchers are using these unique properties of materials at this small scale to create new and exciting tools and products in all areas of science and engineering. There are thus endless possibilities for improved devices, structures and materials if we can understand these differences and learn how to control the assembly of small structures. We have entered the era of nano technology and nano science.

Nano technology, the science of nano materials is an important field of discovery. An important feature of nano technology is the ability to bridge the dimensional gap between the atomic and molecular scale of fundamental sciences. Nano technology and nano science already had a significant impact on almost all industries and all areas of society. It can solve many of the world's current problems. For example, water shortage and getting drinkable water is a serious and growing problem.

It is predominantly the poor people of this world who depend directly on water from natural sources for their livelihood. Water resources must therefore be managed in a sustainable manner in order to maintain the economic, social and environmental functions that provide contributions to the livelihood of the people. Many organizations are considering the potential of nano science to solve challenges associated with the removal of water contaminants and provide drinkable water to the people in developed and developing countries. A range of water treatment devices, including some that use nano technology are already in the market and others are in advanced stages of developments. Majority of the people living in Africa and Asia lacked access to drinkable water. Many people died from diseases like cholera and diarrhea.

Conventional water treatment technologies include filtration, ultraviolet radiation, chemical treatment and desalination, whereas nano technologies include a variety of different types of membranes and filters based on carbon nanotubes, nanoporous ceramics, magnetic nanoparticles and other nanomaterials. Separation membranes with structures at nanoscale can also be used in low cost methods to produce drinkable water. In a recent study in South Africa, several polymeric nanofiltration membranes and reverse osmosis membranes were tested for the treatment of blackish ground water. The tests showed that

nanofiltration membranes can produce drinkable water from blackish ground water. Reverse osmosis membranes removed about 99 pc of all solutes, but the concentration of essential nutrients such as calcium and magnesium ions were reduced to a level that were below the specification of the World Health Organisation standard for drinking water. This water therefore has to be spiked with these nutrients to provide drinking water of the required quantity.

It is also important to note that many conventional technologies already exist that effectively remove bacteria, viruses and other contaminants from water; water desalination is a proven technology. Some of these are very expensive, some are affordable and can be produced locally. For example, Saudi Arabia produces 70 pc of its drinking water from desalination plants where no nanotechnology involved, but the cost of water by this technology is very high. Therefore one has to find new technologies to produce drinkable water at a price where people in developing countries can afford. That is how nanotechnology comes in to reduce the cost of existing water treatment plants, and drinking water be made at a much lower cost.

Nanofiltration is a technique that has prospered over the few years. It is applied only in drinking water purification. Contaminants of dimensions 10 – 100 nm are removed by ultra-filtration. Dissolved salts and colour producing organic compounds are removed by reversed osmosis and nanofiltration.

There are many technologies that are used for water purification. Some of them are mentioned here. Nanoceramic filters are used for water purification. The filters are a mixture of nanoalumina fiber and micro glass. Nanoceramic filters have asymmetrically shaped pores rather than cylindrical pores. Air flow measurements show that the average pore size is 1 to 2 micrometer. Nano ceramic fibres are highly positively charged and can retain negatively charged particles. Usually Nanoceramic filter has a removal efficiency of 99.99 pc for virus and bacteria. They are also applied to remove heavy metals, salt contents from waste waters. One class of filtration techniques are based on the use of membranes with suitable hole sizes, whereby the liquid is pressed through the membrane. Nanoporous membranes

are suitable for a mechanical filtration with extremely small pores, smaller than 10 nm and may be composed of nanotubes.. Magnetic nanoparticles offer an effective and reliable method to remove heavy metal contaminants from waste water by making use of magnetic separation techniques. By using nano scale particles increase the efficiency to absorb the contaminants and is comparatively inexpensive compared to traditional preprecipitation and filtration methods. The most significant application of nanomaterials which has towards commercialization is the use of nanoparticles of iron for cleaning ground water. Rapid industrialization, extensive use of pesticides in agriculture and increased human population have all contributed to the leaking of pesticide residues, nitrates, heavy metals such as lead and organic molecules into ground water. It has been demonstrated that introducing nanoparticles of iron into ground water upstream of the place where ground water is being drawn for human consumption results in the precipitation of impurities into insoluble iron complexes. Using nanoparticles increases the reactivity.

The chlorination process during disinfection treatment of drinking water leads to chlorination disinfection by products like trihalomethane trihalo acetic acid. Trihalomethane causes cancer and trihalo acetic acid is highly toxic and corrosive. In addition tetrahalomethane in drinking water have been linked to miscarriages and premature births. During the process of ozonation, ozone dosage has little effect on trihalo methane or trihalo acetic acid. In order to remove the disinfection by-products, ozonation combined with filtration on membranes based on TiO_2 nanoparticles have been found to be effective and produces better result than with ozone alone. This is a significant development owing to importance of safe drinking water.

Therefore Nanotechnology is being used to develop solution to three different problems in water purification. One challenge is the removal of industrial wastes such as cleaning solvent from ground water. Nanoparticles can be used to convert the contaminating chemical through a chemical reaction to make it harmless. Studies have shown that this method can be used successfully to purify water at much lower cost than purification of water by classical techniques.

A TRIBUTE TO SHRI T.J.KHARBHIH, FORMER HEAD DEPARTMENT OF CHEMISTRY

You Are Deeply Remembered in Our Hearts and Thoughts !

A man who keeps a low profile of himself and humble in his dealings with students and colleagues was none other than Shri T.J.Kharbhih, he joined the Department of Chemistry on the 8th December 1982, and served for almost 30 years. He took over as Head of Department on 1st of February 2006 after the retirement of Dr S.K.Gupta as Head of Department. He was due to retire in the year 2018. In December 2008 the Department of Chemistry organized a Programme for celebration of the Silver Jubilee of the noble service of Shri Kharbhih which was attended by the Vice Principal and the Department Staff, there were stimulating talks on behalf of the Jubilarian followed by lunch. Shri T.J. Kharbhih took a chance to organize the same in the year 2010 to celebrate the Silver Jubilee year of the 25 years of service rendered by Dr M.N.Bhattacharjee. Shri T.J.Kharbhih was a member of the Governing Body of the College for a number of years till his demise. He was a dedicated teacher and served as incharge of Examinations conducted by NEHU as well as College in the college for many years till his death. He had shown his efficiency and integrity in the smooth conduct of Examinations despite the busy schedule. He always took the teaching staff into confidence in all matters related to the Department and at times he would over express his feelings whenever he felt he had uttered anything wrong which may hurt or disappoint us. He had been an active member in the Managing Committee of the Higher Secondary School of the Church of God Ecclesia at Mawlai Nongkwar and the Higher Secondary School at Mawlai Nongkwar for many years. He had been a choir conductor in the Church of God Ecclesia for many years. Shri Kharbhih used to always have the charm and even to joke or sing in College weeks or programs in college and lately in one of the informal programs in December 2010 he was still enthusiastic to sing as to entertain the guests who had come to visit the college. He was having a true colour of his secular ideology for all communities and religions. In the latter part of 2011 it was known to us that he had been on a regular medical health checkup and we tried to share his load by helping him out his duties, and when he regained strength he would continue his work for the Department and the College. He left no unfinished task assigned to him, he even completed the evaluation of all scripts that were lying with him as the first phase of the College Examination was held in October 2012. He even made an attempt to come to the College to submit the marks for the Seminar Presentations of the third year B.Sc students on the 26th November 2012 but his health did not permit him to reach the College. It was indeed very shocking to us that on that day, the 26th November the news was conveyed to us that he passed away at around 3.30 p.m in the afternoon. The letters of condolences flowed from different colleges and institutions on his sudden demise. He had completed almost 29 years of his valuable service till his death. As a mark of respect, the Department of Chemistry has observed the first death anniversary of Shri T.J.Kharbhih in a Programme organized on the 26th November 2013 in the Chemistry Laboratory which was attended by the Principal, the Vice Principals, staff, Students of the Department of Chemistry and the family members of Shri T. J. Kharbhih. The students and teachers of the Department have also placed a wreath in the cemetery where his body was laid. We the teachers of the Department and the college as a whole will long remember the loving and charming attitude and behavior of Shri Kharbhih. Well friends we cannot escape the grip of death whether we are young or old, we have to always get along with our heaviest load till the sun goes down, and that is all we ever have to do.

Thought of the day : ".....it is appointed unto men once to die....."

We are reminded of the words whose author is unknown

**"If I should die before I awake.....
Have I a soul that can escape ?"**



SOCIETY – COMBATING FORMIDABLE CHALLENGES

"Learn from yesterday, live for today, hope for tomorrow.

The important thing is to not stop questioning. " - Albert Einstein

Dr. M. N. Bhattacharjee
Head, Department of Chemistry



Over the past two decades or so, a definite rightward shift is observable in the attitudes and thinking of what is generally termed the 'middle class' in the Society, particularly Indian society, though it remains debatable whether this class is really in the 'middle' at all. This so-called 'middle class' is primarily urban, educated and vocal, and is mainly high or middle-caste. People belonging to this class read and contribute to the print and electronic media. They are avid follower of 'reality shows'. They have very positive contribution towards the advancement of the society. In the Indian context, it may be said that they were the essential component of the anti-colonial struggle for Independence of our country and they had significant degree of genuine commitment to the principle of egalitarianism, to the idea that it was right to seek to reduce inequalities of assets and income through land reforms and curb the growth of monopoly power of capitalists and to raise the living standard of the abysmally poor majority of the people. This progressive legacy of the anti-colonial struggle continued for nearly four decades but got a decisive burial nearly two decades ago with the advent of neo-liberalism. There is a clear retrogression as regard the level of social consciousness as we see now that middle class demonstrators vocally supporting capital punishment, succumbing to the clutches of regressive fundamentalist practices and beliefs and even providing the right soil for right-wing and proto-fascist ideas to flourish. These developments points to pessimistic shift in the level of consciousness and creates room to ponder over the future of the society.

Any educational institution has fundamental role to act as catalyst to take the people, the society and the nation to a more progressive environment and build a scientific rational society. It fosters and cultivates scientific attitude, humanism and critical thinking among the people. As it cultivates rationalistic moral values, the situation demands encouraging constructive analysis of age-old traditions and customs, and move ahead with social reforms discarding the harmful superstitions and rituals and thereby suggests alternative to many of these practices that are harmful for the society. No institution can prove its worth if it fails to propagate these social obligations along with the formal education it imparts and

the teaching fraternity obviously has to discharge prime role in this direction. Needless to say, the so-called 'middle class' is the major stakeholder in this role played by educational institutions as they participate and get benefit out of it and can create opinion. This is the historical role played by this class. This legacy continues even now despite the fact that big commercial houses have entered in the academic field with prime profiteering motive and with minimum social responsibilities with basic aim to serve the elitist society where the boss of the business houses or their spouses overnight become educationist or social-reformer just by being manager of these educational shops.

We now live in a "scientific" and 'technological' world in a sense that we take the benefits of all the scientific and technological inventions and innovations though these benefits has not reached the people in an equitable manner. Inequality is the inherent feature of present day development projected by international finance capital which may take recourse to any sort of social traditions and practices in addition all maneuvers in trade and commerce which give them profit. Thus there is a tendency of just propagating science per se but not in promoting the method of science. Science today is often reduced to a mere set of facts, axioms and explanations, thereby stripping it of its essential core. The foundation of science is located in its method, in its endeavour to question everything that demands an explanation. This pursuit must necessarily empower people to question practices in society, not because they were linked to any particular faith or religion, but because these practices perpetuated inequity. Unfortunately, there is increasing tendency in modern times to highlight obnoxious obscurantist and superstitious practices in the society in different forms and a significant section of the media (both print and electronic) as well as the electronic gadgets are acting as catalytic demon in this respect.

The statement made in the last part of the preceding paragraph probably requires some evidences to substantiate the same. Dr. Narendra Dabholkar, a rationalist campaigner and social reformer and doctor by training helped to form the Maharashtra Andhashraddha Nirmoolan Samiti (MANS) in

1989. This organisation has 189 branches all over Maharashtra and renowned astrophysicist like Dr. Jayant Narlikar is associated with it. This organisation, under the able leadership of Dr. Dabholkar, raised voice against superstition, irrational practices, blind faith and beliefs. He confronted dubious tantriks, babas and buas - people who claimed to have supernatural powers and preyed on gullible people.

MANS has been actively involved in exposing false claims made by so-called 'godmen' of various shades and is also involved in campaign against other traditional claims and 'systems' such as 'vastushastra', 'reincarnation', 'witchcraft' etc. MANS regularly performs public demonstrations that debunk 'miracles' and exposes the trickery behind these. It uses mobile laboratory, called Vidnyan Bodh Vahini, to demonstrate scientific experiments and to train students. Dr. Dabholkar combined his crusade for rationality with a strong message of social reform and actively opposed the inhuman custom of exploiting women in the name of "witchcraft" that prevails in the tribal districts of Maharashtra. The accused 'witches' are mostly widows or destitute women. Needless to say that his progressive social activities had evoked opposition from the traditional institutions and the rightwing communal forces and he became a target of these groups for quite some. It is most sad and disturbing that Dr. Dabholkar was brutally murdered in the early morning of August 20, 2013 in Pune. He was gunned down by two young armed men when he was on his morning walk. Top police sources said that it was a meticulously planned and premeditated murder. Even earlier, there had been several attacks by vested interests and obscurantist forces on programmes organised by the MANS in Maharashtra under Dabholkar's leadership. He was in forefront in championing the anti-Superstition Bill which is still in hanging and of late began campaign against the increasingly lucrative trade in 'Astro Gem'. The new law seeks to eradicate black magic, blind faith, superstitious beliefs, rituals and sacrifices to drive out evil spirits or ensure a male progeny - perpetrated by self-styled godmen and witchcraft and wizardry practitioners.

One surely understands the huge business associated with these so-called 'Astro Gem'. The question that arises from this gruesome story is whether the media has highlighted this incident and most importantly, the message and motive behind such crime and atrocity. But are not they highlighting those superstitious practices followed by the celebrities - film stars, cricket players or similar others and polluting the minds of young generation. Of course, the media and market too have their own agenda. This is where we need to be conscious

about and the educational institutions as well as the conscious 'middle class' play their role significantly.



Dr. Narendra Dabholkar

But this is not an isolated case. The obscurantist and superstitious practices are rampant in whole of our country despite we take recourse to all modern scientific and technological innovations. Our state, Meghalaya, is not far behind in such practices and there has been increasing report of 'witch hunt' and other retrograde incidents during last few years which belies all rational. A sense of reformist ideology is engulfing the young and the old, which is driving the society to move backward in terms of moral and ethical values and more so, in terms of scientific thinking. It would be unwise to report these developments merely as some incidents and going for some stage-managed denouncement and protest rallies without seriously analyzing the cause behind such 'practices' and the 'crimes' that are repeated in many parts of our country and even elsewhere.

Dr. Dabholkar's death is actually a reminder that social conditions give rise to irrationality and those who perpetuate existing inequities will go to any length to preserve their dominance. Millions today are prey to false claims of predicting the future or altering the future under the guise of astrology or other such belief systems and these stem from the larger conditions in society that make people vulnerable and uncertain about their future. If people have the option to make rational choices they usually do so. But in conditions where a vast majority of people are denied access to a functioning and affordable health care system or being uncertain of leading safe and secured life, or younger generation uncertain about their future career in the age of unequal competitions, they turn to whatever provides hope. A majority of the people in the country face an uncertain future, brought about by the present path of development that increased inequity and constantly pauperizes those that are already at the margins

of society. Again, for people caught in the mire of destitution and uncertainty, a recourse of rituals that claim will change the future, are in fact the cry of the oppressed for a better future.

With the approach of 'Diwali', the media and different self-promoting business houses start sale of many ludicrous stones or pendants or else enticing people that such magic articles will bring forth happiness and money. Many celebrities (most from the movie world) are engaged (of course, they are not doing the same free of cost) in projecting sale of such gadgets, named as "Dhanteras" or "Dhan Lakshmi gadgets" else, and they even suggest that once you procure that such gadget then money will flow to you even through some secret path or means! Is it not the case of promoting corruption taking opportunity of religious sentiments of common masses? It is understood that we are living in the age of globalization of finance which taking any form to marginalize people for their own benefit. Small and petty business groups are also taking the path suggested by the national and international finance capital institutions and earning more and more profit by cheating people and playing with the sentiments and emotions of people. Let us remember that these institutions propagate a culture which is driven by what may be called 'sterile intellectual acrobatics'. But why is that the common masses or the so called 'middle class' are falling prey to this new developments. In particular it is a disturbing fact that recent middle class movements against 'corruption' are so simple-minded that they do not critique in the slightest, either the capitalist order or its neo-liberal avatar which privileges money-making above principle, and of which corruption is an integral and inalienable part. This simple-mindedness is perhaps not surprising when we consider that this so-called middle class has been the biggest beneficiary of neo-liberal policies which have pushed won the masses into a morass of unemployment and hunger. The middle class must become respondent to this "Cultural Cold War" for their own selfish interest.

A concerned citizenry can only resist these harmful tendencies that divide the society, make people drifted away from

reality and become rational. This requires a scientific outlook with power to analyse any situation. Knowledge, and not merely the information, is the key to this power. Knowledge is power and denial of knowledge is another way of perpetuating the present imbalances in power relations in society. Again acquiring such knowledge and being rational is not enough. If the promotion of rationality is integrated with the movement to challenge the fundamental unjust nature of society today, plagued by division based on class, caste, gender, religion, etc, it will ensure a crusade against the power relations in the society and defeat of retrograde forces. Science and rationality are powerful tools that can break the chain of coercion that is inherent in our system. For the method of science teaches us to question everything, to seek truth, to never believe that we are privy to the ultimate truth. Science and its methods itself is objective and has a self-correcting tendency that leads ultimately to the right answer. Dr. Narendra Dabholkar and many other such crusader of superstitions and obscurantist beliefs are no more but their sacrifice and story shall inspire a new generation who believe in the power of science, rationality and truth to change the way we live and the way we think.

It is the prime duty of academic institutions and the educators to carry the scientific approach to life and make people appreciate to completely abandon the path of illusory happiness. One need not be a scientist to have scientific attitude for how many of scientists have really analytical mind! To be scientific is to become rational, practical and armed with knowledge that ensures ability to analyse the condition we live in and thus make us certain to plan what should do next for the welfare of all. It is upon us to blow the ash off, rekindle the hopes of common people behind every day in history and place it before them for the ir objective assessment of their present and decide their future. This is all the more necessary in these days of crisis – economic, social and political. Let us all stand up to this glorious task or historical responsibility, if you like to call it as such.

"The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing."
--Albert Einstein

Moral and Ethical values IN EDUCATION

Today education has become just a nine-letter word as a superior term in the dictionary. Moreover the education system became a business where it is treated like any other profession. It is the need of the hour that there has to be a change in which education is imparted to the students. Education is the combination of literacy and moral values and hence teachers play a very crucial role in inculcating moral and ethical values in a student. The whole education process, especially at the college level, cannot be isolated from the teaching of moral values.

Students today are growing up in an environment of moral decay. They are confronted with evil influence and temptations on every hand. Their music and video heroes have a negative impact on the simple mind of students and immorality sows its seeds even among school children. We see evidence of more anti social behavior than ever among our youths today and even among our most academically talented students, personal interest and temptations seem to triumph over the common good.

Many teachers today do not believe it is their responsibility to teach morals and values to students especially in higher education level. Many also are unable to articulate a consistent set of values in the process of education. However, as a teacher, I feel that the education system today must be responsible in socializing students towards pro-social values and behaviors such as respect and care for others. The classroom is the ideal place for teaching of moral values among our youths. As the saying goes, that the youths of today are the future of our nation, hence the role of teachers and the education process plays a vital role in bringing about a bright and disciplined tomorrow.



Mrs . L. P. Shadap
Head Department of Political Science

Character has more to do with habits and dispositions than decisions. Honesty and self control are important traits which need to be imbibed and the acquisitions of these habits are a part of character education. Neither parents nor teachers can significantly impact the moral development of children without daily individual connection. Parents and teachers need to model what good moral character looks like, they also need to teach students how to deal with things that get in the way of moral behavior. Students can learn practical ways to overcome these obstacles. They need counseling and training in anger control, conflict resolutions, dealing with hostile people and situational perception.

Finally, character education means creating culture that calls for everyone in the school community to be the best people that they can be. The programmes of moral and character education are in fact, a mutual-improvement process involving students, teachers, administration, parents and other stakeholders. If character education is integrated into the content and processes of instruction, educational institutions can become models of ethical thoughts and values. The education today should be value-oriented for building a good society and a better place for our younger generation.

MIS-STORY

It was a bright sunny afternoon, the final day of the College Week, I was on my way to the College to attend the formal function. It was indeed a pleasant sight to see all the students, girls and boys in their formal attire, looking their best. For those days all the activities of the College Week were held downstairs. (Previously known as Hall 1,2,3) All the partitions were opened and it became a real big Hall, large enough to accommodate everybody.

The College looked festive, with all the ribbons, balloons and colourful banners all around. The function was to start at 1:00 p.m. We were all in the hall, awaiting the arrival of the Chief Guest.

The Chief Guest was none other than Mr. R.G. Lyngdoh, an eminent statesman. Former Vice-Principal, Professional Course, Dr. S.K. Gupta was in-charge of the whole function. Being a sincere and dedicated teacher, he was busy supervising all the arrangements.

Finally, the Chief Guest arrived, welcomed by Principal and all the teachers also were beaming, looking splendid and elegant. The wheels of the College Week finally started rolling. I was directed by Sir. Gupta to go to the back of the Hall, as there were few teachers at the back, so as to check any misbehaviour. (As they already started howling like jackals). As I was sitting there with some of my colleagues, a class representative, standing at the door, nodded his head, a gesture, that something was wrong.

I pushed my way through the crowd and outside the Hall found a class XII Commerce student, sitting on the steps near Chemistry Lab. He was actually wearing a good, expensive looking suit. He was puking, had taken off his shirt and tied it round his waist. His neck-tie which was supposed to be round his neck, was used like a head-band, and his expensive coat, was draped over his knees. He was in bad shape but quiet. Next to him was his friend, who was equally dirty, staggering his way up to the corridor. He was not quiet but ferocious, having a brawl with the other boys around him. Some leaders of the Students Union came to my rescue. They took the staggering student to the Assam Type Building and shut him in one of the rooms, with the NCC boys given the duty to keep watch.

After half an hour, I spoke to the boy on the



Mrs. R. Pyngrope

Department of Political Science

steps. "Why have you done this?" He replied, "I don't know Miss. I just want to have fun." I immediately said, "You want to have fun? You look like a pig!" He then replied, "But Miss, I am still a gentle – pig, and not a ferocious wolf like my friend!" Seeing the futility of further argument, I kept quiet. After one hour, he seemed to be O.K and some student leaders took charge.

Two years after, at the beginning of the academic session, I was heading to Hall I (Room – 2) when I saw a familiar face outside the staff room. With a broad smile, he greeted "Good Morning Miss" Good Morning, how are you?" I reciprocated. He continued, "Miss, I've taken admission, am joining in the B.A. Morning shift, as I did not get the requisite marks to take major either in Khasi or English." Anyway, I encouraged him to focus on his studies and to work hard. By the way, "If I remember correctly, are you that student...?" I did not complete, as I waited for him to do so. "Yes Miss, that gentle pig."

Well, I said, "let bygones be bygones. Kick that dust and start afresh, with an undaunted spirit and strong determination to do your best and change for the better" "yes Miss, I'll really have to work hard and be serious, because I also have a family problem. My dad passed away, and I have only my mother, back home in the village, working in the Block Office to support my younger brothers and sister."

Months passed by, he seemed to be changing. He was regular and would come off and on to consult for books and suggestions.

The following year, after completing his B.A. 1st yr exams, he went back to his village to work in the fields. When the results were out, he cleared all the subjects and I was happy. I was rather disappointed when he did not come to college to join B.A II nd yr. I began to wonder, what the reason was. I did not have his mobile number. I tried to contact him but in vain. I



enquired from the boys who attended classes, but they could not remember him. Finally, one day, a student from the same village joined class, and informed me that there was a bus accident in the village and this student happened to be in that bus. He was hospitalised for about one month. Thankfully, he was recuperating in his village and would be joining the following month.

To make the story short, he did join college. After the class, I met him. "Miss," he said, "By God's grace, I am still alive and have made this a turning point in my life. Never again will I indulge in my bad habits". "Oh! That is wonderful. It's a blessing in disguise" I replied.

At first, he was a weak student. He took time to grasp and to understand the different subjects as he was from Commerce Stream. He was also weak in English and found it difficult to express himself. He took the

help of other teachers as well. However, he had great determination and by the time he reached B.A. IIIrd yr, he had improved by leaps and bounds. There is nothing as satisfying for a teacher than seeing our students work hard and do well in their studies. It also reminds me of the teachings of Plato that men of copper can always be made into men of gold.

After struggling very hard, he passed his B.A exams and as luck would have it, he joined a Computer Course sponsored by NEC outside the state. He did exceedingly well and is now serving in one of the big companies in Bangalore, also pursuing further studies sponsored by the Company.

During the Golden Jubilee of the College in 2006, he attended the Alumni Day. Truly what a joy it was to see him turn from 'gentle pig' to perfect 'Gentle – man !

QUIZ TIME

D.L.Buam

Test your knowledge and form a word with the first letter of each group :

1. What is the name of a charged atom/group of atoms ?
 2. Name the radioactive gas discovered by Rutherford
 3. What is the gas that shields the UV radiation in the upper atmosphere ?
 4. What is acronym of Nylon?
-
1. Name an alloy of copper and tin.
 2. What is the least possible temperature for all substances called ?
 3. Name the process of cooling a liquid below its freezing point without change of state or solidification.
 4. What measures disorder or randomness in a system ?
-
1. Name a fine suspension of solid particles in a gas.
 2. Name a petrol additive that inhibits knocking.
 3. Name an acid in many vegetable fats used in detergents, soaps etc.
 4. What is trade name for polytetrafluoroethene?
-
1. Name a substance that destroys or inhibits growth of microorganisms .
 2. What is trade name for a water-softening agent ?
 3. What is a hypothetical gas that obeys gas laws ?
 4. Name the process of removal of salt from sea water.
-
1. Name a common substance used in preparing ice cream.
 2. What is a solid without shape or structure called ?
 3. Name the process that goes on its own without external help.

Hints to Answers :

First Group –The word starts with I

Second Group- The word starts with B

Third Group- The word starts with S

Fourth Group- The word starts with A

Fifth Group- The word starts with G

All the words are common in Chemistry !



THE AUTOMATIC TELLER MACHINE (ATM)



Mr. M. W. Synrem
Department of Mathematics

Automatic teller Machine (ATM) helps to save time and cut cost of banks. It is an electronic device which allows a bank's customers to make cash withdrawals and check their account balances at any time without the need for a human teller. Many ATMs also allow people to deposit cash and cheques, transfer money from one a/c to another in the same bank or from one a/c to another to another bank. Luther George Simjian, a Turkish inventor developed the forerunner of the ATM in 1939. He fled to the USA and took refuge there after World War II. He took up a job as a medical photographer with Yale Medical School. Impressed with his knowledge and skill, the authorities gave him the job of Director of Photography department. Soon he started doing research in the fields of optics and electronics. In the course of his work, Simjian came up with many inventions, including an underwater projector and camera, a colour X-ray machine and a self-posing portrait camera.

Before long, Simjian set up a company called Reflectone and went on with his research. When he came up with the idea of developing a machine that would help customers in money transactions, he received little encouragement. However, in 1939, he put on the record 20 patents in connection with the machine, and persuaded what is now Citicorp Bank to try his invention. After six months, the machine was withdrawn as very few people used it. Simjian continued to bring out his

inventions year after year. He was given his last patent in the year 2000, just before his death.

In the early 1960's, John Shepherd Barron, an Englishman and Managing Director of De La Rue Instruments, came up with the idea of the auto teller. He was annoyed at not being able to use the bank on weekends and holidays. After developing the machine, he got it installed at a branch of Barclays Bank at Enfield in North London, in 1967. Special cheques encoded with chemicals were fed into the machine to identify customers and give out cash. With the success of these machines, many orders were placed by banks in Switzerland, Philadelphia (USA), and Japan. In recognition of his services, Barron was awarded an Order of the British Empire by Queen Elizabeth II in 2005.

Don Wetzel gave the Americans the first ATM. He was the Vice President of Product Planning at Docutel, a company that developed automated luggage handling equipments. He was impatient and irritable at being made to wait in a long line to convert his cheque into cash. So he decided to develop a machine that would automatically hand out and receive money. Along with Tom Barnes and George Chastain, he built and obtained a patent for the first ever ATM.

The first ATM was thrown open to the public by Chemical Bank on 2nd September, 1969, at the Rockville Centre branch on Long Island in New York. It was only used there as a cash dispenser. At last the bank custom-



ers found that they did not need to wait in line for a teller to cash their cheques. Instead they could access their money 24 hours a day, seven days a week, from the machine provided in the bank. Don Wetzel's team developed the first ATM cards with magnetic strips and personal ID numbers. The early ATMs were offline, which means that customer's accounts were not automatically debited as they are today. Therefore, banks had to be very careful about whom they gave ATM cards to, future losses.

ATMs on a large scale were introduced in the 1970s. They were put up either inside or immediately outside branch offices of the banks. The purpose was to save on teller salaries. People found them very convenient to use, particularly, while travelling because they were anxious not to carry large amounts of money with them. Banks levied a small charge on using the ATMs, particularly when the users were not their customers. In 1971 Don Wetzel brought out a more advanced ATM which was like the ATM of the present day. It took money

deposits, transferred money to different accounts on request and gave out cash.

By the early 1990s, ATMs had become a part of everyday life. ATMs are now found everywhere. Figures show that for every 284 American households, there is one ATM. Most busy areas, shopping malls and airports have ATMs. An ATM has been placed on the rim of the Grand Canyon, a deep gorge of the Colorado River in the USA, at Buckingham Palace in London (Britain) and even in the Antarctica. The best known among the ATM manufacturers in the world are Triton, NCR and Diebold.

The first ATM was introduced to Indian customers at Mumbai by Hong Kong and Shanghai Banking Corporation (HSBC) Bank in 1987. The highest ATM in the world was set up by UTI Bank at the height of 13,200 feet above sea level at the Nathu-la Pass in Sikkim, for use by Indian armymen. The world's first floating ATM was set up by State Bank of India on a boat in Kerala's backwaters.

IN LOVING MEMORY OF SHRI W.LAWAI, DEPARTMENT OF KHASI, SHILLONG COLLEGE

Dr A.Nongbri
Department of Khasi
Shillong College



"Time flies but memories will never fade" Time puts it at 13 years, for Mr W.Lawai joined College on August 1999 yet in these years his sincerity, dedication and loyalty to his work etched his image as a loving teacher and a helpful colleague in the Department and the College as well.

Apart from the regular academic work Bah Lawai as he was fondly called was one of the founding members of the Literary Circle. He had worked tirelessly towards the shaping and formulation of the principles and objectives of the circle. He was a man full of ideas and enthusiasm and his light-hearted approach to work always made working with him an enlightening and joyful experience. As a teacher of Khasi Department, his contribution as a mentor to students is indeed indelible. He was the Secretary of MCTA Shillong College unit from June 2004 till August 2011 and he showed his sincerity. He was a man of few words but his works spoke more of him. His students miss him and this vacuum can never be filled for he was a man who took his work seriously. The fact is in spite of his ill health he never gave up and always fulfilled his duty not only in the College but even in his home town he made all efforts as a member of Managing Committee in uplifting the Mawryngkneng Higher Secondary School and the Mawryngkneng Presbyterian High School. He was such a responsible man that even the church gave him the responsibility to be the editor of the Souvenir of its Jubilee that will take place in 2014. Indeed as the saying goes 'We live in deeds not years' is so appropriate to Bah Lawai, his suffering was such that he had to rush to Guwahati for his treatment very often and when he felt better he joined his duty but on the 4th December 2012 he breathed his last at the International Hospital Guwahati.



SCIENCE AND TECHNOLOGY

IN India

Mr. M. W. Synrem
Department of Mathematics



In ancient India lived some of the world's great philosophers, scientists, mathematicians, astronomers, physicians, surgeons, grammarians and artists. India has contributed very much to the world in the form of chess, native systems of medicines, decimal system based upon the number 10 and so on.

In the great civilization that flourished along the banks of the Indus river, perhaps about 2,500 B.C., a mathematical system based on a ten-base method came into use. Weights and measures found relating to the period have scales with decimal divisions and they were remarkably accurate.

In the Vedic Age (2000-15—B.C.) that followed the Indus Valley Civilisation, arithmetic and geometry were studied as separate subjects. In fact Pythagoras (582-500 B.C.), Greek philosopher and mathematician, learnt his basic geometry from the Sulva Sutra (geometric treatises) written by Baudhayana (800 B.C.) and the Upanishads (philosophic writings).

Great mathematician Aryabhatta I (5th Century A.D.) is supposed to be the inventor of Algebra. He was the first to state that the earth travels around the sun. Brahmagupta (7th Century A.D.), great mathematician developed the usage of 'zero'. He was the first to use algebra solving problems in astronomy. Bhaskara II, (12th Century A.D.), a native of Karnataka, made very important contribution to astronomy and spherical trigonometry. He used calculus to determine the daily motion of planets. Aryabhatta II of Kusumapura, Bihar, wrote a treatise on astronomy called Arya Siddhanta in

950 A.D. In 1502 A.D., Nilakanta of Kunda, Kerala, devised an equation that is employed to give approximate values of pi ($22/7$).

Ramachandra (1821-1880) was the first modern Indian mathematician, who contributed to the theory of equations and calculus. P.C. Mahalanobis (1893-1972) invented statistical tools like the Mahalanobis Distance and Fractile Graphical Analysis. Darshibhai Taunk of Jamshedpur, Jharkhand, evolved a method of finding 10,00,000 prime numbers in the shortest possible time in the 1990's.

Bronze drills brought to light by digging in the Indus Valley Civilisation sites have revealed the earliest machine tools. The discovery of iron helped in the development of metallurgical skills. This had powerful effect on the production of large guns used in the battle field. By the 16th Century A.D. the heaviest guns in the world were being cast in India. A very well developed medical system was in existence by the first century A.D. Two principal writers on medicine were Susruta and Charaka.

Progress in medicine also led to development in chemistry, and the scientific production of medicines, alkaline substances and glass. Colour fast dyes and paints were developed to remain in good condition over the centuries. This can be seen in the famous cave paintings of Ajanta in Maharashtra state. Technological research progressed due to the large funds provided by the kings, Raja Bhoja of Dhar (1018-1060), the author of works on astronomy and architecture, built a very

big lake at Bhojpur, near Bhopal. It was constructed by erecting a stone dam, which showed great skill in engineering.

During the Industrial revolution in the 18th century, Britain and Germany, modeled their early textile machines upon the best of the manually operated Indian textile machines. The demand of Indian products compelled the need for a native ship building and packaging industry. In the 18th Century the Wadias of Bombay (Mumbai) were building world class ships.

Interest in astronomy led to the construction of the observatories called Jantar Manta in Delhi, Ujjain, Mathura, Varanasi and Jaipur. Sawai Jai Singh II, (1686-1743), King of Amber, built them to encourage astronomical studies in the country. The 'Samrat Yantra' built by him in 1728 A.D. at Jaipur is the biggest sundial in the world. Today, the 2.34 metre Vainu Bappu telescope at Kavalur in Tamil Nadu is the largest optical telescope in Asia.

Even in the distant past (1300 B.C.) Ashwalayana and Patanjali observed the Pole Star 'Dhruva Tara'. Kapila (7th or 8th Century B.C.) was the first to give the theory of the evolution of the universe. In recent times Chintamani Rangunathachary discovered two variable stars, Vephi and Reticuli.

At the time of independence in 1947 India had become a leading country in science and technology. Dr. Chandrasekhara Venkataraman, noted physicist, was awarded the Nobel Prize in Physics in 1930 for his discovery of 'Raman effect', a phenomenon of scattered light rays. Homi Jehangir Bhabha, an eminent physicist, was recognized world wide for his contribution in the fields of cosmic rays. He was known as the 'father of Indian nuclear science'. Sir Jagadis Chandra Bose, an eminent physicist and botanist, contributed to wireless telegraphy and biophysical research. Meghnad Saha, an internationally recognized astrophysicist, put forth the theory of thermal ionization. He wrote 'History of Hindu Science'.

Satyendranath Bose, Indian physicist, gave his name to the Bose-Einstein Statistics used in Quantum Physics. After him an elementary particle, the 'boson' is named.

Prafulla Chandra Ray, the father of modern chemistry in India, discovered mercurous nitrite in 1896. Srinivasa Ramanujan, a great Indian mathematician, contributed to the theory of numbers. Dr. M.S. Swaminathan, agricultural scientist, is the 'Architect of Green Revolution'. Dr. Vikram Sarabhai, renowned nuclear scientist, played an important part in India joining the world space exploration. A two-stage imported Nike-Apache rocket was launched successfully from Thumba near Thiruvananthapuram, in November 1981. Indian National Satellite INSAT-1B was deployed on 31 August 1983.

Over the years a multi-purpose satellite system has been set up for telecommunications, meteorological observations, satellite television and radio broadcasting. The system has helped in linking remote areas of the country. Satellite-based disaster warning systems have helped save millions of lives. Satellite television transmitters now link over 80% of the population. India's first indigenous remote sensing satellite IRS-1A was successfully launched on 17th March 1988. India thus became the fifth country in the world after USA, Soviet Union (Russia), France and Japan to have achieved the remote sensing of the earth's resources from space.

The Bhabha Atomic Research Centre (BARC) in Mumbai carries out research in reactor engineering, nuclear chemistry, reactor physics and computer technology. As a result of India's nuclear programme, much progress has been made in agriculture, medicine, biotechnology, electronics and metallurgy.

The Antarctic Research Programme began with the first Indian expedition to Antarctica in 1981. Research work done by Indian scientists in Antarctica could prove invaluable in basic and environmental sciences. India has done pioneering work in deep seabed exploration to survey under-water resources. India was the first country in the world to achieve pioneer status in August 1987 on the basis of mapping an area of 3 lakh square kilometers.

By the year 2020 India would emerge as one of the highly industrialized and scientifically advanced countries of the world.

*"The snake which cannot cast its skin has to die.
As well the minds which are prevented from changing their opinions;
they cease to be mind."* — Friedrich Nietzsche



TEACHERS ARE AN IMPORTANT FORCE FOR POSITIVE CHANGE

Mrs . E. N. Dkhar
Head, Department of Physics



Teachers are our spiritual parents. Their influence in shaping our personality can hardly be overlooked or denied. Good, committed and dedicated teachers are truly considered a great force for a positive change locally and globally.

Children are like wax or raw material. It is up to teachers how to mould them into something useful and productive for they are the builders of the nation. Their future is in the hands of teachers who can greatly influence them because their students treat them as their ideals and role models.

A responsible and farsighted teacher, realizing his responsibilities, makes all-out efforts to help his students learn all moral and ethical values. He enables them to distinguish between right and wrong. He emphasizes on high moral standards and inculcates in their minds to disapprove all unethical and immoral activities even at the cost of their loss.

In our materialistic world where witness our moral values on decline, teachers still enjoy great and genuine respect. People do follow politicians, but their support for them is because of getting some personal and political gains. On the other hand, teachers, though they remain aloof to the political activities, do make up the minds of students and help them take right decision.

Teaching is impossibly complex. There is no way to be the teacher so many begin their career striving to be. You will simply never be able to fulfill everything that each learner needs, no matter how hard you work, how much you read, and how persistently you collaborate. That's not meant to be discouraging, but empowering. Start with what's important, what is in your reach, and what you can do for the welfare of the students.

Below are five simple ideas that can transform teaching. This is meant only to think and perhaps start a conversation to improve teaching for the benefit of the students.

1. Don't grade everything.

This will not only save your sanity, but protects the students from always fearing failure. The goal of assessment is not a grade, but a snapshot of understanding based on a given assessment format. That's all. Grading everything also sets a tone of compliance and measurement, and encourages extrinsic motivation.

2. Not all ideas—or standards—are equally important.

Be clear about the big ideas in your curriculum, and make sure they show up over and over again via iteration.

3. School year is a marathon, not a series of sprints.

You have longer than you think to help students learn. Don't rush—prioritize and move intentionally forward. Consider instruction anchored by themes and projects rather than genres or standards, no matter how often you're advised to be "standards-driven." You can be standards-driven and still aggregate content by something more compelling—and something more conducive to long-term retention.

4. Difficult things take practice.

Constantly spiral the most important, most transferable big ideas in your content. If you're filling a jar with various size rocks, you fit the big rocks in first.

5. Curiosity, uncertainty, and confusion are crucial ingredients in learning.

You may know this, but make sure your students do as well.

Teachers have very little influence in today's shifting society. The majority of students view teachers as nothing more than "talking heads" who have nothing important to teach them. What is it that is going to change

this cultural shift? I wish I had the answer. Maybe if we listened more to educators, we would be in a much better place and our students would have a top-notch educational experience. Yet, as teachers we are responsible enough to shape and mould them in the right way. The least we can do more for our students is by motivating them.

21 Simple Ideas to Improve Student Motivation

1. Give students a sense of control : While guidance from a teacher is important to keeping kids on task and motivated, allowing students to have some choice and control over what happens in the classroom is actually one of the best ways to keep them engaged. For example, allowing students to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more.

2. Define the objectives : It can be very frustrating for students to complete an assignment or even to behave in class if there aren't clearly defined objectives. Students want and need to know what is expected of them in order to stay motivated to work. At the beginning of the year, lay out clear objectives, rules, and expectations of students so that there is no confusion and students have goals to work towards.

3. Create a threat-free environment : While students do need to understand that there are consequences to their actions, far more motivating for students than threats are positive reinforcements. When teachers create a safe, supportive environment for students, affirming their belief in a student's abilities rather than laying out the consequences of not doing things, students are much more likely to get and stay motivated to do their work. At the end of the day, students will fulfill the expectations that the adults around them communicate, so we have to stay focus on

4. Change your scenery : A classroom is a great place for learning, but sitting at a desk day in and day out can make school start to seem a bit dull for some students. To renew interest in the subject matter or just in learning in general, give your students a chance to get out of the classroom. Take field trips, bring in speakers, or even just head to the library for some research. The brain loves novelty and a new setting can be just what some students need to stay motivated to learn.

5. Offer varied experiences : Not all students will respond to lessons in the same way. For some, hands-on experiences may be the best. Others may love to read

books quietly or to work in groups. In order to keep all students motivated, mix up your lessons so that students with different preferences will each get time focused on the things they like best. Doing so will help students stay engaged and pay attention.

6. Use positive competition : Competition in the classroom isn't always a bad thing, and in some cases can motivate students to try harder and work to excel. Work to foster a friendly spirit of competition in your classroom, perhaps through group games related to the material or other opportunities for students to show off their knowledge.

7. Offer rewards. : Everyone likes getting rewards, and offering your students the chance to earn them is an excellent source of motivation. Things like giving them recognition or handing them a certificate or a prize, or even something as simple as a sticker on a paper can make students work harder and really aim to achieve. Consider the personalities and needs of your students to determine appropriate rewards for your class.

8. Give students responsibility : Assigning students classroom jobs is a great way to build a community and to give students a sense of motivation. Most students will see classroom jobs as a privilege rather than a burden and will work hard to ensure that they, and other students, are meeting expectations. It can also be useful to allow students to take turns leading activities or helping out so that each feels important and valued.

9. Allow students to work together : While not all students will jump at the chance to work in groups, many will find it fun to try to solve problems, do experiments, and work on projects with other students. The social interaction can get them excited about things in the classroom and students can motivate one another to reach a goal. Teachers need to ensure that groups are balanced and fair, however, so that some students aren't doing more work than others.

10. Give praise when earned : There is no other form of motivation that works quite as well as encouragement. Even as adults we crave recognition and praise, and students at any age are no exception. Teachers can give students a bounty of motivation by rewarding success publicly, giving praise for a job well done, and sharing exemplary work.

11. Encourage self-reflection : Most kids want to be successful in life. They just need help figuring out what they need to do in order to get there. One way to motivate your students is to get them to take a hard look



at themselves and determine their own strengths and weaknesses. Students are often much more motivated by creating these kinds of critiques of themselves than by having a teacher do it for them, as it makes them feel in charge of creating their own objectives and goals.

12. Be excited : One of the best ways to get your students motivated is to share your enthusiasm. When you're excited about teaching, they will be much more excited about learning.

13. Know your students : Getting to know your students is about more than just memorizing their names. Students need to know that their teacher has a genuine interest in them and cares about them and their success. When students feel appreciated it creates a safe learning environment and motivates them to work harder, as they want to get praise and good feedback from someone they know and respect them as individuals.

14. Harness student interests : Knowing your students also has some other benefits, namely that it allows you to relate classroom material to things that students are interested in or have experienced. Teachers can use these interests to make things more interesting and relatable to students, keeping students motivated for longer.

15. Help students find intrinsic motivation : It can be great to help students get motivated, but at the end of the day they need to be able to generate their own motivation. Helping students find their own personal reasons for doing class work and working hard, whether because they find material interesting, want to go to college, or love to learn, is one of the most powerful gifts you can give them.

16. Manage student anxiety : Some students find the prospect of not doing well so anxiety-inducing that it becomes a self-fulfilling prophecy. For these students, teachers may find that they are most motivated by learning that struggling with a subject isn't the end of the world. Offer support no matter what the end result is and ensure that students don't feel so overwhelmed by expectations that they just give up.

17. Make goals high but attainable : If you're not pushing your students to do more than the bare minimum, most won't seek to push themselves on their own. Students like to be challenged and will work to achieve high expectations so long as they believe those goals to be within their reach, so don't be afraid to push students to get more out of them.

18. Give feedback and offer chances to improve : Students who struggle with class work can sometimes feel frustrated and get down on themselves, draining motivation. In these situations it's critical that teachers help students to learn exactly where they went wrong and how they can improve next time. Figuring out a method to get where students want to be can also help them to stay motivated to work hard.

19. Track progress : It can be hard for students to see just how far they've come, especially with subjects that are difficult for them. Tracking can come in handy in the classroom, not only for teachers but also for students. Teachers can use this as a way to motivate students, allowing them to see visually just how much they are learning and improving as the year goes on.

20. Make things fun : Not all class work needs to be a game or a good time, but students who see school as a place where they can have fun will be more motivated to pay attention and do the work that's required of them than those who regard it as a chore. Adding fun activities into your school day can help students who struggle to stay engaged and make the classroom a much friendlier place for all students.

21. Provide opportunities for success. : Students, even the best ones, can become frustrated and demotivated when they feel like they're struggling or not getting the recognition that other students are. Make sure that all students get a chance to play to their strengths and feel included and valued. It can make a world of difference in their motivation.

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

Galielo Galilei



Literary Flavours



of Antiquity & Modernity

The Lowland

Author Jhumpa Lahiri

Publisher Random House India

Price 499

Book Review by Dr D.Bhowmick

Head, Department of English

Shillong College, Shillong

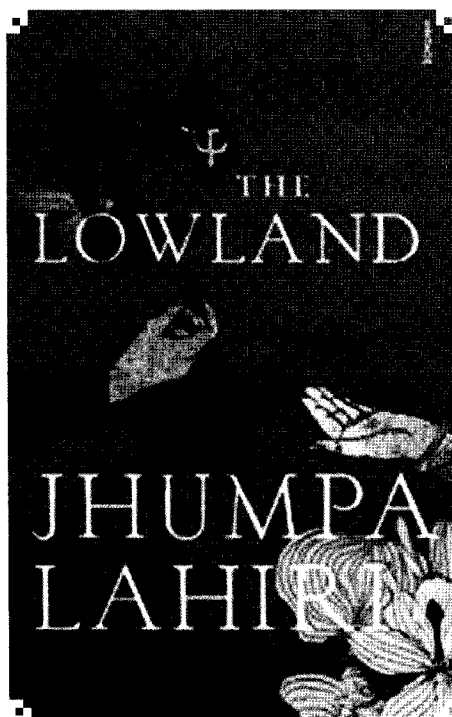
Dr. D. Bhomick
Head, Department of English



A Disturbing Echo and a Shattering Silence

For a fraction of a second he heard the explosion tearing through his lungs...the silence was pure now.

At the heart of it all lies an execution- the death of a son, a brother, a husband and a revolutionary, that perturbs every life, plants a disturbing and distorting silence in the hearts of all those who heard the echo of the gun shot that solemn autumn afternoon. Set in the 60s, Jhumpa Lahiri's most recent work *The Lowland* is based on a true event, an execution that she heard of while on a vacation in her grandparents' home in Calcutta. Out of the event emerged this masterfully crafted work of fiction. Ten years in the making, this well researched novel talks about the Naxalite movement of the 60s but does not allow it to overshadow other issues and concerns in



the novel. History is in the experience of the living. Thus it is not a purely historical novel. History is in struggles of individual lives and stories told and that is where the actual interest of the novel lies.

Set in Kolkata and America it is the story of two brothers Subhash and Udayan both inseparable throughout their growing years and yet the quick turn of events in their lives separate them forever sooner than later. Subhash leaves to pursue his further studies in Rhodes Islands in America and Udayan gets increasingly involved with the Naxalite Movement and is finally killed by the police while Subhash is away.

On his return Subhash attempts to bring a semblance of order in their shattered lives by marrying Udayan's pregnant wife Gauri and being a responsible father once Bela, Udayan's daughter is born. But nothing is ever the same again. Gauri's cold indifference towards Bela and her final desertion of her speaks of a void left behind by the death of Udayan. She seeks to become non-existent like Udayan and this brings to the fore an important issue that the novelist toys with—a presence an overwhelming one even after death and absence through annihilation of the self.

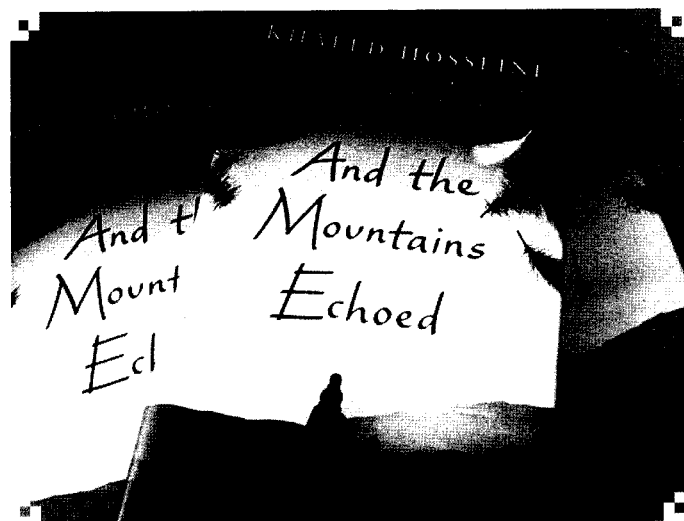
Suspense, quick turn of events, multiple points of view and complexity of motives affecting the action of every character that characterizes the complex work establishes Lahiri's claim as a master artist with a firm grip over her pen and her character's mind and heart.

The character of Gauri is the most intriguing one in the novel eluding grasp till the end and it is the unpredictability in her nature and action that sustains much of the interest in the novel. A multidimensional character her motives are inscrutable. She chooses isolation and non-existence and the novelist comments "Isolation offered its own form of companionship the reliable silence of her rooms, the steadfast tranquility of her evenings."

Jhumpa Lahiri dissects and analyses relationships and draws conclusion with the detachment and objectivity of a scientist. The truths told in the book are of rare kind—truths bare and ruthless.

Like her earlier novels her concerns remain the same—memory, home, immigrant's anxiety of belonging, the nostalgia. In fact the immigrant in Lahiri's novels live in memory and the shifting realism of displacement and the emotional cost of being in two worlds negotiating between the two.

Reading the minds of every character, knowing their personal stories brings in a sense of intimacy and we end up understanding them better with their language simple, bare and beautiful. When it comes to language she prefers it 'efficient and clear'. The chronological clarity makes for an easy read. Lahiri's first collection of short stories Interpreter of Maladies won her Pulitzer Prize for fiction her novel Namesake was made into a movie followed by another short story collection Unaccustomed Earth. The Lowland her most recent work like its forerunners is here to win hearts and awards and



accolades *And the Mountains Echoed*

Author Khaled Hosseini

Publisher Bloomsbury

Price 599

Book Review by Dr D.Bhowmick

Head, Department of English

Shillong College, Shillong

Out beyond ideas of wrongdoing and rightdoing there is a field. I'll meet you there.

Jelaluddin Rumi, 13th century

Is moral ambiguity at the heart of the third novel of the celebrated Afghan-American fiction writer Khaled Hosseini? The epigraph of *And the Mountains Echoed*, a thirteenth century Rumi poem makes us curious enough to read his third and most recent novel. The story is that of Saboor and his two children Abdullah and Pari and their heartrending separation. The actual story begins with and after the separation of the closest siblings. In fact the story branches out into several tributaries each passing through several lands and climes before the two siblings can come together. By then Abdullah is suffering from Alzheimer's and is unable to recognise his dearest sister Pari for whom he had once sacrificed his only pair of shoes to get her a peacock feather for her treasured collection.

This 400 plus pages book has an arresting beginning and re-establishes Hosseini's claims as a master storyteller.

Unlike his two earlier mega-hits, *The Kite Runner* and *A Thousand Splendid Suns* where there is an equal focus on the political turmoil in Afghanistan and the impoverished individual lives the present novel has a fresh storyline—a wider canvas, is peopled like a Dickensian

novel and the tragedies are of a personal kind. And the Mountains Echoed resembles a collection of short stories told from the perspective of different characters. The narrative style therefore is distinct and different.

“So then you want a story and I will tell you one” that’s how the novel begins. Its fall of 1952, the place Afghanistan. A father is telling a bedtime story to his two young children Abdullah, 10 and Pari, 3. It’s about a div who took away the favourite child of Baba Ayub named Qais when he was three years old. Months later when the agonised father reaches the div’s palace he finds his child leading a happy and contented life forgetful of the past, the kind of life he could ill afford for his child. The div gives him a choice -take the child in which case Qais would not be allowed to return else leave him behind and Baba Ayub will never be allowed to see his son again.

Moral ambiguity and there are several instances of them makes for an interesting read while also allowing for dawning of certain realisations about love and life like “Cruelty and benevolence has the same shade”. When Baba Ayub decides to leave his child with the div he is actually establishing the truth of the statement. He is given a potion as a reward- a potion that will help him forget painful memories. Years pass by life returns to normal except for that overwhelming feeling of loss and unexplained feeling of absence that grips him and haunts him whenever he hears the sound of the jingle of a bell.

This almost comes as a foretelling of events. The story that unfolds bears a close resemblance to the one just narrated. Pari, the centre of Abdullah’s world and his affections, is sold to a childless couple in Kabul. The siblings too stunned and powerless to react live their lives in different parts of two different continents. Pari in affluence, Abdullah in poverty separated by fate,

conscious of each other’s need and painful absence. The novel moves on fast sweeping decades and generations within a few pages. The separation of the two is at the heart of the book an event that brings the various narratives together.

The non-linear fragmented narrative echoes the central theme of the novel -of loss and betrayal, displacement and atonement exile and home. Parwana and her sister Masooma, Nila Wadhati the enigmatic personality and famous poet, Roshni and Nabi makes for interesting character study. There are moments of searing pain, feeling of a lack, an absence and a presence

in absence that remind the reader of rational and the irrational, the seen and the unseen, dreams and intuitions having an equal share in life. For the first time Hosseini veers away from a description of strife torn land, from Taliban and the tragedies are more personal in nature.

Multiplicity of characters and events spanning many generations, description of lives lived in different lands in all that the novel assumes epic proportions. The journey takes us from Afghanistan to Paris to San Francisco to the Greek island of Tinos but the wish to see the two siblings coming together never leaves us. They re-unite but Abdullah is suffering from Alzheimer’s and cannot recognise Pari. The novel however ends on less than a happy note with the present less than an ideal one. Pari “...is happy enough to be near him with him her brother ...she feels herself engulfed in a wave of absolute calm “Abdullah is oblivious of her presence. Gripping a story as it is, And the Mountains Echoed is insightful and compelling at the same time. At the end of the long journey the reunion of the two most lovable siblings sharing the deepest bond comes Hosseini’s message loud and clear”...one is well served by a degree of both humility and charity when judging the inner workings of another person’s heart.”

A must read for every Hosseini fan.

“The world as we have created it is a process of our thinking. It cannot be changed without changing our thinking.” — Albert Einstein



SOCIO-CULTURAL EVOLUTIONISM

AND THE CONCEPT OF PROGRESS



Dr. S. Khyriemujat
Head, Department of Sociology

Socio-cultural evolution is an umbrella term for theories of cultural evolution and social evolution, describing how cultures and societies have developed over time. Although such theories typically provide models for understanding the relationship between technologies, social structure, the values of a society, and how and why they change with time, they vary as to the extent to which they describe specific mechanisms of variation and social change.

Anthropologists and sociologists often assume that human beings have natural social tendencies and that particular human social behaviour has non-genetic causes and dynamics (i.e. they are learned in a social environment and through social interaction). Societies exist in complex social (i.e. with natural resources and constraints) environments and adapt themselves to these environments. It is thus inevitable that all societies change.

While socio-cultural evolutionists agree that an evolution-like process leads to social progress, classical social evolutionists have developed many different theories, known as theories of unilineal evolution. Socio-cultural evolutionism was the prevailing theory of early socio-cultural anthropology and social commentary, and is associated with scholars like Auguste Comte, Edward Burnett Tylor, Lewis Henry Morgan, Benjamin Kidd, L.T. Hobhouse and Herbert Spencer. Socio-cultural evolutionism represented an attempt to formalize social thinking along scientific lines, later influenced by the biological theory of evolution.

In the later half of the nineteenth century, the concept of evolution assumed a central place in both the social and biological sciences. The most influential among the biological evolutionists was Charles Darwin, whose theory of natural selection provided a solid base for the explanations of biological evolution. Just as biologist traced stages in the development of the organisms, sociologists envisioned society as pro-

ceedings inevitably through a fixed set of stages – for example, from savagery through barbarism to civilization. This evolution was believed to occur in response to a set of ‘natural laws’ that explained each stage in the organisation of a society in terms of the stage that preceded it. Moreover, the idea of evolution was tied with idea of progress, development and advancement; each stage represented a ‘higher’ stage than the one before it, with the final stage in the series approximating societal perfection.

The early sociologists all believed in social evolution, the progressive of social patterns over long periods of time. Among others Auguste Comte, Lewis Henry Morgan and Herbert Spencer were particularly concerned with the identification of the types of stages through which they assumed all societies must pass.

Auguste Comte:

Comte like many of the Philosophers of his period in France, believed in progress towards a perfect society. He insisted, however, that it would come about not by political revolution, but by the proper application of a new moral science, which he named “Sociology” in 1839. Comte thus became known as the “Founder of Sociology”. The highest of all sciences, it would use the ‘positive’ scientific method of observation, experimentation and comparison to understand order and promote progress.

The road to perfect society involved the human intellect passing through three historical phases of sophistication, the theological, the metaphysical and the positive. The progress of knowledge, which is the underlying basis for his theory of evolution through the “law of the three stages”, is not only inevitable but also irreversible. It is in addition, asymptotic, that is we always approach, but never attain, perfect positive knowledge.

Comte’s description of each of the three stages is as follows: In the theological stage or the religious stage people thought all phenomena were caused by supernatural forces. Abstract forces of either a reli-



gious or secular type were considered to be the secure of knowledge in the second stage. In the positive stage i.e. the scientific period people developed explanation in terms of natural processes and scientific laws. At this point in a society's development it becomes possible to control human events. Comte contented that Western Civilization had already reached the positive stage in control of the physical environment and was on the verge of the positive stage with respect to social relations. Each stage not only exhibits a particular form of mental development but also has a corresponding material development.

Herbert Spencer:

Spencer saw evolution as a unilinear development, that is, as a solidity continuing accumulative process by which everything in the cosmos was continually being synthesized at every higher levels of complexity. He maintained that human society had followed a course of natural development, from relatively simple patterns of organisation to more complex structures, characterized by increasing specializations of parts.

Spencer held that the process of societal evolution followed inexorable laws of nature in that it led inevitably toward progress, toward the development of increasingly desirable and just forms of society. But Spencer also posited that there is equilibrium between population and food supply. Should the population growth exceed, the needed resources for survival, a struggle for existence will occur. Those individual who are best able to adapt to the new conditions will manage to survive.

Crucial to an understanding of Spencer's evolutionary model is the basis analogy between change in both biological and social organism. He suggested that an increase in mass or size in either of these organisms corresponds to "an increase in structure from a few like parts to numerous interrelated parts".

Both Spencer and Comte view the society as a kind of organism subject to the process of growth – from simplicity to complexity, from chaos to order, from generalization to specialization, from flexibility to organisation. They agreed that the process of societies growth can be divided into certain stages, have their beginning and eventual end and that this growth is in fact social progress – each newer, more evolved society is better.

Lewis Henry Morgan:

Another nineteenth century proponent of uniform evolutionary stages was Lewis Henry Morgan. His best-known work, *Ancient Society*, was published in 1877.

Morgan postulated that the stages of technological development and kinship systems were associated with different social and political institutions. On the basis of historical data, he concluded that culture evolves in successive stages that are essentially the same in all part of the world.

He described the progress of humankind through three main stages of evolution: Savagery, barbarism and civilization. But he also sub-divided savagery and barbarism into upper, middle and lower segment. He distinguished these stages in terms of technological achievements. The seven stages are in his words:

1. Lower stages of Savagery: From the Infancy of Human Race to the commencement of the next period.
2. Middle stage of Savagery, from the acquisition of a fish subsistence and a knowledge of the use of fire to etc.
3. Upper stage of Savagery, from the Invention of the Bow and Arrow to etc.
4. Lower stage of Barbarism, from the Invention of the Art of Pottery to etc.
5. Middle stage of Barbarism, from the Domestication of animals in the Eastern Hemisphere and in the Western from the cultivation of maize and plants by Irrigation, with the use of adobe brick and stone to etc.
6. Upper stage of Barbarism, from the invention of the process of smelting from Ore, with the use of iron tools to etc.
7. Status of Civilization, from the invention of a phonetic Alphabet, with the use of writing, to etc.

Morgan contended that each stage and sub stage was initiated by a major technological invention and each stage was correlated with characteristic development in the family, religion, political organization and property arrangement.

Emile Durkheim:

Emile Durkheim another of the “fathers” of sociology, developed a similar, dichotomal view of social progress. His key concept was social solidarity, as he defined social evolution in terms of progressing from mechanical solidarity to organic solidarity. In mechanical solidarity, people are self-sufficient, there is little integration and thus there is the need for use of force and repression to keep society together. In organic solidarity, people are much more integrated and interdependent and specialisation and cooperation is extensive. Progress from mechanical to organic solidarity is based first on population growth and increasing population density, second on increasing “morality density” (development of more complex social interactions) and thirdly, on the increasing specialization in workplace. To Durkheim, the most important factor in the social progress is the division of labour.

Anthropologists like E.B. Tylor in England and Lewis Henry Morgan in the United States worked with data from indigenous people, whom they claimed represented earlier stages of cultural evolution that gave insight into the process and progression of evolution of culture. Tylor and Morgan elaborated the theory of unilinear evolution, specifying criteria for categorizing cultures according to their standing within a fixed system of growth of humanity as a whole and examining the modes and mechanisms of this growth. Theirs was often a concern with culture in general, not with individual cultures.

Their analysis of cross-cultural data was based on three assumptions:

1. Contemporary society may be classified and ranked as more “primitive” or more “civilized”.
2. There are a determinate number of stages between “primitive” and “civilized” (e.g. band, tribe, chiefdom, and state).
3. All societies progress through these stages in the same sequence, but at different rates.

As mentioned above, both Spencer and Comte viewed the society as a kind of organism subject to the process of growth - from simplicity to complexity, from chaos to order, from generalization to specialization, from flexibility to organisation - each newer, more evolved society is better than the preceding one. Lewis Henry Morgan to subscribe to the view that socio-cultural evolution is a process by which the society progress from one stage to the next successive stage and that this phenomenon is uniform in all part of the world. However, every stage of progress is determined in term of technological advancement. Emile Durkheim on the other hand, recognizes social evolution in terms of progressing from mechanical solidarity to organic solidarity. Taking into consideration the various versions of definition and perspective of socio-cultural evolution, one fact stands out, that progressivism is indeed one of the basic ideas underlying the theory of socio-cultural evolution.

Ever find yourself turning over a random bottle or tube from your bathroom cabinet and wondering about all those ingredients? You'll find dozens of chemicals cited on personal care products these days, from toothpaste and deodorant, to lipstick and even baby shampoo. Look around your own bathroom and you will probably find numerous products with ingredients you can't even pronounce -- isobutylparabens, nitrosamine and sodium lauryl sulfate are all common chemical compounds that have made their way into our hygiene and beauty routines. While most of these products deliver chemicals in small doses, studies have shown that small doses of toxic substances can add up fast. But how exposed are we?

How many cosmetic chemicals is the average woman exposed to on a daily basis?

A. 20 - 40 B. 40 - 60 C. 60 - 80 D. 100+

The correct answer is D. 100+.



NATIONAL MATHEMATICAL YEAR '2012'

MATHEMATICS DEPARTMENT, SHILLONG COLLEGE

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National Seminar

(7th & 8th December 2012)

on "Mathematics ; The need of the hour"

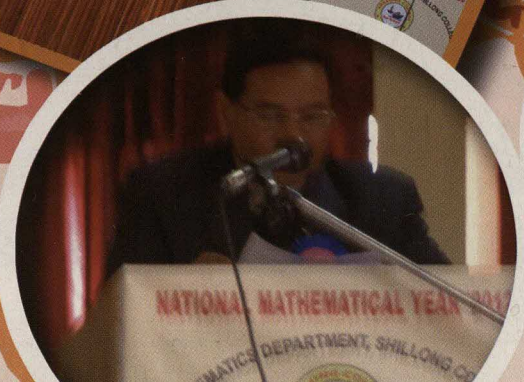
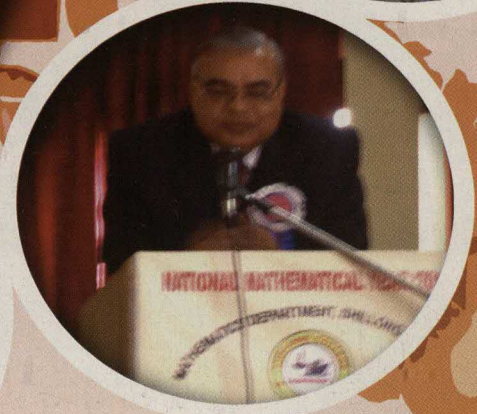
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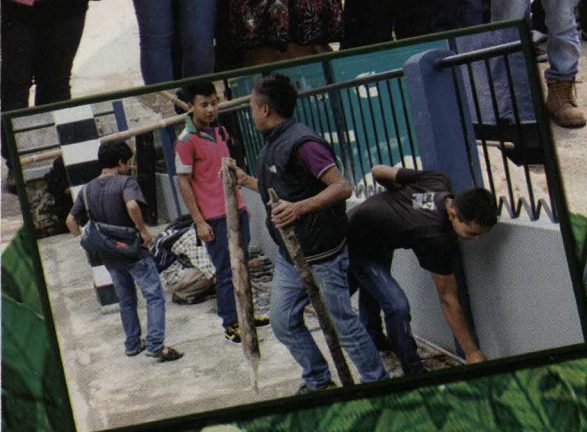
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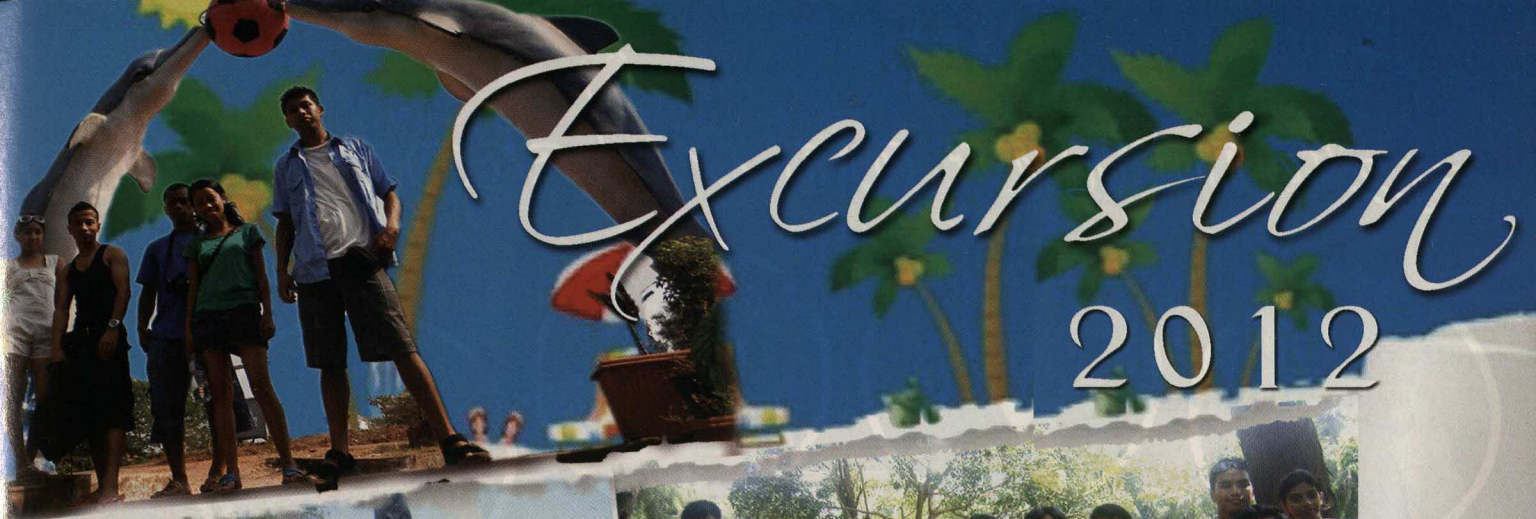


WORLD ENVIRONMENT DAY

2013

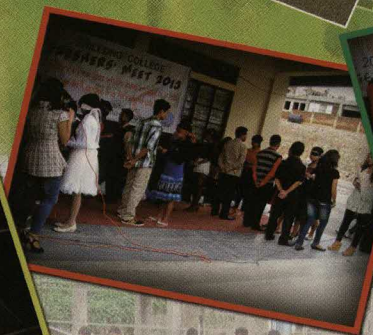
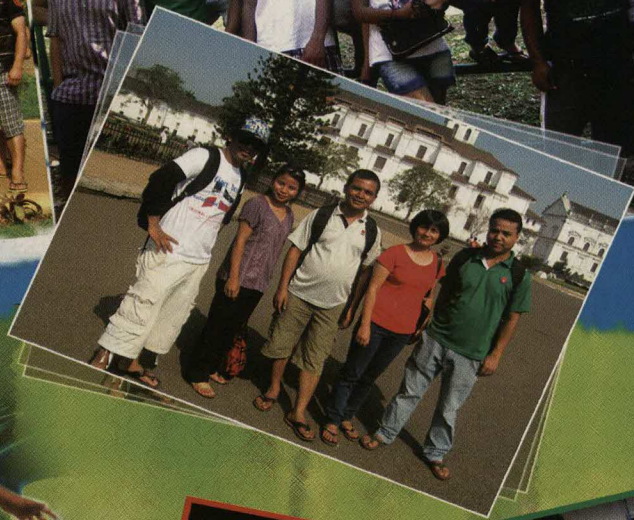
Think, Eat, Save





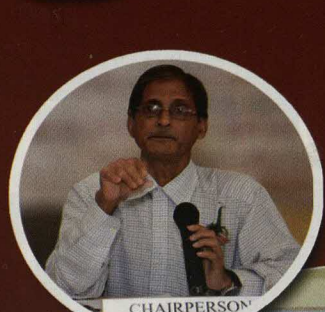
Excursion

2012

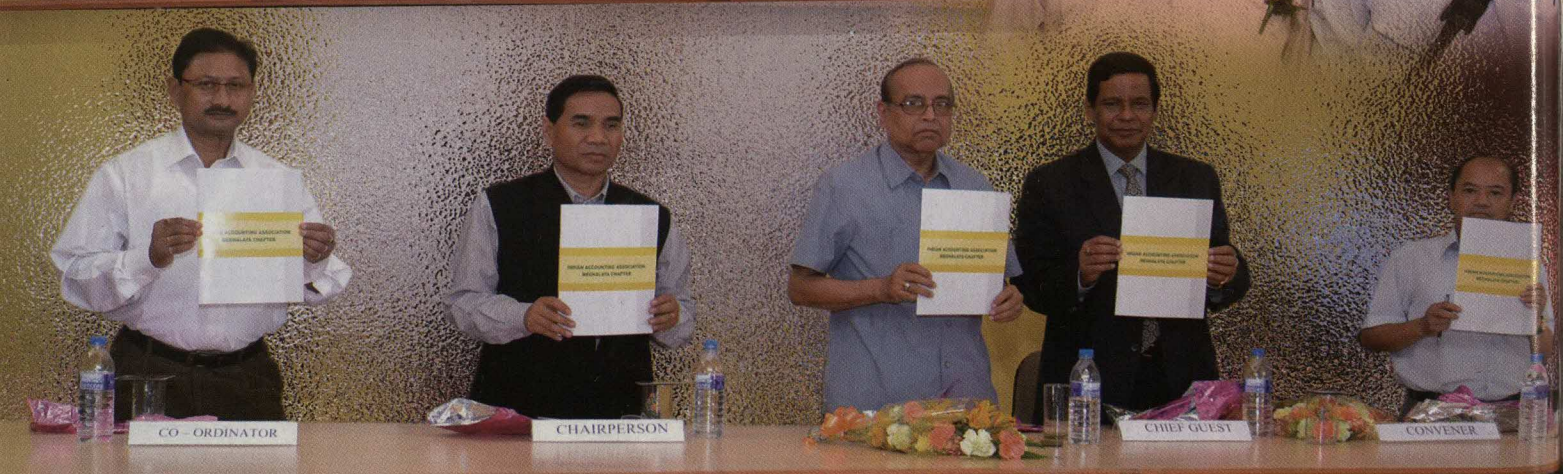
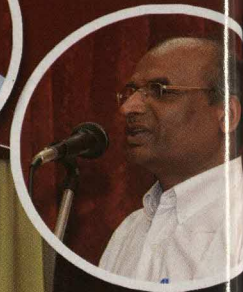


Freshers Meet

Seminar on Accountancy



CHAIRPERSON





Cataloging Records



Periodical
Indexes



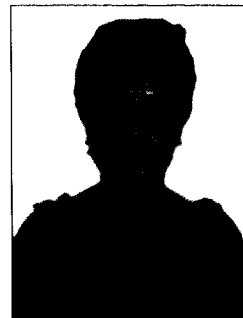
Database

Library
Automated
System

AUTOMATED LIBRARIES -FAST TRACK MODE

The internet has radically changed the world like no other technology before it. The user of the internet includes individuals, companies, governments, universities, teachers and business people etc to name a few. Today the internet forms an essential infrastructure of the society, quite as par with roads, telephones or electrical power. The internet holds an enormous amount of information: news, reference, entertainment, education and much much more. It is fast becoming a medium of business, communication, education and entertainment. Online transaction, reading of news daily etc are becoming very common over the net. At the click of a button, it is possible for a user in Shillong to access/ retrieve any information over the internet through his or her personal computer (PC) to/ from a very wide audience anywhere in the globe. Some of the important services available through internet are e-mail, on-line chat, video conferencing, e-commerce, blog, social networking etc. One such importance services via internet these days are digital libraries which are virtually set up in different parts of the world. A digital library is a library in which information knowledge are collected and stored in electronic medium format and accessible via internet in computers, tablets, etc. It is well recognized that libraries all over the world are undergoing transformation, especially owing to the development in information and communication technologies. There are a number of digital libraries and archives set up by educational institutions and other organizations all around the world. Each one has something to offer to researchers, students, and teachers. Most of the digital libraries are link to a common gateway which acts as an online catalog of libraries. One such kind is the **WorldCat** which is the

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world's largest network of library content and services. WorldCat libraries are dedicated in providing access to their resources on the Web, where most people start their search for information. WorldCat connects library users to hundreds of millions of electronic resources, including e-books, licensed databases, online periodicals and collections of digital items. In India, the central government has taken the initiative to set up a digital library which is called the **Digital Library of India** that benefits academicians including students from various fields and this is hosted by ER-NET, which is an autonomous scientific society under the administrative control of Department of Information Technology, Government of India and having one of the largest nationwide terrestrial and satellite network located at the premier academic and research institutions in major cities of the country. The contributions that are made to this library are from IIT, Hyderabad, Indian Institute of Science, Bangalore, Carnegie Mellon University, USA, and many more. A major initiative that was taken by the University Grants Commission (UGC), India is the UGC INFO-NET Digital Library Consortium which aims to bring a qualitative change in academic libraries in India. It was formally launched in December, 2003 by the then President of India, Honourable Dr. A P J Abdul Kalam. The programme was set up by the Chairman, UGC and it was the result of an understanding and co-operation between UGC, ERNET, the inter university centre (IUC) INFLIBNET, national and international publisher, etc. The programme is wholly funded by UGC and monitored by INFLIBNET centre, Ahmedabad. The whole programme has been implemented in



different phases. INFLIBNET Centre will subscribe resources based on the recommendations of National Negotiating Committee set up by UGC in the 10th plan period. The universities covered under UGC are the primary beneficiaries. However, this scheme will be extended to colleges very soon. So far 100 universities out of 171 Indian universities under the purview of UGC have been provided access to these journals and it is gradually entering to the affiliated colleges as well.

There are several other libraries which are easily made accessible to students via internet. For example to name a few, there is **Scribd**, which is the world's biggest digital library featuring the first ebook subscription service allowing readers to read books even on the smartphone, iPad etc. Then there is **wePapers** which is a document-sharing website, geared mainly towards college and university students, although fully accessible by anyone. **wePapers** allows users to share and find documents within various academic

fields. **wePapers** also allows users and classes to create virtual communities. **Internet Archive** is another non-profit digital library offering free universal access to books, movies and music, as well as 359 billion archived web pages.

Education and Library are two inseparable entities, both being fundamentally and synchronically related to and co-existent with each other. Education cannot exist alone in the absence of library and library has no meaning if it cannot impart education. A well managed library is the foundation of modern educational structure. Digital libraries have obvious roles to play in formal learning settings by providing teachers and learners with knowledge bases in a variety of media. In addition to expanding the format of information (e.g., multimedia, simulations), digital libraries offer more information than most individuals or schools have been able to acquire and maintain. The promise is one of better learning through broader, faster, and better information and communication services.

Do animals have a "sixth sense" that helps them to escape natural disaster

If so, paying close attention to that "sixth sense" would put us well on the road to a fail safe early warning system, which might save countless lives. On December 26, 2004, a magnitude 9.0 earthquake in the Indian Ocean created a tsunami that claimed hundreds of thousands of human lives. But, amongst all that destruction, no mass animal deaths were reported. Along India's Cuddalore coast, thousands of people perished, while buffaloes, goats, and dogs were found unharmed. Did the animals sense and react to impending disaster by moving to safe locations? It would seem so

Butterflies - Angels on Wings



As a young girl, I loved watching butterflies simply because they are so beautiful. On bright sunny weekends, when our school would usually be closed, I would get up a little early so that I could complete my homework and join the other kids in playing games. Those days, there were very few houses in my neighbourhood as I still remember clearly the wide open grass-fields adjacent to our house which served as our playground. Parts of it nurtured weedy plants such as Lantana camara, Rumex sp., Eupatorium spp, Clerodendron sp. etc which seemed the favorite place for my 'winged fairies' my own term for the butterflies. While my other friends would end up being disappointed if they were disqualified from the game, for me it provided the perfect opportunity to run to the bushy part of the field and look for my winged fairies. The moment I spotted one, I would run and follow it from one flower to the other, wanting to know how it feels like to touch its bright and colorful wings. Unfortunately, things changed with time and the town where I grew up grew along with me. Now, all the empty spaces are occupied either by roads or by buildings, leaving very little space for my winged fairies. My love for butterflies began for their beauty but as I grew up I understood that they render numerous valuable services in the natural ecosystem and have been ultimately useful for the humankind. As a teacher now, while teaching lessons on biodiversity, I would always mention to my students that each and every species play an important role in the environment and so do the butterflies. Therefore, conserving them should be our goal and we should also create awareness about their importance to our friends and fellow humans.

As thought by many, butterflies are indeed the most beautiful and interesting insects as they are diverse and found in many colors and sizes. Worldwide, there are more than 28,000 species of butterflies, living in all sorts of habitats including grasslands, forests, and the Arctic tundra. About 80 percent are found in tropical regions with India alone having over 1300 species. They are often confused with their equally attractive and colorful close relatives, the moths. An easy way to distinguish between the butterflies and the moths is through their activity, habit and periods. Butterflies are diurnal with clubbed antenna whereas most moths are nocturnal and have feathered antennae. Butterflies love to bask in the sun because they are cold blooded and need the warmth to maintain and meet their daily energy needs. Using their proboscis, which act as a straw,

Dr. M. B. Lynser

Environmental Science Studies

they feed on not only the nectar of flowers, but also from the sap of trees, mineral licks from soil and streams and rotting organic material. Unfortunately, only few people realize that these beautiful organisms also perform many vital roles in the natural functioning of the ecosystem which is ultimately crucial to maintain the survival of life on this earth.

Like many other winged insects, butterflies' most important role in the nature is that of pollination. The diet of adult butterflies consists mostly of nectar from flowers. While gathering nectar, the butterflies pick up pollen on their feet and wings and transfer it to neighboring flowers and plants, continuing the life cycle of many plants that other animals depend on for survival. Butterflies also help in natural pest control. As caterpillars, some butterflies feed on aphids, a destructive pest for many economic plants, thus helping in biological control of pest population. Some adult butterflies eat rotten fruit, thus contributing to the biological decomposition process. At the end of their short life, butterflies help the environment simply by providing nourishment to other creatures such as birds, bats, and other insectivorous animals (frogs, lizards and snakes). They are also an important element in the food chain as they comprise the diet of mammals, birds, bats, frogs, lizards and snakes. Their role as valuable indicators of a healthy environment and healthy ecosystems has increasingly been recognized, both for their rapid and sensitive responses to subtle habitat or climatic changes as well as an important ecological and conservation flagship taxa.

At present, the existence of many species of butterflies is endangered because of a number of anthropogenic factors such as massive destruction of their habitat, use of variety of pesticides in the crop fields and, declining population and disappearance of host plant. The recent unpredictable shifts observed in the patterns of climate and weather has just intensified the process of species loss. Today in order to conserve the remaining butterfly species, we have to take a solemn pledge that we would restrict and stop those activities which harm the environment. It is important because conserving butterflies will not only improve the natural environment but also would eventually enrich the quality of human life and open up a vista of our sustainable future.



Chemistry is a fascinating science

Mr. N. P. Jyrwa
Department of Computer Science



DO YOU KNOW SOME OF THESE INTERESTING FACTS ?

Although oxygen gas is colorless, the liquid and solid forms of oxygen are blue.

The human body contains enough carbon to provide 'lead' (which is really graphite) for about 9,000 pencils

The rarest naturally-occurring element in the earth's crust may be astatine. The entire crust appears to contain about 28 g of the element.

Hydrofluoric acid is so corrosive that it will dissolve glass. Although it is corrosive, hydrofluoric acid is considered to be a 'weak acid'.

One bucket full of water contains more atoms than there are bucketfuls of water in the Atlantic Ocean.

Approximately 20% of the oxygen in the atmosphere was produced by the Amazon rainforest.

Bee stings are acidic while wasp stings are alkaline.

Hot peppers get their heat from a molecule called

capsaicin. While the molecule acts as an irritant to mammals, including humans, birds lack the receptor responsible for the effect and are immune to the burning sensation from exposure.


Liquid air has a bluish tint, similar to water.

Cops got the nickname because buttons on their uniforms used to be made of copper metal. In England, policemen were nicknamed "coppers" and the US has shortened this to "cops."

Diamond does not melt in acid. the only thing that can melt is the intense heat.

lightning is 3 times hotter than the sun.
The word "**plumbing**" comes from the word "plumbum", which is the old name for lead and the origin of its symbol Pb. Modern plumbing uses pipes made from PVC or copper rather than lead, which is highly toxic. However, you may find copper pipes with lead solder. Hard water tends to form mineral deposits which can protect against lead leaching into the water.





Caring for the Earth

amidst progress



Ms B. M. Laloo
Department of Chemistry

We are a privileged generation thriving at an age where the best of arts and culture exist alongside revolutionary scientific knowledge. Mankind has indeed come a long way ever since the apple fell on Newton's head. Through the ages, we have witnessed how scientific thinking has changed the way people live. It has improved living conditions, raised the health standard and made mankind more attuned to the world and what it has to offer.

Man has drawn many an inspiration from the wonders that envelope him in the form of the multifaceted intricacies of Mother Nature. Whether it be on a painter's canvass, a poet's reverie or a thump on the head by a deliciously ripe apple, nature has always provided the answers as well as the questions.

Fast forward to the present times and mother earth is still her generous self. Mankind with its ever growing needs claims any scrap or shred of resources that she can spare. The face of the earth as such has been witness to innumerable changes and alterations. A majority of such transformations have unfortunately been more detrimental rather than beneficial for the health and well-being of the planet. The rampant and wanton plunder of forest cover, the unscientific tapping of

natural water resources, the callous disposal of hazardous wastes, the spewing of smoke into the air are but a mere fraction of the several agonies inflicted upon the earth. The consequences of man's unchecked encroachment and exploits of the earth resources are severe. All over the world, there is a rise in global temperatures. Forest and bush fires are a frequent phenomenon. Drought, famine accompanied by disease and illness in many countries.

So while there has undoubtedly been a spurt in scientific progress, we see that at the same time the threats and dangers to our eco-system has also multiplied many fold. A few of the rare commodities that no amount of scientific calculations and observations can replace are fresh air, clean and clear drinking water, a stable and balanced eco-system. The call of the hour is to take conscientious steps into the future bearing in mind that any kind of advancements mankind might make would prove futile without a hospitable planet to support them.

Mother earth in all her splendour and wealth will always be a beacon we look to for new thoughts and notions. She should be cherished and cared for, for the sake of the generations to come.



MICROBIOLOGICAL ASPECTS OF MUSHROOM SPAWN PRODUCTION.

Mushrooms are fruiting bodies of certain basidiomycetes fungi. Thus, they do not contain chlorophyll. They are saprophytes and obtain their food by colonizing dead organic matter. Mushroom / fruiting body is initiated as a small white ball, which continues to grow and elongate to produce a stem and a cap that begins to open up like an umbrella. The upper side of cap is smooth while its underside has radial lamellae (ridge – like structure) or gills which are relatively darker in colour. Numerous tiny spores are produced under the cap on gills and are ultimately released when they attain maturity. In nature, mushrooms multiply by producing millions of spores. When spores are fallen in a suitable environment, they germinate and branch to form a mycelium. The vegetative body is made up of filamentous, tubular structures called hyphae. The mass of hyphae is termed as mycelium. When the mycelium derives enough food from the substratum under favorable conditions, the sporocarps (fruit bodies/ mushrooms) are produced.

Mushrooms are occurring seasonally in many parts of the world in various habitats ranging from sandy plains to tropic forests and green meadows to roadsides. Mushrooms are produced by about 4,000 species of basidiomycetes, of which nearly 2,000 are edible. Out of these, about a dozen species have been brought under cultivation on commercial scale. The species grown more commonly and having good export potential are *Agaricus bisporus* (white button mushroom), *Volvariella* spp. (paddy straw mushroom), *Pleurotus* spp. (Oyster mushroom).

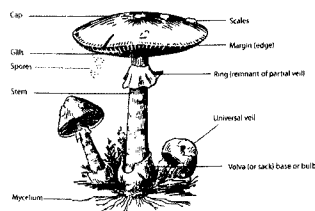
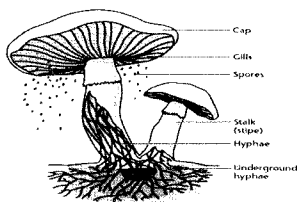


Fig 1: Mushroom.



Mr. Zoliansanga

Head, Department of Microbiology

The major constraint in mushroom production is non availability of spawn. Mushroom spawn production involves sophisticated technology with high investment requiring laboratory and equipments with accessories. Spawn is the seed material used for mushroom cultivation. It is the vegetative mycelium from a selected mushroom grown on a convenient suitable supporting medium like wheat, pearl millet, sorghum, etc for raising mushroom crop. In other words, spawn could be regarded as analogues to the seeds of the higher plants. Spawn is the basic material which decides the success or failure on the production of a particular mushroom. The entire process of mushroom spawn production is carried out in scientific laboratory. The steps involved in spawn production are similar for all the commercially cultivated mushrooms. The yield and quality of spawn is governed by the genetic make-up of the strain used, quality of substrate used and the absence of contaminants. The process of making spawn on grain was introduced by the inventor, Professor J.W.Sinden of Pennsylvania State University in 1932 and the Pennsylvania State University held patents on it. Grain spawn had an advantage over manure spawn as it could be mixed easily and provided many inoculum points. Licenses under the patent were available to any laboratory qualified to make the grain spawn

Requirement for spawn lab :

- A. Land and building : Five roomed building will be essential to start spawn lab.
1. Media room - Devoted to prepare media for culture tube and spawn bottle
2. Inoculation chamber - The maintenance of aseptic condition in inoculation chamber is a must for production of quality spawn .
3. Incubation Chamber - The incubation chamber will



be air tight fitted with light and U.V. Light. Air conditioning machine can be fitted to maintain desired temperature.

4. Office room
5. Store room

B. Equipment and Machineries :

- (a) Autoclave : For sterilization of the media in culture tube and wheat medium in spawn bottles.
- (b) Furniture : To keep spawn bottle or pouches, some iron racks are needed in incubation chamber. One table, with two stools are to be kept in inoculation chamber. A long table will be kept in media room along with some stools.
- (c) Accessories : (i) Weighing balance (ii) Gas burner with cylinder (For boil wheat and to prepare media for culturing)
- (d) Glass wares, chemicals and raw materials : culture tube, inoculation needle, measuring cylinder, dextrose, plastic basket, Agar agar, Formaldehyde, Distilled water, Cotton.

Methods of spawn production :

There are four steps involved in spawn production :

- 1) Preparation of pure culture. 2) Preparation of substrate. 3) preparation of master culture / mother spawn. 4) Commercial spawn preparation

1) Preparation of pure culture: Establishment of a pure culture of the desired species is the first step for spawn production. A pure culture can be obtained by tissue culture of the small piece of the fruiting body as well as spore culture of the desired mushroom in a culture medium. By two or three frequent transfers to fresh sterile medium slants (sub culturing), the pure culture is obtained. This pure culture can be used as stock culture, which can be used for preparation of spawn. The isolation and culturing of mushroom tissue requires technical expertise and highly aseptic conditions.

In tissue culture, a well grown mushroom with membrane covering the gills is selected and the basidiocarp after alcohol sterilization is break or tear lengthwise into 2 halves (do not cut it with a knife, since contaminants from the surface can stick to the blade).

Do not touch the inner surface with your hands. Use the heated scalpel to remove a small piece (2x2 mm is sufficient) of the inner tissue. Bits from collar region are transferred to pre sterilized PDA (Potato Dextrose Agar -materials required for preparation of 1 litre PDA medium : Potato- 200g, Dextrose- 20g, Agar agar- 20g, Distilled water- 1litre) or MEA(Malt extract agar) culture medium using forceps under aseptic condition. The Petri-plates are incubated at $25\text{ C} \pm 2\text{ C}$ in BOD incubator for one week. The mycelium covers the entire surface in a weeks time and culture becomes ready for further multiplication. Mycelium from growing edges is carefully transferred to MEA/PDA slants and again incubated for 2-3 weeks to obtain pure cultures. The mycelium should be white and grow out from the tissue. If yellow, blue, green or grey mycelia form on other places on the surface, then these are fungal contaminants. A creamy, shiny growth often indicates bacterial contamination.



Fig.2: Break or tear the mushroom lengthwise and remove a small piece (2x2 mm is sufficient) of the inner tissue from the central shaded region by using the heat sterilized scalpel .

In spore culture method, the spores are collected from alcohol sterilize well developed fruiting body on a petriplate/sterilized paper. Millions of spores are collected within 48 hours and then serially diluted. Loop full of spores are then inoculated to the PDA or MEA slants under aseptic condition. These slants are then incubated at $25\text{ C} \pm 2\text{ C}$ for 2 weeks to obtain pure culture. By two or three frequent transfers to fresh sterile medium slants (sub culturing), the pure culture is obtained. This pure culture can be used as stock culture, which can be used for preparation of spawn.



Fig 3 : Stock Culture.

2) Preparation of substrate: Preparation of master culture / mother spawn begins with substrate preparation. Mushroom spawn can be prepared on any kind of cereal grains like wheat, jowar, bajra or rye and agricultural waste like corn cobs, wooden sticks, rice straw, saw dust and used tea leaves, etc. Gramina-ceous grains (namely paddy, wheat, sorghum, maize etc.) are used as substrate for preparation of spawn. It is desirable that the grains has not been treated with insecticides or fungicides. Cereal grains should be free from diseases and should not be broken. The grains selected should not be old and insect damaged. Most of the cereal grains are good substrate for oyster mushroom (*Pleurotus* spp.) and paddy straw mushroom (*Volvariella volvacea*).

Different steps of substrate preparation are as follows : The grains are thoroughly washed in sufficient water three to four times to remove soil debris, straw particles and undesirable seed of grasses, weeds, etc. Washed grains are then soaked in sufficient water for 20-30 minutes and boiled in a container for 20-25 minutes . Excess water from the boiled grains is removed by spreading on sieve made of fine wire mesh or muslin cloth. The grains are left as such for few hours on the sieve so that the water on surface is evaporated. Now the grains are mixed with Gyp-sum (Calcium sulphate) and chalk powder (Calcium carbonate) so that the pH of the grains is around 7 to 7.8 and they do not form clumps. Different people have given different ratios for mixing Gypsum and Calcium carbonate. The best results have been obtained by using 20 g Gypsum and 5 g chalk powder for 1 kg grains (dry weight basis). First, Gypsum and chalk powder are separately mixed and then they are thoroughly mixed with the grains. This mixing should be done on a smooth surface after wearing gloves.

3) Preparation of master culture / mother spawn: Mushroom spawn prepared by inoculating the pure culture of the desired mushroom species after its full growth is called 'mother spawn'. About 350 g prepared substrate is filled in glucose/milk bottles upto 2/3 volume and plugged with non-absorbent cotton. The plugs are covered with aluminum foil. These bottles

are then autoclaved at 22 lb p.s.i. pressure at 126 C for 1.5 to 2 hr. These autoclaved bottles are left in the room for 24 hours for cooling and are kept on laminar flow under U.V. tube for 20-30 minutes before inoculation. A piece of mycelium (pure culture) grown in Petri plates is aseptically transferred to these bottles and inoculated bottles are incubated at 25 C. Inoculated bottles are gently shaken on 5th and 10th day. *This spawn prepared using pure culture mycelium on agar medium in Petri plates as inoculant is referred as mother spawn.* Fully colonized mother spawn bottles can be used for inoculating commercial spawn bags after two to three weeks. Incubated bottles are incubated at 22-25C for *Agaricus bisporus*, *Pleurotus* spp. and *Lentinula edodes* but at 30C for *Volvariella* spp.



Fig 4: Mother Spawn

4) Commercial spawn preparation : Commercial spawn can be prepared in polypropylene bags (heat resistant). Polypropylene bags should have double sealing at the bottom and after filling the grains, they are plugged with the help of a PP neck and non absorbent cotton. The bags are then sterilized at 22 lb p.s.i. pressure for 1.5 to 2 hours. Autoclaved bags are shaken well

before inoculation so that the water droplets accumulated inside the bags is being absorbed by the grains. The sterilized bags are kept on the laminar flow under U.V. tube for 20-30

minutes. One bottle of master spawn is sufficient for inoculating 25 to 30 commercial spawn bags. Always use well grown mother spawn (18-20days old). Inoculated bags are again shaken so that the inoculum is well mixed with other grains. Then, the bags are kept in incubation room for mycelium spread. During incubation, the bags are regularly examined for mould infestation. Contaminated bags should be immediately

removed to avoid build-up of contamination in the vicinity. Normally it takes 15-20 days for complete spread of mycelium on the grains. Fully colonized bags should be kept in cold room (+4 C) for future use. The spawn of button mushroom, *Pleurotus* can be stored at this temperature. However, neither the culture nor spawn of *Volvariella*, *Ganoderma* and *Calocybe* is stored below 15 C (Table 1).

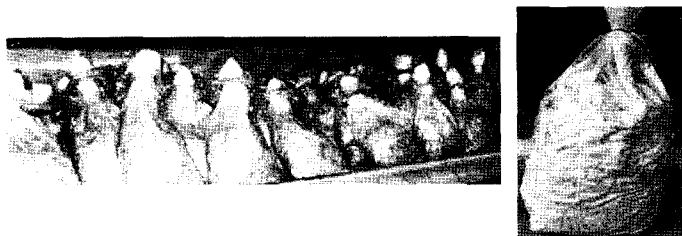


Fig 5 : Commercial Spawn.

Spawn storage and its transport

Freshly prepared spawn should be used because the mycelium is in the state of active growth. The spawn bag after completion of growth maintained of 2-3 months. Earlier spawn was prepared in milk or glucose bottles, which was difficult to transport from one place to another. Heat resistant polypropylene bags have replaced milk or glucose bottles for spawn preparation and transport. Ready spawn in polypropylene bags should be packed in well ventilated cardboard cartons and maintained at 2-4 C in storage. The spawn is transported from one place to another in refrigerated vans or during night when temperature does not rise above 32 C

Microbial Technology Laboratory Instruction :

1. Always keep the inoculation chamber and its surroundings very clean.
2. Switch on UV tube in the inoculation chamber for 30 minutes before inoculation by keeping sterilized substrate, forceps, cultures inside the chamber.
3. Inoculation is always done near the gas burner / spirit lamp flame to avoid contamination.
4. The working person should swab his hands and inoculation chamber using alcohol.
5. Spawn should grow fast in the bottles, should be silky white in colour and should never show fluffy growth.
6. All grains should be covered by the mycelial growth and fresh spawn should have mushroom odour.
7. Mother spawn should not be used beyond 3-4 generations as it starts degeneration.

Fresh spawn gives higher yield, therefore spawn should never be stored for more than a month.

8. All the bottles must be labeled indicating firms name, species, date of inoculation to know the age and type of spawn.

Conclusion :

To meet the ever growing demand for mushroom, it is essential to have one spawn lab in each block of 50 to 100 mushroom growers. It is desirable to have one's own mushroom production farm for every spawn grower to know the efficacy of his own spawn as well as demonstrate the mushroom production technology to others which will promote the sale of spawn. By this, both spawn unit and mushroom farm will be economically viable.

How does sunscreen works?



Sunscreen combines organic and inorganic chemicals to filter the light from the sun so that less of it reaches the deeper layers of your skin. Like a screen door, some light penetrates, but not as much as if the door wasn't present. Sunblock, on the other hand, reflects or scatters the light away so that it doesn't reach the skin at all.

The reflective particles in sunblocks usually consist of zinc oxide or titanium oxide. In the past, you could tell who was using a sunblock just by looking, because the sunblock whited out the skin. Not all modern sunblocks are visible because the oxide particles are smaller, though you can still find the traditional white zinc oxide. Sunscreens usually include sunblocks as part of their active ingredients.

What Sunscreens Screen?

The portion of the sunlight that is filtered or blocked is ultraviolet radiation. There are three regions of ultraviolet light.

UV-A penetrates deeply into the skin and can lead to cancer and premature skin aging.

UV-B is involved in tanning and burning of your skin.

UV-C is completely absorbed by the earth's atmosphere.

The organic molecules in sunscreen absorb the ultraviolet radiation and release it as heat.

PABA (para-aminobenzoic acid) absorbs UVB

Cinnamates absorb UVB

Benzophenones absorb UVA

Anthranilates absorb UVA and UVB

Ecamsules absorb UVA



Ka Kyrdan

U RANGBAH KHASI

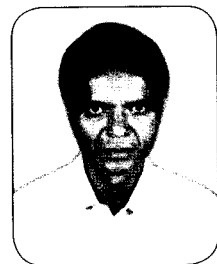
Katkum ba lah ban lum jingtip naduh ba sdang ka jait bynriew,ia u Rangbah Khasi la ju khein ba u long – u khatarbor,u khyndai bah ryntieh,u ‘nai khatsaw synia,u ‘lur mangkara,u simpah u simsong,u rang phawar u rang kynih,u khun dap shynrang,u nong-sait thma sait ktien,hynrei kaba kham sngew phuhmut phuhmat eh ka dei ka nam ba u long u kni u kpa.

Napdeng kat kitei ki jing pynkup burom ia u Rangbah ha ka sain pyrkhat u khasi,hangne ngan kdew shwa tang artylli ki phang ba kongsan,kum u kpa bad kum u kni.U Rangbah khasi u don ia ka jingkit khlieh kaba khraw namar u hap ban tynrong ia ka jingkit kaba khia ha baroh ar tylli ki tyrpeng.

Kum u kpa,u rangbah u dei uba ha khlieh eh jong ka ing,ka kyntien jong u ka dei ka hukum bakhatduh eh ia ka ing,ka tnga bad ki khun kim ju pynlah ne leh trai khlieh lada u kpa u tip ia ka kyrdan jong u kum u kpa.U kpa u long u nongpyndap nongpynbiang,u nongsneng u nongkhraw ia ki khun ki kti:dei u kpa u ba ai ia u sohpet u ksai bad iaka longrynieng,dei na kane ka daw ba ki khasi ki burom bha ia ki kmie kha bad tang shu ioh khun thymmai ki shait sngewtynnad ban ai thum shwa ha ki kynja kmiekha.Kane baroh ka long ym tang namar ba ki burom ia ki kha ki man ,hynrei dei namar ba ki burom ia u kpa u ba long u khlieh jong ka ing ka sem.Bad haba u kpa ym don shuh ka jingburom meikha,bakha ruh ka la stieng shibun.

U Rangbah kum u kni jong ka kpoh,u don ka kyrdan kaba khraw bad ka kamram kaba khia

Mr. H.Marwein
Department.of Khasi



namar u bat ia ka niam ka rukom,upyniaid ia ka knia ka khriam jong ka kpoh bad u bujai ia la ki para pyrsa bad lada don ei ei ka byn beit bym biang hapdeng ki para ki pyrsa,dei u kni u ban pynbeit bad u ban ai buit ai mynsiem lada ki don kano kano ka jingeh ne dum ka jingmut jingpyrkhat.U kni u long ruh u nongiada ia la ka kur ka kmie (kpoh) na ka jing ban bein jong ki briew.U kni ruh u long u ruh u nong pyniaid ia ka kyndew ka shyiap bad ha ka poikha poiman kat bym pat poi u kni kin ym lah ban shim kano kano ka rai.

U Rangbah khasi um tang u kni u kpa jong ka ing ka sem ne ka kur ka jait, hynrei u long ruh u nongiada ia ka jait bynriew bad ia ki riti ki dustur.Dei tang u Rangbah ba lah ban shong dorbar bad ban bat ia ki kam shynshar bad kam bishar bad dei tang ha u rangbah ba la pynkham pynksoh ia ki ‘nam iawbeiehtieh iawbei’dei ki rangbah ba kynhoi ba risa ha madan shad lat, ba phawer ha ka ksaw ka kpong,ba pynieng ia u maw shynrang maw khyntiei bad dei tang ki khun kha rangbah kiba leit rah ia u pynkham pynksoh ha ka shad meikha bad dei u rangbah uba long ksiang ha ka poikha poiman .Dei ki rangbah kiba la ia leh shitom ban iada ia ka ri khasi na ka jing shah thymbor haki nongwei,dei na kata ka daw ba ia ka ri khasi jong ngi la khot” ka Ri umsnam u kni u kpa”



Kat kane ka jingkhraw ka nam ka kyrting u rangbah khasi katkum ka saindur u longshwa manshwa,hynrei haba phai pat sha ka juk thymmai mynta ngi lah ban ong ba ka kyrdan u rangbah khasi kum u kni ha ka ing kur ne ha ing khun kum u kpa haba shim khyllum i kumba ka la synjor bad hiar arsut.Ka daw ba kongsan khlempep dei namar bymdon shuh ka jingkitkhlieh bad jingsngew longtraí.Kum u kni ha ingkur um don por shuh ban sneng ban khraw ia la ki para ki pyrsa bad ka jingburom ia la u kni kala duna shibun namar ki nuksa jong u.Don ka jingong ba kum kine ki mih naka jingbym ioh shuh bynta u rangbah na ing kur haba u mih ban leit shong sha ing khun,hynrei kane ka lah ban long tang ka jing pyllait jynhaw namar bym don shuh ia ka jing kitkhlieh ia la ka kamram kum u kni.

Kum u kpa ruh u rangbah khasi haba sha peit kyllum i kumba ka kamram kpa kala hiar shibun haka imlang sahláng.Balei kein ka long kumne?ha ingkur ruh ymlong ha ing khun leilei ym don jaka,long thik kum ka sla dieng ba shah kynting mon haka lyer.Hato kane kam dei baka mih na ka jingbym don shuh iaka jing kit khlieh bad ka jingsngew trai?Ka daw ka lah ruh kumba ioh sngew don ki longkmie ba kham ioh kham kot kine kim khein kor ia jing trei u rangbah bad ki kynnoh ia u ba u long tang "u poiei" kane ka pynshlur ia ki khun ban leh mon bad ban ym sngap ne burom iala u kpa khamtam leilei lada ki kiaw ki kthaw dei kiba ioh ba kot kiba lah ban pyndap pynbiang ia ki khun ki ksiew,kane kan pynlong ia u kpa ban sngew nongwei bad un ym nud ban leh trai bad ban sneng ban kraw iala ki khun ki kti.Ka jing synjor bad jinghiar ka kyrdan long briew man briew jong u rangbah ka dei naka rukom im bad ka akor la jong,bad haba la shah kren sa kynnoh ia ki wei.Lada u rangbah um iaid ha ka lynti ba dei kumba la saindur u long shwa manshwa kumno un sneng un kraw bad khmieh lynti ban ioh iaka burom,lada ialade u im lyngkar,ki para ki pyrsa ki lah ban tieng ia u kum u khla hynrei kin ym tieng burom daka jingieit.

Hynrei lada ngi pyrkhat sani bha,ngim dei ban shu kynnoh ia u rangbah haka jinghiar ka kyrdan long kni long kpa khlem da tip bha ia ka daw.Ka daw ba pynlong ia ka kyrdan jong ki ban hiar ka lah ban long na ka jing pynjem rngiew ia u rangbah lyngba ka jingiakren madei mata .Hana ha ing khun,udei"u khun ki briew"u bym don ne ioh bynta eiei iaka spah ka phew ha ing tnga bad ki khun,wat la u dei"u kpa u ba lah u ba iai"ha ingkur ruh don ka jing peit ibein ba u dei u ta"u ban leit kamai sha ing ka kur ki briew".

Sa kawei pat ka daw kaba pynklumar jingmut ia u rangbah khasi ka lah ban dei naka jingbymbiang ka dustur ioh pateng,kane lehse ka pynsngew synjor iaka jinglong khamtam leilei lada u dei tang u nongbylla sngi,uba ka jingioh pateng ka long "tang ar tylli ki kti bad ar tylli ki kjat ".U sngewpoh ban leit ia panja khlem nala ki para ki pyrsa haba u pang u niun.u Rangbah u tip ruh ba lada um lah ban pynbiang ia ka jingdonkam ha ing khun un shah peit ibein ha ka tnga bad ki kur jong ka.Lada ki khep ki kham dawa,ka lok bad ka kiaw ki sin ki rngop haduh ba u rangbah u pynphai nia da ki jingbuaid ka tanglang bad ka jingiapynpra khiew ja.

Ka por kam pat dier ban pyrkhat bad ban tei thymmai biang ia ka main rangbah ba la sator .Kaba kongsan eh ka long ba u rangbah u dei ban don ia ka jingkit khlieh bad jingsngewtraí la ha ing kmie ne ha ing khun.Shisyndon la dei ban kyntait noh ia ka jingkren ba pynsniew bad pyntlot ia ka jait bynriew kaba ialam sha ka jingsynjor ka bor bad ka kyrdan u Rangbah.Horkit hordang ngim dei shuh ban sin ia u rangbah da"U Sisamkhmut,ha ing tnga u dei u khun ki briew,ha ing kur ruh ki ong u ban leit kamai ha ing kur ki briew.Kine ki jingong ki pynjem rngiew ia u rangbah bad lada u rangbah u duh ia ka bor ka iktiar phuh samrkhie u wan wir u wan hap u ba la diap la slem ban nguid tylli ia ki riti ki dustur khasi.Kumta ban pynieng biang ia ka rngiew ka bshi,u Rangbah Khasi u dei ban long u khun dap shynrang ha ingkmie bad u khlieh ka ing ha ing khun.



पूर्वोत्तर भारत में किसान आन्दोलन: सामाजिक सांस्कृतिक परिदृश्य

डा.श्रुति*

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(Present Farmers' Movement in North East)

पूर्वोत्तर भारत अपनी सांस्कृतिक विरासत के साथ-साथ विशिष्ट पहचान के लिए जाना जाता रहा है। अंग्रेजों के जमीन हथियाने के खिलाफ यहाँ सबसे पहले किसानों के द्वारा विरोध किया गया था यद्यपि औपनिवेशिक शासन ने इन आन्दोलनों को विद्रोह की संज्ञा दी और औपनिवेशिक दौर के इतिहासकारों ने इन्हें प्रतिगामी बताया। कहीं-कहीं इन विद्रोहों को धनी किसानों की साजिश के रूप में देखा गया। वास्तव में औपनिवेशिक शासन काल में राजनीतिक आन्दोलन के दो रूप थे - आभिजात्य और सबाल्टर्न अर्थात् अधीनस्थों का आन्दोलन। सबाल्टर्न आन्दोलन पारम्परिक संगठन पर आधारित थे और मुख्यधारा से अलग हटकर थे। इस दौर के किसान आन्दोलनों को सबाल्टर्न आन्दोलन के रूप में देखा गया है।

भारत में मुगल साम्राज्य के कमजोर पड़ने के साथ ही गंभीर आर्थिक संकट उत्पन्न हो जाने के कारण मुगल जमींदारों और जागीरदारों द्वारा इजारादारी व्यवस्था के तहत गाँवों की लूटपाट होने लगी। ईस्ट इण्डिया कंपनी द्वारा राजस्व प्रशासन की व्यवस्था अपने हाथ में लिये जाने के बाद भी यह लूटपाट जारी रही। स्थायी बन्दोबस्त हो या महालवारी या रैयतवाड़ी, इन सभी का मूल उद्देश्य था अधिकतम राजस्व की वसूली। इसलिए औपनिवेशिक शासन के अन्तर्गत कृषि ही सर्वाधिक प्रभावित हुई। सन् १८५८ में अधिकारिक रूप से अंग्रेजी शासन की स्थापना के पहले से ही किसान अत्यधिक करों के दबाव तले पिस रहे थे। त्रस्त किसानों ने अपना आक्रोश प्रतिरोध आन्दोलनों के माध्यम से व्यक्त किया था। औपनिवेशिक शासन का प्रारंभिक समय किसानों और आदिवासियों के इन विद्रोहों का था। सन् १७६३ से सन् १८५६ तक लगभग ४० विद्रोह हुए और सैकड़ों छोटी-मोटी घटनाएँ होती रहीं। शायद ही कोई ऐसा वर्ष बीता हो जिसमें कोई सशस्त्र विद्रोह न हुआ हो। सबसे पहले बेदखल हुए जमींदारों और किसानों ने ही विदेशी शासन के विरुद्ध हथियार उठाया था। १७६६-१७७२ में चुआर विद्रोह, १७८३ में रंगपुर ओर दीनाजपुर, १७९९ में विष्णुपुर और बीरभूम, १८०४-१८१७ में उड़ीसा, १८२२-१८४० में संभलपुर में विद्रोह हुए।^१

जहाँ तक पूर्वोत्तर का प्रश्न है अंग्रेजों के आने के पहले इस क्षेत्र के ऐतिहासिक विकास क्रम का व्यवस्थित इतिहास उपलब्ध न होने से कृषक वर्ग की सामाजिक आर्थिक

*अध्यक्ष, हिन्दी विभाग, शिलांग कालेज, शिलांग, मेघालय, ७९३००२



स्थिति के विषय में ठोस जानकारी नहीं प्राप्त होती है। उस समय भूमि या कृषि संबंधी दिलचस्पी मुख्य रूप से उस कर प्रणाली में थी जो समाज के विभिन्न वर्गों के लिए अनिवार्य थी। यही कारण है कि कृषि व्यवस्था के इतिहास के नाम पर आज हमें जो कुछ प्राप्त होता है वह भूमि रिकार्डों और कर प्रशासन तक सीमित है। पर्वतीय जिलों के मामले में ये रिकार्ड भी पर्याप्त या अच्छी स्थिति में नहीं हैं और हमें भूमि के उपयोग, स्वामित्व और नियंत्रण के ऐतिहासिक विवरण के लिये वाचिक परंपरा पर भी निर्भर होना पड़ता है। अंग्रेजी शासन के शुरु होने के बाद से हमें लोगों के, विशेष रूप से जनजातियों के इतिहास और संस्कृति के विषय में कुछ विस्तृत विवरण प्राप्त होता है। परन्तु अंग्रेज अधिकारियों द्वारा किये गये सर्वेक्षण और अध्ययन ऐतिहासिक तथा नृवैज्ञानिक दृष्टिकोण तक सीमित थे और लोगों की मूलभूत समस्याओं की ओर ध्यान नहीं देते थे। औपनिवेशिक मानसिकता के कारण इन शुरु के रिकार्डों में, कृषि व्यवस्था, किसानों की संस्थाओं और जनजातीय असंतोष के संबंध में कोई चर्चा नहीं है। पूर्वोत्तर के सभी वर्तमान राज्यों में से असम एकमात्र राज्य है जिसका समाजशास्त्रियों ने व्यवस्थित अध्ययन किया है।

शेष भारत में यदि स्थिति विषम थी तो असम में यह और भी अधिक चिन्ताजनक थी क्योंकि असम की अर्थव्यवस्था शेष भारत से अधिक पिछड़ी हुई थी। वस्तुतः उन्नीसवीं शताब्दी के अन्त में असम की अर्थव्यवस्था गतिहीनता का शिकार थी, जबकि शेष भारत के उन हिस्सों में जहाँ किसान आन्दोलन भड़क उठे थे, कृषि का पर्याप्त विकास हुआ था। उदाहरण के लिये दक्कन में सन् १८७५ में दंगे भड़कने से पहले सड़कों और रेल के विकास के कारण खेती की पर्याप्त उन्नति हुई थी।^१ भारत के इन दूसरे हिस्सों में किसान इसलिये गरीब थे कि करों की दर इतनी अधिक थी कि कृषि के विस्तार के कारण उपज की वृद्धि भी इसकी भरपाई नहीं कर पाती थी। दूसरी ओर असम में करों की दर में लगातार वृद्धि हो रही थी हालाँकि कृषि की हालत में सुधार के लिये सरकार कुछ नहीं कर रही थी। न तो यहाँ कृषि का विस्तार हो रहा था न ही कोई तकनीकी प्रगति हो रही थी। फलस्वरूप किसानों की विपन्नता बढ़ती जा रही थी।

करों की इस लगातार वृद्धि और पिछड़ी हुई अर्थव्यवस्था के कारण असम में उन्नीसवीं शताब्दी के उत्तरार्ध में व्यापक किसान असंतोष हुआ। लगभग इसी समय भारत के अन्य क्षेत्रों में भी बड़े पैमाने पर किसान आन्दोलन हुए। यद्यपि असम में उन्नीसवीं शताब्दी में परिस्थितियाँ जटिल थी और ऐसे में किसान असंतोष होना ही था परन्तु इस आन्दोलनों का महत्त्व उनकी प्रकृति में निहित है। सन् १८७३ में बंगाल, १८७५ में दक्कन, १८७८-७९ में बंबई में फड़के का आन्दोलन और १८९४ में असम में किसान असंतोष हुए। महत्वपूर्ण यह है



1क दक्कन म किसान का आक्राश महाजना पर, बगाल म जमादारा पर था परन्तु असम म सीधे सरकार के विरुद्ध खुला विद्रोह हुआ।³

असम की भूमि व्यवस्था को समझने के लिये अहोम शासकों के अंतर्गत लागू की गयी भूमि व्यवस्था को समझना आवश्यक है। असम की अर्थव्यवस्था में बिचौलियों का कोई स्थान नहीं था। अहोम राजतंत्र जो १८२६ तक चला पूर्ण रूप से विकसित सामन्ती राजतंत्र नहीं था बल्कि अर्ध-सामन्ती और अर्ध-जनजातीय था और उसमें जनजातीय अर्थव्यवस्था के लक्षण विद्यमान थे। असम, मणिपुर और त्रिपुरा में भूमि पर राज्य के अधिकार का सिद्धान्त प्रचलन में था। अहोम प्रशासन की पाइक प्रणाली को उदाहरण के तौर पर लिया जा सकता है। पाइक का अर्थ है पैदल सैनिक। ये सैनिक राज्य की सेना का हिस्सा थे। परन्तु ये ही पाइक किसान भी थे। अपाइकन - चमुआ, चमुआ पाइक (किसान-शिल्पकार) और कानरी पाइक (स्वतंत्र किसान) के साथ राज्य का सीधा संबंध था और किसान अपनी समस्या सीधे राज्य के सामने रख सकता था, बिचौलियों के माध्यम से नहीं। जमींदार, जागीरदार तथा राजस्व वसूलने वाले अधिकारी नहीं थे। महाजन तक नहीं थे क्योंकि ऋण देने में समर्थ संपन्न वर्ग अभी विकसित नहीं हुआ था। कारण यह था कि अहोम प्रशासनिक व्यवस्था में नकद कर देने का प्रावधान नहीं था। पाइक व्यवस्था मुफ्त जमीन के बदले राज्य को शारीरिक श्रम प्रदान करने के सिद्धान्त पर आधारित थी। इस काल में 'खेल' या 'गिल्ड' होते थे जो तीन 'पाइकों' के 'गोत' (उपसमूह) में बँटे होते थे। हर पाइक को साल के एक तिहाई हिस्से में राज्य की सेवा करनी पड़ती थी या अपनी उपज का एक निश्चित भाग राज्य को देना पड़ता था।⁴ पाइकों को नियंत्रित करने के लिये बोरा, सैकिया और हजारिका होते थे जो उच्चाधिकारियों बरुआ, राजखोवा और फूकन के नियंत्रण में रहते थे। इन अधिकारियों को सामान्यतः पाइक दिये जाते थे जो करमुक्त जमीन नानकर और मनमाटी के अतिरिक्त होते थे। मंदिरों और पुजारियों के रखरखाव तथा सत्रों की देखभाल के लिए लखीराज नामक करमुक्त भूमि भी प्रदान की जाती थी। इनके मालिक खुद को लखीराजदार कहते थे। ये लखीराज प्राचीन काल में दिये गये थे और पीढ़ी-दर-पीढ़ी शासकों द्वारा इनका निर्वाह हुआ था। इनकी तीन कोटियाँ थीं - ब्रह्मोत्तर, अर्थात् धार्मिक कृत्यों के लिये ब्राह्मणों को दिया गया व्यक्तिगत दान, देवोत्तर या मंदिर की भूमि, और धर्मोत्तर या धार्मिक समुदायों को दिया गया दान। अंग्रेजों के आने के बाद ब्रह्मोत्तर और धर्मोत्तर भूमियों को आधा राजस्व देना पड़ा। इन्हें निस्फखिराज कहा गया और इनके मालिकों को निस्फखिराजदार।

राजस्व प्रशासन का एक अन्य महत्वपूर्ण पक्ष था भूमि का वर्गीकरण, जो उत्पादकता और भूमि की गुणवत्ता पर आधारित होता था। रूपित (धान की भूमि) फरिंगति (सूखी भूमि), हाली (वन) दलनी (दलदल) बकारी (खुली बंजर भूमि), बिल (पानी भरी भूमि) आदि भूमि की कुछ कोटियाँ थीं।



अठारहवीं शताब्दी के अन्त में महल के अन्दरूनी झगड़ों और षड्यंत्रों तथा राजनीतिक अशान्ति के कारण अहोम शासन की बुनियाद हिल गयी जिससे अंग्रेजी शासन की स्थापना के लिये रास्ता साफ हो गया। शुरु में अंग्रेजों को उच्च वर्ग से कुछ खतरा महसूस हुआ और इसलिये उन्होंने तत्कालीन भूमि व्यवस्था में अधिक परिवर्तन नहीं किये। असम के पहले कमिश्नर डेविड स्कॉट शुरु से ही करमुक्त भूमि के विरुद्ध थे और उन्होंने आठ आना 'पुरा' के हिसाब से करमुक्त भूमि पर कर लगाया था जिसका व्यापक विरोध हुआ। जनमत आधे दर पर कर लगाये जाने के भी विरोध में था। आनन्दराम डेकियाल फूकन ने, जो उन्नीसवीं शताब्दी के असमिया रिनैसा के पुरस्कर्ता थे, सरकार को इसके विरोध में ज्ञापन दिया। परन्तु लखीराज और निस्फखिराज भूमि का प्रचलन चलता रहा। इन दोनों के अतिरिक्त खिराज भूमि तो थी ही जिसपर पूरा कर दिया जाता था।

अंग्रेजों ने राजस्व नीति में लगातार परिवर्तन किये। शुरु में राजस्व की दर वार्षिक थी। पर सन् १८३६ में वार्षिक दर के स्थान पर कई वर्षों तक बन्दोबस्त किया जाने लगा। शिवसागर और लखीमपुर में भूमिकर में वृद्धि से भूमि राजस्व में और बढ़ोत्तरी हुई। राजस्व की दर में भी लगातार वृद्धि होती रही। १८३९ में करों की दर एकाएक इतनी बढ़ा दी गयी कि किसान संकट में पड़ गये। आनन्दराम डेकियाल फूकन ने कहा कि प्रान्त की वर्तमान परिस्थितियों में करों में बढ़ोत्तरी करने का अर्थ है लोगों के रुपर कर लादना, जिसे वे ढो नहीं पायेंगे।^६

सन् १९५७ की क्रान्ति के बाद ब्रिटिश सरकार के सामने जो आर्थिक संकट आ गया, उसकी भरपाई के लिये जनता पर कई कर लगाये गये। सन् १८६० में अफीम की खेती पर प्रतिबन्ध लगाया जाना अन्तिम घटना थी जिसकी परिणति फुलागुड़ी के विद्रोह में हुई। सन् १८६१ में असम के कमिश्नर हेनरी हॉपकिन्स ने भूमिकर को बढ़ाने के लिये भारत सरकार से अनुमति माँगी। अनुमति मिलने पर रुपित तथा गैर-रुपित भूमि पर कर बढ़ाकर २५% से ५०% कर दिया गया। किसान की स्थिति बदतर होती चली गयी और वे भुखमरी के कगार पर पहुँच गये। "लोगों की शिकायत वास्तविक थी, लोग अपने अधिकारों को खोने की शिकायत नहीं कर रहे थे न तो अपनी स्थिति में कभी होने की बात कर रहे थे बल्कि राजस्व वृद्धि होने से हुए आर्थिक नुकसान की बात कर रहे थे।"^७

इन परिस्थितियों में असमिया किसान को अंग्रेजी शासन के आने के बाद यह ज्ञात हुआ कि उसे नकद कर देना है और यदि उसे अपनी जमीन पर कब्जा बनाये रखना है तो



उसे समय पर राजस्व देना होगा। अहोम अर्थव्यवस्था में किसान के सामने अपनी जमीन को खो देने की असुरक्षा नहीं थी। इसलिए असमिया किसान ने राजस्व वसूलने की नीति को अवैध समझा और अपनी पहले की आदत के मुताबिक अपनी शिकायत को सीधे राज्य अर्थात् अंग्रेजी शासन तक पहुँचाया। इसलिये असम के किसान का सीधा टकराव राज्य से हुआ, बिचौलियों या महाजन से नहीं। परिणामस्वरूप किसानों ने सीधे थाना, पोस्ट ऑफिस और अंग्रेजी अफसरों 'मौजदारो, तहसीलदारों पर हमला किया।

लेकिन किसानों को ब्रिटिश शासन की मशीनरी से सीधे टकराने का साहस कैसे हुआ ? यह उनकी संगठन शक्ति और इच्छाशक्ति का परिणाम था। इस एकता और संगठनशक्ति की जड़ें पुराने जनजातीय कुलों और पाइक और खेल जैसी परंपरागत व्यवस्थाओं में निहित थीं। अहोम राजाओं के काल में असमिया समाज में यह व्यवस्था गहराई से जड़ें जमाए थी। यह जनजातीय व्यवस्था से सामन्ती व्यवस्था में संक्रमण का काल था। खेल के सदस्यों में गहरी एकता होती थी और इसी एकता से अंग्रेजी शासन के विरुद्ध उठ खड़े होने की ताकत मिली। हर किसान जानता था कि वे सभी अन्त तक एक साथ खड़े रहेंगे। दूसरे, असम के गाँवों में स्तरीकरण बहुत कम था इसलिये अधिकांश किसान ब्रिटिश शासन से समान रूप से प्रभावित थे। अंग्रेज समझ गये थे कि असम के किसानों को काबू में रखने के लिये राइज मेलों को नष्ट करना जरूरी है। हालाँकि अंग्रेज राइज मेलों को बीसवीं शताब्दी के पहले दशक तक तोड़ने में सफल रहे, परन्तु कुल की एकता की परंपरा को न तोड़ सके। असम के किसान आन्दोलनों में इस एकता की ऐतिहासिक भूमिका थी।

सन् १८३२ में आरंभ किये गये सुधारों के बाद करों का बोझ मुख्य रूप से किसानों पर आ गया। इस बोझ का निर्वाह किसान कर्तव्यनिष्ठा के साथ कर रहे थे। पहाड़ी जनजातियों में प्रचलित झूम खेती और उनकी घुमन्तू आदतों के कारण उन्हें कर वसूली के अन्तर्गत लाना कठिन था। इसलिए गारो, मिकिर और रेंगमा जनजातियों पर गृहकर लगाया गया था। जयन्तिया जनजाति के लोग करमुक्त थे और प्रत्येक गाँव से साल में एक बार एक बकरा प्रशासन को भेंट करते थे। सन् १८६० में गृहकर लगाये जाने का यहाँ व्यापक विरोध हुआ। शीघ्र ही मछली पालन और लकड़ी काटने पर भी कर लगाये जाने से जन असंतोष बढ़ता गया। मैदानी भागों के कृषकों के लिये जल्दी ही करों में हुई वृद्धि चिन्ताजनक हो गयी। नवगाँव के फुलागुड़ी में पान और सुपारी पर कर लगाये जाने की अफवाह फैलते ही १७ सितम्बर १८६१ को लगभग १००० किसान सदर कचहरी में इकट्ठा हो गये। डिप्टी कमिश्नर हर्बर्ट स्कॉन्स ने कई प्रदर्शनकारियों को गिरफ्तार करने का आदेश दिया। जब किसानों को संतोषजनक उत्तर नहीं मिला तो वे प्रदर्शन करने की निरर्थकता को समझकर

कर न देने के लिये कटिबद्ध हो गये और पाँच दिन तक 'मेल' (सभा) का आयोजन किया ताकि दूर-दराज के ग्रामीण सभा की कार्रवाई में भाग ले सकें। डिप्टी कमिश्नर ने पुलिस पार्टी को सभा भंग करने के लिये भेजा पर लोगों के प्रतिरोध के कारण ऐसा न हो सका। १८ अक्टूबर को लेफ्टिनेट सिंगर फुलागुड़ी आया जहाँ तीन हजार लोगों की भीड़ ने लाठियों से पीटकर उसकी हत्या कर दी और शव को कलंग नदी में बहा दिया। असम लाइट इन्फैंट्री को मौके पर आकर स्थिति को नियंत्रित करना पड़ा।

फुलागुड़ी आन्दोलन मुख्यतः कछारी और लालुंग जनजाति के लोगों का था। पर इस आन्दोलन को उन मौजदारों, व्यापारियों, सरकारी अफसरों का भी समर्थन प्राप्त था जो हाल में आय, व्यापार और विभिन्न पेशों पर लगाये गये करों से प्रभावित हुए थे।

किसानों के बढ़ते असंतोष के बावजूद असम के कमिश्नर हेनरी हॉपकिन्सन ने सन् १८६१ में भूमि कर को दुगुना करने का प्रस्ताव रखा। लेफ्टिनेट गवर्नर ऐसिल बीडन ने हॉपकिन्सन के प्रस्तावों को मंजूरी दी। फलतः शिवसागर और लखीमपुर में ५०%, नवगाँव और दरांग में ३६% और कामरूप में २५% की कर वृद्धि की गई। किसानों ने 'इस्तीफा' (इस्तीफा) देकर सरकार पर निर्णय वापस लेने के लिये दबाव डालने का प्रयास किया। 'मेलों' में गाँववाले मिलते थे और अपना विरोध व्यक्त करते थे। कामरूप और अन्य जिलों में सन् १८६९ के शुरु से ही अनेक मेल आयोजित किये गये। सरकार की दमनकारी नीति के कारण बाद में नियमित मेलों का आयोजन कम हो गया। परन्तु असंतोष की आग भीतर ही भीतर सुगबुगाती रही और 'नामघरों' (प्रार्थना-भवन) और मस्जिदों में उसे अभिव्यक्ति मिलती रही।

इस बीच असम लैण्ड रेवेन्यू रेगुलेशन I, १८८६ के अन्तर्गत कर वृद्धि संबंधी नियम बनाकर गजट में अक्टूबर १८९२ को प्रकाशित किया गया। विभिन्न संगठनों आम जनता और किसानों ने इसका विरोध करना शुरू किया। कामरूप, दरांग, नगाँव, शिवसागर और लखीमपुर जिलों में व्यापक रूप से असंतोष था। किसानों की गरीबी को देखते हुए करों में बढ़ोत्तरी करने का कोई औचित्य नहीं था। साथ ही गाँवों के वर्गीकरण का आधार भी सही नहीं था।

अंग्रेजों द्वारा शुरू की गयी व्यवस्था अन्यायपूर्ण और तानाशाही से भरी थी। चौधरी को असीमित अधिकार किये गये थे पर किसानों को उसके अत्याचार से बचाने के लिये कोई उपाय नहीं किये गये थे और वसूली का सही लेखा-जोखा रखने की भी कोई व्यवस्था नहीं थी। जमीन की उत्पादकता का ध्यान रखे बिना राजस्व दर निर्धारित कर दिया गया था। खेतों की उत्पादकता को बढ़ाने के लिये, सरकार ने कोई उपाय नहीं किया था। यहाँ तक कि नहरों और बाँधों की मरम्मत तक नहीं की गयी थी।



असम के राजस्व प्रशासन की पुनर्व्यवस्था वास्तव में सन् १८८३ में नौगाँव और दरंग के कुछ हिस्से में शुरू की गयी। 'पाइक' व्यवस्था को समाप्त कर दिया गया। 'खेलवाड़ी' को 'रैयतवाड़ी' में बदल दिया गया। पूरा प्रान्त 'मौजा' नामक वित्तीय इकाइयों में बाँट दिया गया। चौधरी, पटगिरि, विसय आदि के हाथों में राजस्व एकत्रित करने की जिम्मेदारी आ गयी। सन् १८७० के बन्दोवस्त में इन अफसरों को मौजादार के नाम से पुकारा गया। यह उल्लेखनीय है कि चाय बागानों पर कर नहीं बढ़ाये गये क्योंकि अधिकांश चाय बागानों के मालिक यूरोपीय थे।

जब ज्ञापनों और प्रार्थनाओं का कोई नतीजा नहीं निकला तो कामरूप और दरंग के किसानों ने कानून अपने हाथ में ले लिया। उन्होंने 'मेल' का आयोजन करके सरकार के मंसूबों को नाकाम करने का मन बनाया। 'मेलों' की अध्यक्षता गोसाईं करते थे। पहले इन 'मेलों' का कार्य धार्मिक-सामाजिक होता था परन्तु बाद में ये 'राइजमेल' के नाम से जाने जाते थे जिनमें लोग अपनी समस्याओं पर विचार करते थे। 'मेलों' ने 'कर नहीं' आन्दोलन शुरू किया और किसानों ने निर्णय लिया कि जो भी सरकार को कर देगा उसे समाज से बहिष्कृत कर दिया जायेगा और जुर्माना देना पड़ेगा। साथ ही इन्हें चेतावनी दी गयी कि जो गाँव के किसान की नीलाम की गयी जमीन खरीदेगा उसे गंभीर परिणाम भुगतना होगा। इस प्रकार किसानों की हालत तहसीलदार के हुक्म और मेलों के फैसले के बीच साँप-छछूंदर जैसी हो गयी। २४ दिसंबर १८९३ की सुबह रंगिया बाजार लूटा गया। इसी दिन शाम को रंगिया के पास बेलागाँव में एक मेल के बाद भीड़ ने बाजार की दुकानों को क्षतिग्रस्त कर दिया। ३० दिसंबर को तीन हजार की भीड़ रंगिया में इकट्ठी हुई, रात भर प्रदर्शन किया और थाना, पोस्ट ऑफिस और तहसीलदार के ऑफिस को नष्ट करने की धमकी दी। १० जनवरी को तीन हजार की भीड़ "हम बढ़ा हुआ कर नहीं देंगे" का नारा लगाती हुई गिरफ्तार लोगों को छुड़ाने का प्रयास करने लगी।

किसानों के जबरदस्त प्रतिरोध के कारण और गड़बड़ी की आशंका से अंग्रेज अधिकारी मैकाबे ने सुरक्षा उपायों को और बढ़ाया। उसने तेजपुर और दरंग से टुकड़ियाँ मँगाईं। बिना अनुमति के मेल के आयोजन पर प्रतिबंध लगा दिया गया। परन्तु नलबाड़ी में बराया और बजली के मेल पूर्ववत् सक्रिय रहे। बजली में मेल ने अपना डाकिया नियुक्त किया था जो एक गाँव से दूसरे गाँव को पत्र ले जाता था। मेल ने लाठियाल (लठैतों) का एक जत्था भी बनाया था। जब एक मौजादार एक मण्डल के साथ कर वसूली के लिये कपला गाँव गया तो दोनों पर हमला किया गया जिसमें मण्डल की मृत्यु हो गयी। इस सिलसिले में जिन लोगों की गिरफ्तारी हुई, भीड़ ने उन्हें जबरदस्ती छुड़ा लिया।



कामरूप की सीमा से १२ मील दूर पथरुघाट में भी जोरदार विद्रोह हुआ। सिपाझार, कलइगाँव और मंगलदोई तहसीलों में कई दिनों तक मेल का आयोजन हुआ जिनमें न सिर्फ कर वृद्धि के खिलाफ आवाज उठाई गई बल्कि जिन लोगों ने बढ़े हुए कर अदा किये उनका भी विरोध हुआ। डिप्टी कमिश्नर के आदेश पर बेकाबू भीड़ पर गोलियाँ चलाई गयी जिसमें एक दर्जन लोग मारे गये और बहुत से लोग घायल हुए। २१ अप्रैल १८९४ के अंक में "दि इण्डियन नेशन" ने लिखा, "लोगों की शिकायत वास्तविक है, भावात्मक नहीं। अमृत बाजार पत्रिका ने लिखा "दक्कन में रैयत का आक्रोश महाजनों के खिलाफ था, बंगाल में नील की खेती करने वालों के खिलाफ, पाबना (१८७२) में जमींदारों के खिलाफ, पर असम में इस समय सरकार के विरुद्ध खुला विद्रोह चल रहा है। इम्पीरियल लेजिस्लेचर में आन्दोलन की प्रतिध्वनि थी। २४ मार्च १८९४ को रासबिहारी बोस ने नयी कर नीति पर सवाल उठाये।^१

१८९३ के उत्तरार्ध में वाइसराय को ज्ञापन और याचिकाएँ दी जाती रहीं। १८९४ में सरकार ने करों की दर में परिवर्तन किया और सबसे अधिक उपजाऊ भूमि वाले गाँवों में भी पचास प्रतिशत कमी की। तीसरे बर्मी युद्ध के बाद आये आर्थिक संकट, अकाल और रुपये की कीमत में आयी गिरावट के कारण सरकार ने स्थानीय प्रशासन से कर वृद्धि करने को कहा था। परन्तु जिस ढंग से कर बढ़ाये गये और जमीन का मनमाना वर्गीकरण किया गया, उससे लोगों का आक्रोश भड़कना स्वाभाविक ही था। प्रशासन ने यदि समय पर कदम उठाया होता तो स्थिति को संभाला जा सकता था। शुरु में किसान अपनी नियति को दीन भाव से स्वीकार करते रहे परन्तु शीघ्र ही स्थिति बदल गयी। लोगों ने महसूस किया कि प्रान्त की अर्थव्यवस्था तहस-नहस होती जा रही है। इसलिये जब सन् १८६० में अफीम की खेती पर प्रतिबन्ध लगा दिया गया तो लोग चुप न रह सके। उनकी दबी हुयी भावनाएँ फुलागुड़ी और पथरुघाट में निकलीं। हालाँकि विद्रोह को दबा दिया गया पर असम के किसान जाग उठे। वे अपने अधिकारों के प्रति सचेत हो उठे और सरकार से सवाल-जवाब करने में समर्थ हो गये।

कछार में किसान आन्दोलन का इतिहास लिखते समय शोधकर्ताओं को स्रोत सामग्री के अभाव का सामना करना पड़ता है। यद्यपि सिलहट और कछार ऑलइंडिया किसान सभा का हिस्सा थे परन्तु बंगाल किसान सभा या कम्युनिस्ट पार्टी के रिकार्ड में इसकी कोई चर्चा नहीं मिलती। इसलिये वाचिक सामग्री के आधार पर इतिहास की पुनर्रचना की गयी है। आजादी से पहले इस क्षेत्र में किसान आन्दोलनों की गौरवशाली परंपरा रही है। इन कृषक आन्दोलनों में तेभागा आन्दोलन सबसे महत्वपूर्ण था जिसने औपनिवेशिक शासन की चूल हिलाकर रख दी थी। तेभागा आन्दोलन इसलिये महत्वपूर्ण था कि यह पहला राजनीतिक रूप से संगठित आन्दोलन था जिसका नेतृत्व कम्युनिस्ट पार्टी और किसान सभा ने किया था।



अबतक आधिकांश कृषक आन्दोलन स्वतंत्रता संग्राम का हिस्सा थे या उससे प्रेरित थे। सितम्बर १९४६ में बंगाल प्रांतीय किसान सभा ने फ्लाउड कमीशन की तेभागा (किसान के लिये दो-तिहाई हिस्सा) की संस्तुति को लागू करने की मांग की और 'निज खामारे धान तोलो' (अपने खलिहान में धान ले जाओ) के नारे के साथ आन्दोलन ने जोर पकड़ा। तेभागा आन्दोलन यद्यपि जोतेदारों के खिलाफ था, परन्तु अंग्रेजी शासन को आंतकित करने के लिये इतना काफी था। तेभागा आन्दोलन की शुरुआत उत्तरी बंगाल में हुई थी और इसका विस्तार पूर्वी बंगाल के कुछ भागों में भी हुआ था परन्तु इसका रिकार्ड आन्दोलन का विवरण लिखने वालों ने नहीं रखा। परन्तु हाल के वर्षों तक यह नहीं मालूम था कि तेभागा आन्दोलन पूर्वोत्तर के कुछ क्षेत्रों जैसे कछार और गोआलपाड़ा में बहुत तेजी से फैला था जो भौगोलिक निकटता के कारण स्वाभाविक ही था। परन्तु यह आश्चर्य की बात है कि तेभागा भारत के इस भाग में भी फैला था इस बात को न केवल इस आन्दोलन के सूत्रधारों ने नजरअंदाज कर दिया बल्कि इतिहासकारों ने भी इस ओर ध्यान नहीं दिया और किसान आन्दोलन के इतिहास में इसकी कोई चर्चा नहीं हुई। वास्तव में यह किसान आन्दोलन उत्तरी बंगाल और काकद्वीप तक सीमित नहीं था बल्कि पूर्वोत्तर की बराक - सुरमा घाटी में भी उसका प्रचार हुआ था। इसीसे इसका अखिल भारतीय चरित्र स्पष्ट हो जाता है।

सुरमा घाटी (कछार और सिलहट) में कम्युनिस्ट पार्टी की गतिविधियाँ १९३० के दशक में ही शुरू हो चुकी थीं। सन् १९३७ में यहाँ किसान सभा की स्थापना हुई। किसान सभा ने कछार में बहुत से किसान आन्दोलनों का नेतृत्व किया। कछार किसान सभा की स्थापना शरदेन्दु देव के प्रयास से हुई थी। इसके अधिकांश सदस्य मध्यवर्गीय बुद्धिजीवी थे। सभा का पहला अधिवेशन सन् १९४० में सिलचर में हुआ जिसकी माँगें थीं - जोतनेवाले के लिये भूमि दी जाये, बेदखली को रोका जाये, रसीद दी जाये, राजस्व नकद रूप में दिया जाये। १९३८ में चायबागान कर्मियों का ऐतिहासिक आन्दोलन कोर्नाबन्द टी एस्टेट में किसान सभा द्वारा आयोजित किया गया। चायबागान कर्मियों के शोषण के विरुद्ध संगठित विद्रोह से किसानों ने सीख ली कि शोषण का विरोध संगठित प्रतिरोध से किया जाना चाहिये। उन्होंने चायबागान कर्मियों का पूरा साथ दिया। मजदूर-किसान गठबंधन का यह पहला उदाहरण था। किसानों ने हड़ताली मजदूरों को एक महीने तक भोजन दिया था। किसान सभा की स्थापना से किसानों में नयी जागरूकता पैदा हुई और इसकी शाखाएँ सभी स्थानों पर खुलने लगी। मइतेइ और विष्णुप्रिया भाषा-भाषी चायबागान के कर्मचारी और डिमासा उत्साह के साथ सभा में शामिल हुए। रामनगर बुआलजुर, उधारबोंद, चटला, लखीपुर आदि स्थानों पर किसान सभा की शाखाएँ खुलीं।^{१०}

किसान सभा की स्थापना के पहले से ही जिले के किसानों ने जमींदारों के विरुद्ध



आन्दोलन शुरू कर दिया था। सिलहट का सबसे बड़ा जमींदार पृथ्वीपाशा था जिसकी जमींदारी के गाँव भानुबिल के अधिकांश किसान मणिपुरी थे। इनके साथ जमींदार का संघर्ष लम्बे समय तक चला था। मणिपुरी प्रजा कर अदायगी को रोककर अपने अधिकार को व्यक्त करती थी और जमींदार उनके खिलाफ बर्बर अत्याचार करता था। अंत में असम सरकार को किसानों को उनका अधिकार देना पड़ा। १९३८ में किसान सभा ने हड़लाकांदी में कांग्रेस और सोशलिस्ट कांग्रेस के साथ मिलकर जुलूस निकाला और किसानों के उत्पीड़न के लिये कुख्यात चक्रवर्ती परिवार के घर पर प्रदर्शन किया। उन्होंने हीरेन्द्र चक्रवर्ती के इस्तीफे की भी माँग की जो असम के किसान विरोधी सादुल्लाह मंत्रिमण्डल में मंत्री थे। जमींदार परिवार ने जुलूस पर हमला करवाया पर लोगों के जोश में कमी नहीं आई। १९३८-३९ में किसान सभा ने जमालपुर-कमालपुर में जमींदार के खिलाफ एक और उग्र किसान आन्दोलन आरंभ कराया। चायबागान के मजदूरों का पहली संगठित हड़ताल ऊर्नाबोन्द टी एस्टेट में हुई जो ४५ दिनों तक चली। मणिपुर और बर्मा से आनेवाले शरणार्थियों को भी किसान सभा ने सहायता पहुँचाई।^{११}

इसी समय जमाखोरों ने चावल की खरीद पर कब्जा कर लिया था जिससे कीमतें आसमान छू रही थीं। किसान सभा ने इसके खिलाफ जबरदस्त प्रदर्शन किया। असम सरकार को चावल की जमाखोरी को रोकने के लिये सख्त कदम उठाने पड़े। किसान सभा के नेतृत्व में एक सहकारी आन्दोलन भी चलाया गया जिसमें आवश्यक वस्तुओं को उचित मूल्य पर बेचा गया। सन् १९४५ में किसान सभा के कार्यकर्ताओं के लिये एक ट्रेनिंग सेंटर ब्रह्मनिक चुरिया गाँव (जिला मैमनसिंह) में खोला गया जिसमें किसानों को संगठित और शिक्षित करने के उपायों के बारे में शिक्षा दी गयी।

कछार में किसान सभा का नेतृत्व करने वालों में इराबत सिंग का नाम महत्वपूर्ण है। वे असम किसान सभा के संस्थापकों में से थे। मणिपुर के इंफाल में जन्मे इराबत सिंग मणिपुर के राजपरिवार के दामाद थे परन्तु क्रान्तिकारी गतिविधियों से जुड़कर स्वाधीनता संग्राम में सक्रिय रूप से भाग लेते रहे। गाँधीजी के आह्वान पर विदेशी वस्तुओं के बहिष्कार में भी उन्होंने अगुवाई की थी। १९३९ में जब जमाखोरों ने मणिपुर में चावल की जमाखोरी की तब महिलाओं ने वहाँ एक आन्दोलन चलाया जिसमें इराबत सिंग ने महत्वपूर्ण भूमिका निभाई थी। उन्हें गिरफ्तार कर तीन साल के लिये जेल भेज दिया गया। रिहा होने के बाद उन्होंने कछार जिले में रहकर मणिपुरी किसानों और गैर मणिपुरी चाय बागान कर्मियों के बीच काम करने का फैसला किया। यह क्षेत्र मणिपुर की सीमा से लगा हुआ था और इराबत सिंग के



कामरेड मणिपुर की सीमा के भीतर चूड़ाचंदपुर के रास्ते आवागमन कर सकते थे। कछार में इराबत सिंग किसान आन्दोलन में कूद पड़े। सभी वर्गों के किसान, विशेष रूप से मणिपुरी किसान इराबत सिंग की प्रेरणा से हजारों की संख्या में किसान आन्दोलन में शामिल हो गये। उनकी भूमिका के कारण कछार जिले के मणिपुरियों में राष्ट्रीय चेतना जागृत हो उठी।^{१२}

राजनीतिक दृष्टि से कछार तथा असम के अन्य क्षेत्रों में इराबत सिंग की गतिविधियों दूरगामी परिणाम निकले। हेमांगो विश्वास के शब्दों में, “इराबत सिंग हमारे प्रेरणास्रोत थे। उन्होंने हमें किसान सभा का गठन करने की प्रेरणा दी और तेभागा शुरू करने का रास्ता दिखाया।”^{१३} कछार में इराबत सिंग ने एक सांस्कृतिक दल का गठन भी किया था जिसके सदस्य स्थानीय बोलियों में गीत गाते थे। कछार में इराबत के आगमन से अंग्रेजी शासन काँप उठा था। आल इण्डिया किसान सभा के नेत्रोंकोना अधिवेशन में दिन में वे गोष्ठी में भाग लेते थे और रात में सांस्कृतिक कार्यक्रम आयोजित कराते थे।^{१४} इराबत ने कछार के किसानों के लिये वर्षों तक काम किया। उनकी याद अभी भी वहाँ के गाँववालों की स्मृति में बसी है।

असम के तेभागा आन्दोलन में इस प्रकार के प्रेरणादायक नेतृत्व के अलावा अन्य कारण भी महत्वपूर्ण थे। इस समय चीन में क्रान्ति अपने अंतिम चरण में थी जिसका नेतृत्व किसान कर रहे थे। यह भारत के किसानों के लिये प्रेरणादायक और उनके आत्मविश्वास को बढ़ानेवाला था। इसलिये बंगाल में तेभागा की माँग उठने पर कछार, सिलहट और गोआलपाड़ा के किसानों ने भी तेभागा के लिये आवाज उठाई। आन्दोलन ने किसानों को एकजुट कर दिया।

१९४६ के तेभागा आन्दोलन में सिलचर के अत्तारोतिल्लाह की भूमिका महत्वपूर्ण थी। यह १९४६ के तेभागा आन्दोलन के केन्द्र में था। महादेव बरोई यहाँ के मीरासदार और उनके पुत्र सीताराम बरोई किसान नेता थे। सीताराम ने अपने पिता के विरुद्ध ‘भागचाबी’ के समर्थन में आन्दोलन छेड़ दिया। उनसे प्रेरणा प्राप्त कर दूसरे किसान हजारों की संख्या में बसे आन्दोलन में शरीक हो गये। लोग जबरदस्ती धान काटकर अपने ‘खामार’ (खलिहान) में ले जाने लगे। अत्तारोतिल्लाह के आन्दोलन में एक महिला खेत मजदूर तेत्री गोआला इतनी भावुक हो उठी कि अपने नवजात शिशु को सहेली की गोद में सौंपकर आन्दोलन में कूद पड़ी। उसकी देखादेखी कई खेत मजदूरों ने आन्दोलन में भाग लिया।^{१५}

इस तेभागा आन्दोलन में किसान सभा के महत्वपूर्ण नेता माधव नाथ कछार किसान आन्दोलन के पहले शहीद हुए। उनकी मृत्यु गिरफ्तारी के बाद जेल में हुयी थी।



सिलचर में खबर फैल गयी कि माधव नाथ की हत्या पुलिस ने की है। प्रसिद्ध लोक कलाकार हेमांगो बिस्वास ने उनकी याद में गीत रचे, "तोमाके भूलिनि सहीद, भूलबो ना", "कलिजार खूने लाल करले अंधकार जेलखाना"। आज भी गन नाट्य संघ के कार्यक्रम में ये गीत सिलचर में गूँजते हैं। तेभागा आन्दोलन जोयपुर, हरिनगर, शिवस्थान, कामरंगा गाँवों में भी फैला जहाँ जीवन बनर्जी, जोयनारायण सिंग और सेनातोंबि सिंग ने नेतृत्व प्रदान किया। इन लोगों ने धोलइ, नरसिंगपुर, कबूंगज, बन्सकन्दी, बागबाहार और बोरजालेंगा गाँवों में भी आन्दोलन की अलाख जगाई। अत्तारोतिल्लाह के बाद सबसे बड़े स्तर पर आन्दोलन उधारबोन्द में हुए, विशेषकर उसके गाँव कालाचेरा में, जहाँ के अधिकांश निवासी मणिपुरी थे और चायबागान के कर्मचारी थे। किसान सभा सुभाषचन्द्र बोस की आजाद हिन्द फौज़ और फारवर्ड ब्लॉक का समर्थन प्राप्त करने में भी सफल रही।

त्रिपुरा, गोआलपाड़ा और सिलहट के किसानों ने लम्बे समय तक सामन्ती शोषण के विरुद्ध संघर्ष किया था। त्रिपुरा का किसान आन्दोलन इस मामले में विशिष्ट था कि उसका नेतृत्व भारतीय राष्ट्रीय कांग्रेस और कम्युनिस्ट पार्टी द्वारा संयुक्त रूप से किया गया था और तीस के दशक से लेकर आजादी मिलने तक यह आन्दोलन चलता रहा। त्रिपुरा के किसान बहुत सुसंगठित थे और अपने अधिकारों के लिये हथियार उठाने के लिये भी तैयार थे। मौलाना भसानी जिन्होंने मैमन सिंह और परवना में किसान आन्दोलन का नेतृत्व किया था, कहते हैं, "त्रिपुरा में मौलवी, मौलाना, महात्मा और संत किसान आन्दोलन के लिये जिम्मेदार थे।"

गोआलपाड़ा में स्थायी बन्दोबस्त की विशेषता थी राज्य और किसान के बीच बिचौलियों का अस्तित्व, ऊँची कर की दर और गाँवों की जनसंख्या के एक बड़े भाग की भूमिहीनता। कर वसूली के अलावा बिचौलियों को किसानों में कोई दिलचस्पी नहीं थी। किसान कमजोर, गरीब, कर्ज के बोझ से लदे, अशिक्षित तथा जमींदार की कृपा पर आश्रित थे।

मौलाना अब्दुल हामिद खान भसानी ने पूर्वी बंगाल के किसानों के लिये अपना जीवन समर्पित कर दिया था और किसान उत्पीड़न के विरुद्ध गरीब किसानों के लिये सतत प्रेरणास्रोत थे। वे १९२६ में पड़ोसी जिले गोआलपाड़ा आये और आजादी मिलने तक किसानों के साथ रहे। गोआलपाड़ा के विभिन्न स्थानों पर घूम-घूमकर वे किसानों को संगठित करते रहे। जल्दी ही उन्होंने किसानों का दिल जीत लिया और असम लेजिस्लेटिव असेम्बली के लिये चुने गये। उन्होंने "गोआलपाड़ा टेनेन्सी बिल को असम विधानसभा में पेश किया। उन्होंने देखा कि स्थायी बन्दोबस्त की व्यवस्था किसानों के सामन्ती शोषण के मूल में है और इस



व्यवस्था में परिवर्तन होना चाहिए। उनका कहना था कि जब पूरे विश्व की जनता आजादी के लिये संघर्ष कर रही है, जमींदारों ने लाखों किसानों को बंधक बना रखा है और मानव की मूलभूत गरिमा से भी वंचित कर दिया है। उन्होंने पूँजीवादी और साम्राज्यवादी सरकार की भी कड़ी आलोचना की, क्योंकि उसने किसानों के हितों की ओर कभी ध्यान नहीं दिया था। मौलाना भसानी ने गोआलपाड़ा में वही भूमिका निभाई जो इराबत सिंग ने कछार में निभाई थी।^{१६}

गोआलपाड़ा में स्वाधीनता संघर्ष की जड़े भी बहुत गहरी थीं। पड़ोस के मैमन सिंह जिले में हाजौंग जनजाति का उग्र टंका विद्रोह चल रहा था। किसान आन्दोलन के लिये यहाँ जमीन पूरी तरह तैयार थी। बंगाल के किसान सभा के प्रभाव से गोआलपाड़ा में यह आन्दोलन सन् १९४३ में शुरू हो गया। सन् १९४५ के “ऑल इंडिया किसान सभा” के नेत्रोकोना कान्फरेन्स” के बाद असम में किसानों का सम्मेलन मानकछार में पुष्करिनीपुर में आयोजित हुआ। मानकछार में तेभागा की माँग उठाई गयी। हाजौंग क्षेत्र के किसान मैमनसिंह के आंदोलन से प्रभावित थे। ‘भागचाबी’ या ‘अधियारों’ का आन्दोलन पहले गोआलपाड़ा में शुरू हुआ फिर बिलासीपाड़ा, शालमरा, पुटकीमारी, तुसीबिल, बासुगाँव, अभयपुरी, पाटिलदाहे आदि अन्य क्षेत्रों में फैल गया।^{१७} १९४८ में असम सरकार ने “अधियार प्रोटेक्शन एण्ड रेगुलेशन ऐक्ट” पास किया परन्तु उसमें कुछ कमियाँ थीं जिसका लाभ जमींदार उठा सकते थे। इसलिये अधियारों ने फिर आन्दोलन शुरू किया। किसान सभा ने किसानों को जागरूक बनाने के लिये अधियार ऐक्ट का असमिया में अनुवाद करके किसानों में बँटवाया। पर जमींदारों की बेदखली चलती रही और दमनचक्र नहीं रुका। गोआलपाड़ा के अधियारों का नारा भी बंगाल के किसानों जैसा था “जितनी जल्दी हो सके धान काटो।” किसान सभा ने किसानों से कहा, “जमींदारों के लठैतों का सामना करो ओर बलपूर्वक अपना हक जमाओं।”^{१८}

इधर जनवरी १९४७ में सिलचर जिले में सार्वजनिक सभा का आयोजन हुआ। सी पी आई के सचिव पी सी जोशी द्वारा ज्ञापन जारी किया गया जिसमें सभी प्रांतीय और जिला समितियों से कहा गया कि वे किसान सभा के माध्यम से आन्दोलन का साथ दें। उनका कहना था कि जनवरी फसल काटने का समय है और यह समय आन्दोलन के लिये उपयुक्त है। फसल कटने के बाद कछार में आन्दोलन धीरे-धीरे शान्त होने लगा परन्तु कम्युनिस्ट पार्टी और किसान सभा ने अलख जगाये रखा। किसान सभा ने अपने जनाधार को व्यापक बनाने के लिये फारवर्ड ब्लॉक, सुभाषचन्द्र बोस की आजाद हिन्द फौज और आजाद हिन्द वालन्टियर कार्प्स का समर्थन बटोरा था। स्टूडेन्स फेडरेशन ऑफ इंडिया, रेलवे बोर्ड वर्कर्स यूनियन ने भी किसानों का समर्थन किया। किसान सभा के कार्यकर्ता १९४७ में पूरे लिए का



दौरा करते रहे। २८ फरवरी १९४७ को सुरमा घाटी किसान सभा का अधिवेशन इराबत सिंह के सभापतित्व में शुरू हुआ। उन्होंने कछार के तेभागा आन्दोलन को गौरवशाली बताया और पुलिस काखाई की भर्त्सना की।

तेभागा आन्दोलन को एक बार फिर शुरू करने के प्रयास किये गये और यह दूसरा तेभागा आन्दोलन जॉयपुर, कामरंगा, उधारबोन्द, बोरखाला, अतारोतिल्ला, पुतिखल, पथेरकांदी में फैला। किसानों ने धान काटा और जबरदस्ती अपने खलिहान में ले गये। “जमींदार के लिये कोई धान नहीं”, इस वाक्य में एक क्रान्तिकारी स्वर था। सरकारी दमन में कई लोग शहीद हुए। उधारबोन्द तेभागा आंदोलन का महत्वपूर्ण केन्द्र था और एक बार आन्दोलन शुरू होने पर मिरासदारों और किसानों के बीच लगातार संघर्ष चलता रहा। किसान सभा के नेताओं ने पाया कि इस क्षेत्र के किसान दूसरे क्षेत्रों के किसानों की तुलना में अधिक जागरूक और उग्र हैं। सीताराम बोरोई नामक कृषक ने गाँव-गाँव जाकर किसानों को संगठित किया। लतिका भूमिज नामक महिला ने महिलाओं को संगठित कर पुलिस का घेराव किया। जब किसान नेता गोपेन राय की पुलिस ने पिटाई की तो तमाम मणिपुरी महिलाओं ने पुलिस पर हमला किया। आन्दोलनकारी किसानों को लोगों का बहुत प्यार और संरक्षण प्राप्त था। १९४५ में देश के अन्य भागों जैसे तेलंगाना, केरल, बंगाल तथा कुछ अन्य क्षेत्रों में हुए आन्दोलनों से कामरूप ओर कछार के किसानों ने प्रेरणा ली थी।^{१९} आन्दोलन के कुछ नारे थे “जान दिबो तो धान दिबो ना”, “आधि नाइ, तेभागा चाइ”, “रशीद नाइ भाग नाइ”, “जमीं थेके उच्छेद नाइ”, “निज खामारे धान तोलो”, अर्थात् जोतेदार के घर नहीं, अपने खलिहान में धान ले जाओ।

कम्युनिस्ट पार्टी और किसान सभा अपने आपको दूसरे दौर के आन्दोलन के लिये तैयार करने लगे। १९४९ में आन्दोलन का केन्द्र उधारबोन्द और अतारोतिल्ला के स्थान पर बोरखोला हो गया। भितोरगंगापुर और पंजीग्राम मणिपुरी जनसंख्या वाले गाँव थे जहाँ इराबत सिंह का काफी प्रभाव था। १९४९ में हर स्थान पर किसान सभा की गतिविधियाँ आरंभ हो गयीं। इन दोनों गाँवों में भी शुरू से ही किसान सभा सक्रिय थी। खेत मजदूरों ने यहाँ हड़ताल कर दी। किसान सभा और खेत मजदूर संघ ने हड़ताली मजदूरों के लिये धन ओर धान इकट्ठा किया। पर एक समय ऐसा आया जब सभी साधन समाप्त हो गये। तब लगभग ५०० मिसानों ने मिलकर जबरदस्ती जमींदार का धान काट लिया और हड़ताली मजदूरों में बाँट दिया। आन्दोलनकारियों के अदम्य उत्साह और जोश को देखकर अन्य किसान भी इसमें शामिल हो गये। पुलिस के साथ हुए संघर्ष में इमाचाओ देवी नामक मणिपुरी महिला और चार अन्य लोग मारे गये। इनका बलिदान व्यर्थ नहीं गया। जमींदार ने भागचाबी

के लिये दो तिहाई हिस्सा देना स्वीकार कर लिया और साथ ही खेत मजदूर के लिये ८ रुपया प्रतिदिन या ८० रुपया प्रतिमाह देने को भी राजी हुए। १९४९ के विद्रोह के दमन के तरीके से एक बात स्पष्ट हो गयी कि औपनिवेशिक सरकार और स्वतंत्र भारत की सरकार में संघर्षशील किसानों के प्रति रवैये में कोई मूलभूत अन्तर नहीं था।

१९४६ के आन्दोलन के बाद एक ओर तो असम सरकार ने स्वयं को असम मेंटेनेंस आफ पब्लिक आर्डर बिल १९४७ जैसे दमनकारी कानून से लैस कर लिया था, वहीं दूसरी ओर भागचाबी और अधिकारों की सुरक्षा के लिये “अधियार प्रोटेक्शन एण्ड रेगुलेशन एक्ट १९४८” पारित किया। पर इसमें कुछ अंश ऐसे थे जो मीरासदारों और उनके द्वारा की जा रही बेदखली के पक्ष में थे। कम्युनिस्ट पार्टी ने किसानों को बताया कि इस नकली आजादी से उन्हें कुछ हासिल नहीं होगा और सशस्त्र क्रान्ति से राजनीतिक सत्ता हासिल करने से ही उनकी हालत में वास्तविक सुधार होगा। कछार में किसानों की स्थिति को किसान असंतोष के लिये उर्वर भूमि मानकर कछार के कम्युनिस्ट पहले से ही यहाँ सक्रिय थे। अत्तारोतिल्ला, जोयपुर, लखीपुर, उधारबोन्द बोरखोला आदि स्थानों पर व्यापक असंतोष भड़क उठा था। कछार के किसान अधिकांशतः मणिपुरी थे। इन स्थानों पर मइतेइ, विष्णुप्रिया तथा चायबगान के भूतपूर्व कर्मियों की जनसंख्या अधिक थी। इस बार बोरखोला आन्दोलन का केन्द्र था। साथ ही भीतोरगंगापुर, पंजीग्राम, सोनापुर, हियारवोंद, हिरनचेरा आदि में उग्र आन्दोलन हुए। किसानों के हिंसक मोड़ लेने पर राज्य ने बल का प्रयोग किया। बड़ी संख्या में किसान नेताओं की गिरफ्तारी के साथ आन्दोलन का यह दौर समाप्त हुआ। बदली राजनीतिक स्थिति के कारण असम सरकार १९५२ में अधियारों की सुरक्षा के लिये १९४८ में बनाये गये कानून में परिवर्तन करने को विवश हो गयी। यह किसानों की जीत का प्रतीक था। परन्तु तेभागा आन्दोलन के समाप्त होने के बाद इस क्षेत्र में कोई दूसरा किसान आन्दोलन नहीं हुआ। कछार के तेभागा आन्दोलन की मुख्य विशेषता थी क्षेत्र के विविध जनजातीय समूहों के बीच अभूतपूर्व एकता। भारत के अधिकांश किसान आन्दोलनों की तरह यह भी मूलतः मध्यवर्ग द्वारा प्रेरित आन्दोलन था। किसान क्रान्ति के सिद्धान्तों से अपरिचित थे। यहीं मध्यवर्ग की भूमिका महत्वपूर्ण हो जाती है। आन्दोलन के दूसरे चरण में छात्रों और महिलाओं ने महत्वपूर्ण भूमिका निभाई थी। मध्यवर्ग की भूमिका और नेतृत्व के बावजूद मध्यवर्ग की सीमाओं के कारण ही आन्दोलन देर तक चल नहीं सका। किसानों के उग्र आक्रोश से आशंकित होकर मध्यवर्गीय नेतृत्व पीछे हट गया। तेभागा में भाग ले चुके एक वयोवृद्ध मणिपुरी किसान के शब्दों में “ये नेता जिन्होंने तेभागा में हमारा नेतृत्व किया, भागकर संपन्न प्रोफेशनल बन गये, जबकि हमने अपने प्रियजनों को संघर्ष में खो दिया।”^{२०}

किसान आन्दोलन में लोगों की बढ़ती दिलचस्पी से अबतक अनजाने पहलू सामने आ रहे हैं। यह सत्य है कि जमींदार, सरकारी मशीनरी और दक्षिणपंथी राजनीतिक दल किसानों के उग्र आंदोलन से घबरा से गये थे क्योंकि किसान तो सदा से विनम्र, दीनहीन और लाचार थे। किसान अपने अधिकारों के लिये आन्दोलन भी कर सकते हैं यह बात उनकी कल्पना से परे थी।

१९४७ में सत्ता के हस्तांतरण के बाद किसानों की स्थिति में सुधार के कई उपाय किये गये, जैसे जमींदारी प्रथा का उन्मूलन। पर इन उपायों से किसानों की स्थिति में कोई आधारभूत परिवर्तन नहीं आया। किसानों की स्थिति बद से बदतर होती चली गयी। परन्तु आश्चर्य की बात यह है कि आजादी के बाद कुछ घरनों और प्रदर्शनों को छोड़कर कोई संगठित किसान आन्दोलन इस क्षेत्र में नहीं हुआ। जबकि आजादी से पहले यहाँ किसान आन्दोलन की गौरवशाली परंपरा थी। इस आन्दोलनों के दशकों बाद आज भी इन शौर्यपूर्ण संघर्षों की गाथा यहाँ के निवासियों के जनजीवन में रची बसी है।

डा.श्रुति

अध्यक्ष, हिन्दी विभाग,

शिलांग कालेज, शिलांग, मेघालय, ७९३००२

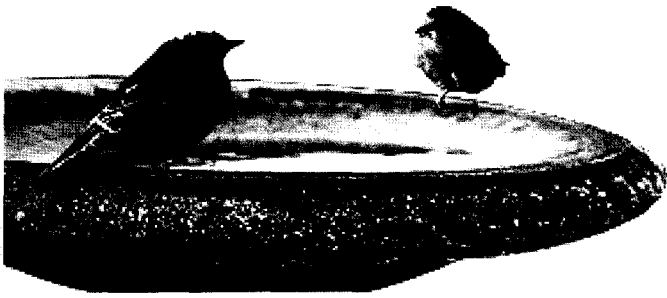
मो.०९४३६१६३१४९

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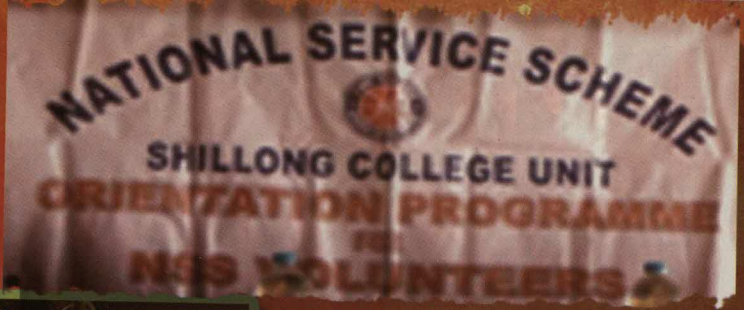
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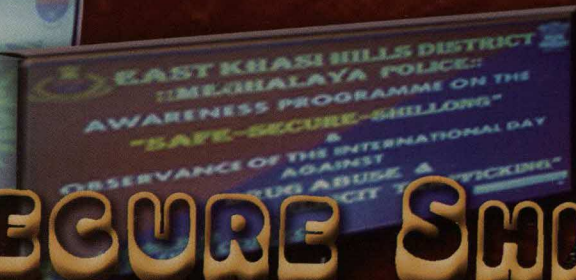
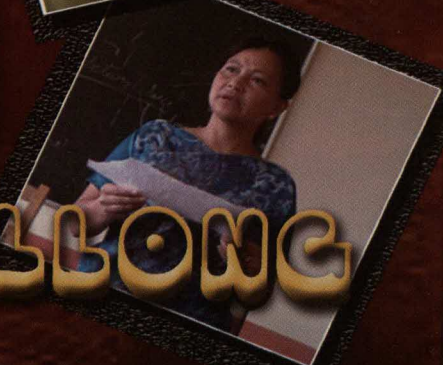
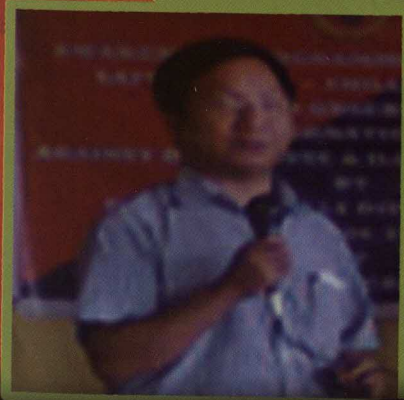
Birds need you this summer.

Summer is at its peak. It has already crossed 37°C.

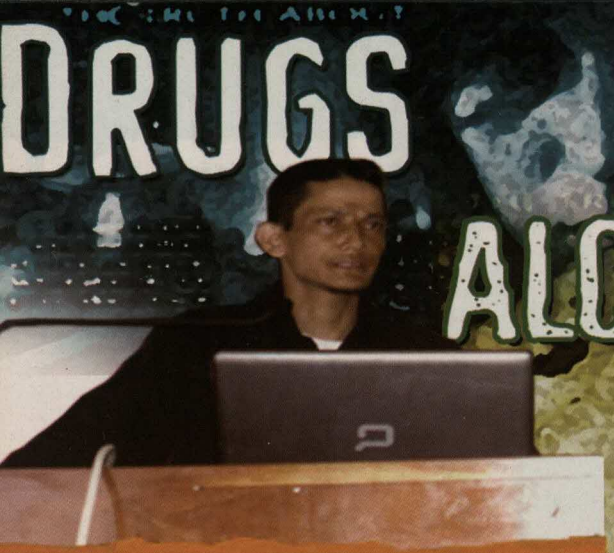
Many birds die in summer due to lack of water. Place water pots for thirsty birds in Terraces, Compound wall & Balconies.



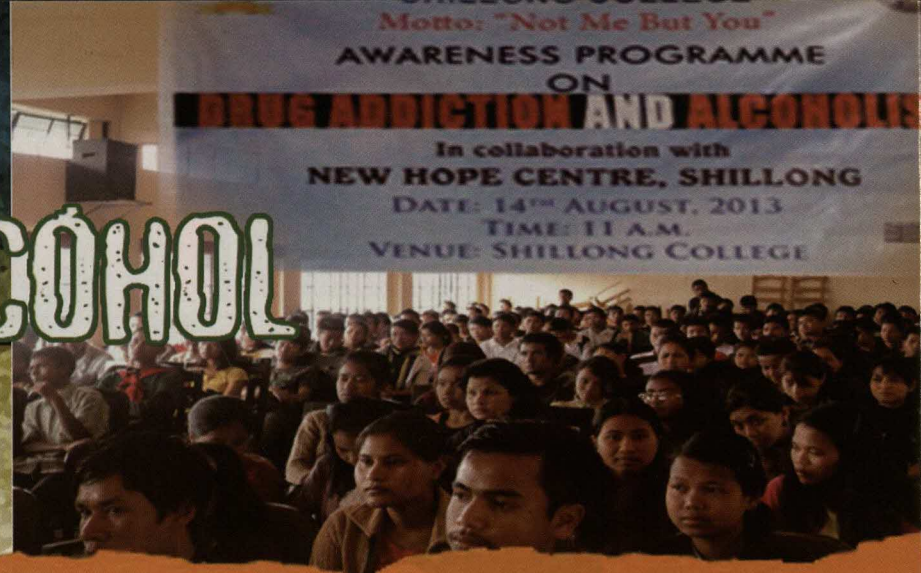
Orientation



SAFE SECURE SHILLONG



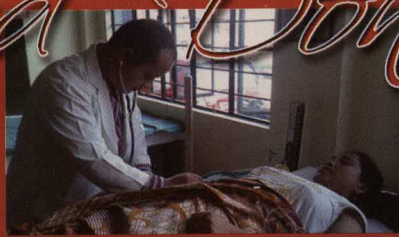
ALCOHOL



AWARENESS PROGRAMME

Visions & Dream

Blood Donation



Nongmadan

Not me but you

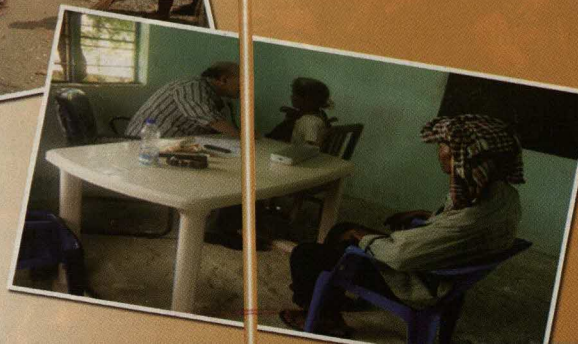
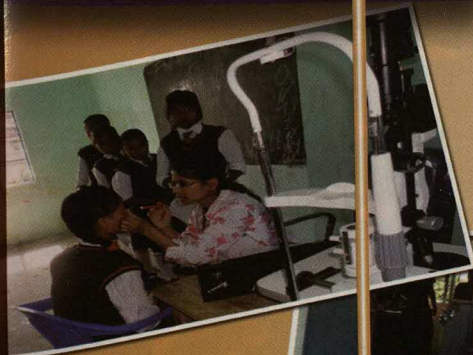
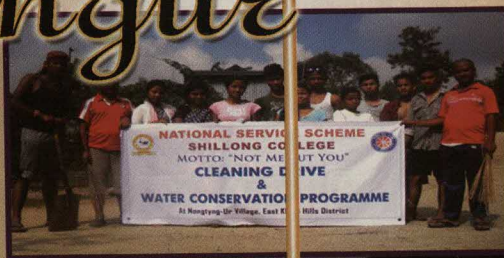
**NATIONAL SERVICE SCHEME
SHILLONG COLLEGE
MOTTO: "NOT ME BUT YOU"
AWARENESS PROGRAMME
RIGHT TO INFORMATION**

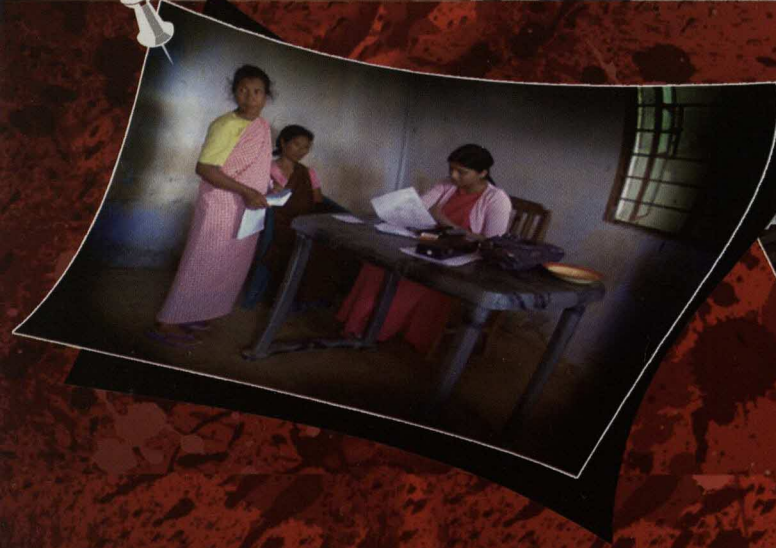
**NATIONAL SERVICE SCHEME
SHILLONG COLLEGE
MOTTO: "NOT ME BUT YOU"
CLEANING DRIVE
&
WATER CONSERVATION PROGRAMME**
At Nongtyng-Ur Village, East Khasi Hills District

**NATIONAL SERVICE SCHEME
SHILLONG COLLEGE
MOTTO: "NOT ME BUT YOU"
SPECIAL CAMPING PROGRAMME**
At Nongtyng-Ur Village, East Khasi Hills District
Date: 11th to 17th October 2013

**NATIONAL SERVICE SCHEME
SHILLONG COLLEGE
MOTTO: "NOT ME BUT YOU"
FREE MEDICAL
CUM
EYE CHECK-UP CAMP**
in collaboration with
Gansara Eye Care Hospital, Laitumkhrah, Shillong
At Nongtyng-Ur Village, East Khasi Hills District
Date: 12th October 2013

Nongtyngur





SPECIAL CAMP



DINGTANGANI ARO DAL•ROROANI BIDINGO DAL•DALGIPA MANDERANGNI MING 10 AGANANIRANG (10 GREAT QUOTES ABOUT CHANGE AND GROWTH)



Mrs L D Marak
Head, Department of Garo

‘Quote’ ka•e agananirang ba dal•gipa manderangni agangipa kattarangko setaiachi ba agantainichi an•chingna pangnan didianirang ba u•i-ma•sianiko on•gipa ja•pang-ja•dil ong•naba gnan. Ka•mao dal•dalgipa sakchiking(10) manderangni agangipa kattarangko uamangni agana baibai janapatenga.

#1: “ Isol angna dingtangatna man•gijagipako ra•chakna amna gita chakchikaniko, angni bi lama gita dingtanganirangko ra•bana ka•donganiko on•na aro dingtanggrikaniko u•ina gisik seng•aniko on•bo.”

Reinhold Niebuhr

Ian gisiko tom•tomaniko man•na Isolo bi•ani (The Serenity Prayer) ong•a. Iako bi•anichi sakanti manderangan chakchikani bilko on•na amgen.

#2: “ Pilak dingtanganirangan dal•roroani ong•ja, uandake pilak kam ka•anirangande mikkangchina re•mikkangani ong•ja.”

Ellen Glasgow

Dingtangna nangani giminsan dingtangaioide namja. Na•a an•tangko dingtangatna nangnikchongmotode ‘ dal•roroani’ na gisik nangskana nanga.

#3: “Pilak bosturangan nama miksonganina ong•gija dingtangroroode namjabatroroa.”

Francis Bacon

Iano Bacon nama miksonganina dingtangaode, uarang namjabata obostaona sokangatgen ine miksonga. Iana nambatgipa toe agananira somoi git sika-koani mingskuko naljokata.

#4: “ Jakchomsa simsakgipa manderangsan a•gilsakko dingtangatna man•ja ine maming saloba bebera•nabe. Beben uamangsan ong•bebeaia.

Margareth Mead

A•gilsako billion sni manderangni gisepo an•tangko chonbee aro mamingnaba choligija gita nikna altubea, indiba nang•ni kamrangan nang•ko dingtanganiko ong•atna dakchakna ama.

#5: “An•chingo donggipa sakkirangan, chong•motan pilak manderangan aro atchidaldal bi•sarangmangba be•en an•seng-baljokanina, dal•roro-silrroanina tikkelanirang ba ong•chongmotgipa obostaona sokna krenganirang donga ine chanchiataniko on•a”

Abraham Maslow

Ian songsarni gita champenganirangko man•genoba, dal•roro-churorona aro silrro-namrroona tikkelanirang dongchongmota ine sakkirangko on•a.

#6: “ Dal•droanira dikdiksana naljoke dongaoniko watgalaniko nangnika.”

Gail Sheehy

Iani a•selan bang•a manderangan dingtanganiko aro dal•roroaniko chagrongna neng•nika! Chong•motgipa dal•roroaniara kengni aro dongtogi-jani ong•a- uni ortoar nang•ni dongtoaoni ong•kataniko miksonga.

#7: “Dal•roroaniara ga•nanggijagipa tang•doani: ja•kugni mikkangchina, ja•kusa ki•sangchi bitinpilani. Uako gisik ra•bo aro an•tangko ritchengatbo.”

Julia Cameron

Iaban mingsa dal•roroanina neng•nikani ong•a. Basakoba na•a dingtanggija tang•doangena ine chanchinaba donga: Na•a gualnaba ba ga•akonnaba donga, uan ong•rongbewalsan, na•a an•tangko uachi amna on•na nangjawa.

#8: “ Pilak dal•droanirangan kam ka•anio pangchaka. Rake kam ka•jaode ba bimchipjaode be•enni aro

gisikni gitaba silroro-namrorona amja – bimchipa inon
gong•e kam ka•aniko miksonga.

Calvin Coolidge

Bebenna•adingtangani giminsan chanchiengna-
ba donga.. indiba na•a uana kam ka•chongmotbebe
engama? Maikai an•tangni be•en-bimangko name nitoe
rakkigen, maikai gro-jinang dakaoni jokna man•gen,
uarangni gimin segiminko porainade altubea; Indiba
uarangko kam ka•chongmotbebena inahaode namen
rakbegipa kam ong•a. Chong•motgipa a•selara na•a
kam gri maming dakeba chu•sokgipa ong•na amjawa
ba mamingchiba sokejawa- a•chiba sakachiba ong•gija
bangbango killa rika gita chacha ong•gen.

#9: “Janggi tanganiara dal•roroanian ong•a, Man-
derang bils 21san ong•kuaiode chu•soksranggipa
ong•kuja.”

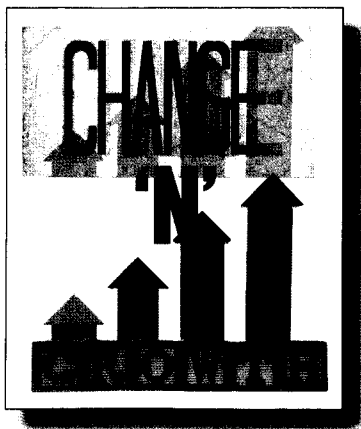
Bill Walton

Dambe ong•anira ru•uta bilsirangna tangkue
bang•a dakna nanggnirang dongkuenga ine ia aganania
miksonga.

#10: “ Neng•nikanirang an•tangtangari gimaangjawa.
Uarangko bon•atna kam ka•na nanggen, ong•jaode
uarang dongkame gisikni gita dal•droaniko aro silroro-
namroroaniko champenga.”

Scott Peck

M Scott Peck “ The Road Less Traveled” ingipa
ki•tapko seaha ,uan gisikni aro janggini gimin se-
gipa ki•tap ong•oba janggi tanganina rakbegipa in-
diba namen didiataniba ong•a.An•ching sakantian
beben neng•nikgenchimoba dal•roroanina rake kam
ka•chongmotna nanga, ong•jaode an•ching mik-
kangchina donsogimin rasongona sokna man•jawa.



The Best of *Life*

Kristie Angella Thangkhiew
B.Com II



What is there to lie?
Since all of us one day will die
What is there to be shy?
Since we all know there's a time to laugh and to cry.
What is there that we always try?
Since we all know everyone's aim is always high.

No matter what happen
Lets live independent
If you make such a bend;
You will feel the real blend
People will start comments
Through out, till the end.

In each and every season,
Everything will happen for a reason.
If there is sun,
There is rain.
If there is fun,
There is gain.

Life is full of change
In each and every range;
You will always feel strange
And can't never change
Its good to be glad
Than to be mad
No one loves to be sad
So never turn out from good to bad.

A Short Story on Personal Change



MihkahtngenSarubai
B.A III (Pass)



Sometimes the simplest messages are also the most profound. I found this little story online and these 5 lines struck me and made me think about change. Though the author of this story is unknown, I think many of us have these kinds of experiences day after day, but we don't always come to the same conclusions as in this little example. I am doing a bit of self-examination now, wondering how many sidewalks I walk down where a change of route would do me loads of good. Enjoy this little story!

Chapter 1.

I walk down a street and there's a deep hole in the sidewalk. I fall in. It takes forever to get out. It's my fault.

Chapter 2.

I walk down the same street. I fall in the hole again. It still takes a long time to get out. It's not my fault.

Chapter 3.

I walk down the same street. I fall in the hole again. It's becoming a habit. It is my fault. I get out immediately.

Chapter 4.

I walk down the same street and see the deep hole in the sidewalk. I walk around it.

Chapter 5.

I walk down a different street.

So, there you have it. Five little lines that could change your life. Will they? Let us know what you think!



Quotes that Will Change the Way You Think

MihkahtngenSarubai
B.A III (Pass)



In your quiet moments, what do you think about? How far you've come, or how far you have to go? Your strengths, or your weaknesses? The best that might happen, or the worst that might come to be? In your quiet moments, pay attention to your thoughts. Because maybe, just maybe, the only thing that needs to shift in order for you to experience more happiness, more love, and more vitality, is your way of thinking.

Here are thought-provoking quotes that will help you adjust your way of thinking.

1. Love and appreciate your parents. We are often so busy growing up, we forget they are also growing old.
2. Don't think of cost. Think of value.
3. Many people are so poor because the only thing they have is money
4. If a person wants to be a part of your life, they will make an obvious effort to do so. Think twice before reserving a space in your heart for people who do not make an effort to stay.
5. Making one person smile can change the world – maybe not the whole world, but their world.
6. As we grow up, we realize it becomes less important to have more friends and more important to have real ones.
7. Falling in love is not a choice. To stay in love is.
8. True love isn't about being inseparable; it's about two people being true to each other even when they are separated.
9. In life, if you don't risk anything, you risk everything.
10. Every single thing that has ever happened in your life is preparing you for a moment that is yet to come.
11. Sometimes people don't notice the things others do for them until they stop doing them.
12. Being alone does not mean you are lonely, and being lonely does not mean you are alone.
13. Love is not about sex, going on fancy dates, or showing off. It's about being with a person who makes you happy in a way nobody else can.
14. Anyone can come into your life and say how much they love you. It takes someone really special to stay in your life and show how much they love you.
15. Learn to love yourself first, instead of loving the idea of other people loving you.
16. When someone tells you, "You've changed," it might simply be because you've stopped living your life their way.
17. When you're up, your friends know who you are. When you're down, you know who your friends are.
18. If you expect the world to be fair with you because you are fair, you're fooling yourself. That's like expecting the lion not to eat you because you didn't eat him.
19. You don't drown by falling in the water. You drown by staying there.
20. You can't start the next chapter of your life if you keep re-reading your last one.



for the Better



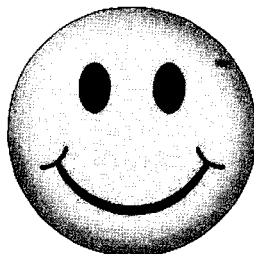
MihkahtngenSarubai
B.A III (Pass)

Are you tired of your life and want to change it for the better? Well this is your article. This is only for people who want to make their lives good for them and other people.

Steps

1. **Think about why and how you want to change your life.** Do you want to change your life for a particular purpose?
2. **Pick a starting point.** Your outlook on life, your inside or outside. Family, friends?
3. **Talk to family/friends.** Ask them what they like about you what they don't. Keep the good qualities and try to lose the bad ones.
4. **Change your outlook on life.** If you think your life sucks, then do things you love to do to make your life positive. (GOOD THINGS ONLY, NOTHING BAD!!!).
5. **If you are in school, study hard so you can pass classes, with really high GPAs, so you can go to the college you want, or just to college at all.**
6. **Don't spend your money on junk such as candy, chips etc. Save it for important things and emergencies.**
7. **Make your parents happy, which will make you happy.**
8. **If you want to, keep a journal and just write or sketch things when you are bored. Also, when you are doing something you might think of something you won't want to forget write it down express your feelings!**
9. **Try to look happy.**

Be nice.



BROKEN STRINGS

[illegible]

I felt so void and lonely,
I remembered our perfect chemistry;
Suddenly I choked I couldn't breathe,
I realized he left me to weep.

Sacred groves in Manipur



M.CHINMUANTHIA
BSc III Bot

Sacred groves are small patches of forests that are usually devoted to local deities. These forests are protected by communities over generations because of their religious beliefs and traditional rituals. The sacred groves served as important repositories of floral and faunal diversity that have been conserved by indigenous communities in a sustainable manner. Many endemic, endangered and rare species find safe refuge in the sacred groves.

In north-eastern India, various ethnic groups have preserved and protected several forest patches and even individual trees or animals with the belief in nature's worship. Manipur is in the north-eastern corner of the country. Nagaland surrounds it on the north, upper Myanmar on the east, Chin-hills of Myanmar and Lusai hills of Mizoram on the south, and Cachar district of Assam on the west. In ancient Manipuri culture, people worshipped the natural phenomena like the sun, the moon, the sky, the water and the fire. Although Hinduism invaded in the early Manipuri culture, the religious and cultural practice performed by the ancient meities were not change at all. The worshipping and protection of forest in the name of "Umanglai" because of their associated deities are still practice by the modern Manipuries preserving the ancient tradition till date. In Manipur, some of the forest patches are owned by some deity and conserved by the local people largely on the basis of religious beliefs and cultural practices. Such forests are known as "Umanglai". Among the different ethnic groups of Manipur, meitei is the dominant community and they administer most of the sacred groves. They have preserved forest in its pristine. Villagers or the people of that locality consider any sort of damage in this sacred forest as a sin. The "Umanglai" literally means, "Umang" means 'forest' and "Lai" means 'deities' for is being worshipped in the forest. In the ancient meiteis society, preservation of forestlands was practiced in the name of deities in Umanglai



Laitumbei-Sacred grove in Laitumbei



Umanglai-Sacred grove in Imphal West District, Manipur



Sacred grove in Umanglai (the trees which are worshipped by the Meiteis)

(sacred grove). Umanglai are called not because being worshipped merely in the forest but because of the belief that a thick forest that cannot be seen through our eyes is mysterious as God or deity. In truth, Umanglai may be considered as knowledge which is infinite and all pervading. But in the hilly district of Manipur i.e. Lamka (Churachandpur) which is dominated by the Zomi they don't practice or have sacred groves because most of them are all Christian and they don't believed in worshipping Nature like trees, plants etc like the Manipuri worshiped.

Kangla is regarded as the holiest place for the Manipuris. It is a center of pilgrimage for all the Manipuris who are residing at Manipur, Assam, Bangladesh and Myanmar. It is their general belief that Ibudhou Pakhangba resides under Kangla and ruled their kingdom of Manipur and the vast expanse of the Solar system their universe. It is also believed that there are 180 (one hundred and eight) important holy/sacred places at Kangla. Lainithou Wangbren is regarded as the tutelary deity of south-east direction. He dominates the water or sans of water and spreads his divine power to protect the lives of mankind from death in water

Human activities:

In the olden days, Meitei forefathers conserved groves in every own land of them. Maximum of trees are fruit plants. Maximum of them are indigenous plants. Even in the deities indigenous doctors when they worship the deity always demanded seven different tree leaves and seven flower leaves. It was compulsory during that time. Even it is practicing today. In Manipur traditional system of conservation of small woods is religious oriented with highly spiritual ideals. In Manipur trees, rivers, lakes and mountains are always associated with particular story. For example the tree represented Yairipok Thambalnu and Banyan tree of Sati Khongnang. Most of the groves like yumjao lairembi and Konthoujam Lairembi at Konthoujam are the best example of it. These are protected by the surrounding communities not by individuals. Moreover some of the trees like Tera Pambis are very significant on the ground that it is resting seat of expired souls. So in olden days such trees were not cutting down.

Ecological importance of sacred groves

The value of sacred groves is immense. It is also the repositories of rich medicinal plants, wild relatives of crops and many important species, which act as the valuable gene pool. They give much ecological and genetically significance and play an important role in wildlife conservation also. Umanglai with unmolested vegetation harbours in-situ conservation of wild plant species with potential, economic, along with rare and threatened plant species. Perhaps sacred groves could be called as a last refuge for these vulnerable species. They are acting as mini-botanical gardens (Rajmuhon and Rajendro, 1998). The cultural trees like Choi (*Cassia fistula*), Kurao (*Erythrina* sp.), Tairel (*Cedrella toona*), Nongleisang



People worshipping Eangjam tree inside Kangla

(*Xylosma longifolia*), Heikreng (*Cettiscinua menum*), Khongnang (*Ficus* sp.) etc. are grown naturally and conserved in most of the sacred groves. Medicinal plants like Langtheri (*Eupatorium birmaticum*), Nongmangkha (*Adhatoda vastica*), Mayokpha (*Terminia arjuna*), Leihou (*Michilia* sp.) etc are also grown in these natural centers. Sacred groves are the good source of the variety of medicinal plants, fruits, fodder, fuel wood, spices, etc. Few of the medicinal plants which are rare in forest, they are conserved in some of the sacred groves e.g., Lam thabi (*Melothria purpusilla*) in Mahabali sacred grove. Trees from the sacred grove may be cut down especially only for the purpose of the celebration of the sacred groves or for the requirement of the others rituals practices. The conservation of plants in the Koubru sacred grove has immense contribution in the protection of several leopards or tigers that are threatened now-a-days. Mayokpha sacred grove at Elangbam leikai Keisamthong, is associated with the diety “Pungjao lakpa” on incarnation of “Pakhangba” (snake). In this grove Mayokpha (*Terminalia arjuna*) is conserved along with the conservation of all snakes inhabiting in and around the area of the grove. In Konthoujam sacred grove native trees and other medicinal herb species have ever since been treasured and play a significant role in ecological balance of that region.

Faunal species like bees, lizards, snake, monkeys etc. are also seen in sacred groves of Manipur. Monkeys (*Rhesus* sp.) and Flying fox found in Mongba Hanba sacred grove (popularly known as Mahabali) are largely conserved within the grove and give a good picture of the Mahabali sacred grove. Many of the birds are found nestling in the sacred groves. Besides these, sacred groves play a great role in maintaining the microclimate of the region. Conservation of these groves can conserve water and, prevent soil and nutrient loss. Sacred groves also help in preserving the religious and cultural heritage of Meitei culture.

Ethno botanical plant of Banyan tree (*Ficus benghalensis*). Each and every part of this tree has its own unique medical uses. The bark and seeds can be used as a tonic to maintain body temperature and treat dia-

betes. Skin disease treatment is also possible with some properties of Banyan tree.

Conservation strategy:

Conservation of forest or protection of environment through the traditional method is effective rather than other modern methods. Even the king of Manipur took many measures known as Uyok Ukon like today's reserve forest. In the palace also such groves was conserved. Still one could witness such type of growing trees in Kangla and olden palace at Kanchipur. Kanchipur was very famous for jack fruits and mangoes.

Nevertheless, all the Laiharaofam still preserve it. So when Manipuris are confronting the problem of felling trees on large scale, but a good numbers of old trees are growing in these sacred groves of Manipur. In the rural areas having large areas of land as tradition the old people conserved such kind of groves. Another notable thing is that some of the areas associated with history mainly each of the clans' forefathers related one are also conserved today. So it is undisputed fact that it will help some percentage of conservation of forestry. That means still it is sharing to the challenges of climate change in Manipur.

Conclusion:

Thus in Manipur traditional system of conservation like worshipping water, selected day for felling trees and bamboos, worshipping the ponds and inauguration of it, worshipping the old big trees, culture of conservation of trees in the Meeteis deities' campus, conservation of Uyok Ukon of the kings as protection from deforestation are really actions on climate change. But only the problem is government forest policies which could not be put into practice at all and following the colonial concept of forest. To them forest is resource, it should be deforested and construct many other infrastructure of development. That is why one day our little earth will get dooms day. That is not for a particular country that is for all the living things in the world. But modern contractors and capitalist could not understand this though our forefathers had already seen before thousands years.

Teachers' Day

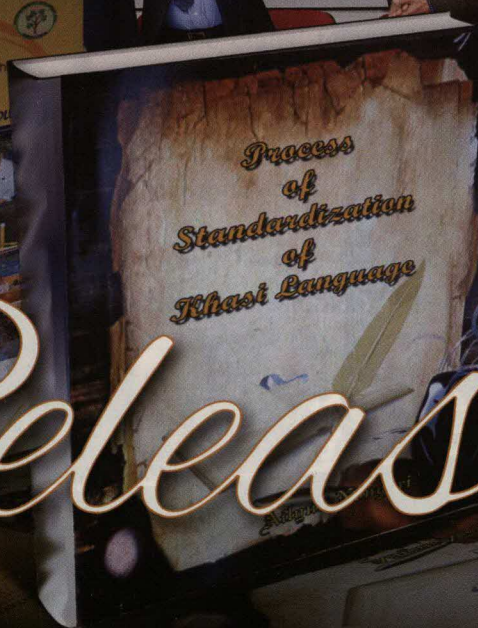
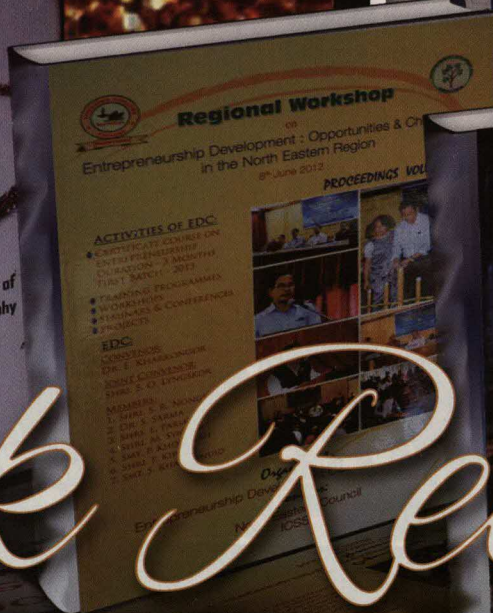
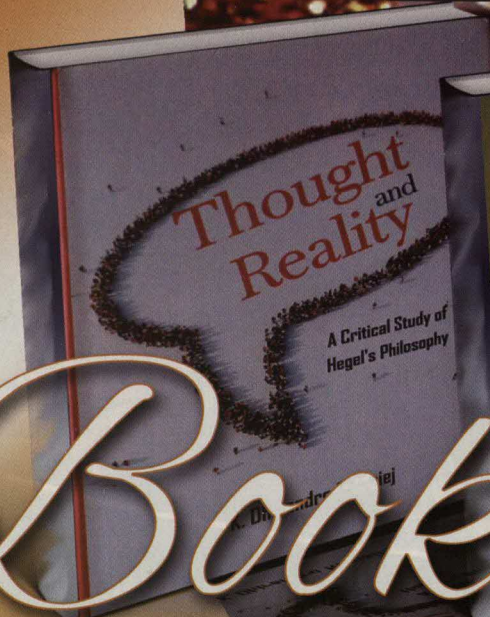


HAPPY TEACHERS DAY
 They say that
 "experience is the best teacher, but for us...
 having you as our teacher is the best experience"
 Date : 5th September, 2013
 Organised by : SHILLONG COLLEGE STUDENTS' UNION



Relaxing Moments

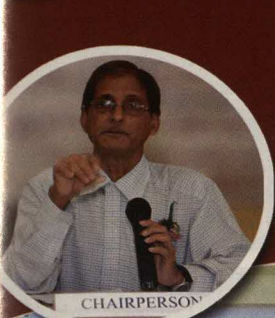




Book Release



Seminar on Accountancy



NATIONAL SEMINAR
on
CONVERGENCE OF ACCOUNTING STANDARDS
(for reporting purpose)



Organised by
DEPARTMENT OF COMMERCE AND MANAGEMENT, Shillong College
&
SHILLONG COLLEGE ACADEMIC SOCIETY
in collaboration with
MEGHALAYA ECONOMIC ASSOCIATION, Shillong - 793003

Sponsored by
Jawahari, NEEPCO - Shillong, PDV, CORP. OF INDIA LTD - Shillong
Venue: Shillong College Auditorium, Shillong
Date: _____

CHAIRPERSON CHIEF GUEST CONVENER

SHILLONG COLLEGE ACADEMIC SOCIETY
in collaboration with
MEGHALAYA ECONOMIC ASSOCIATION, Shillong - 793003

Sponsored by
Jawahari, NEEPCO - Shillong, PDV, CORP. OF INDIA LTD - Shillong & Others
Venue: Shillong College Auditorium, Shillong
Date: _____

CHAIRPERSON



CO - ORDINATOR CHAIRPERSON CHIEF GUEST CONVENER



Time is *precious*

N.Khammuanthang
B.Sc III (H)



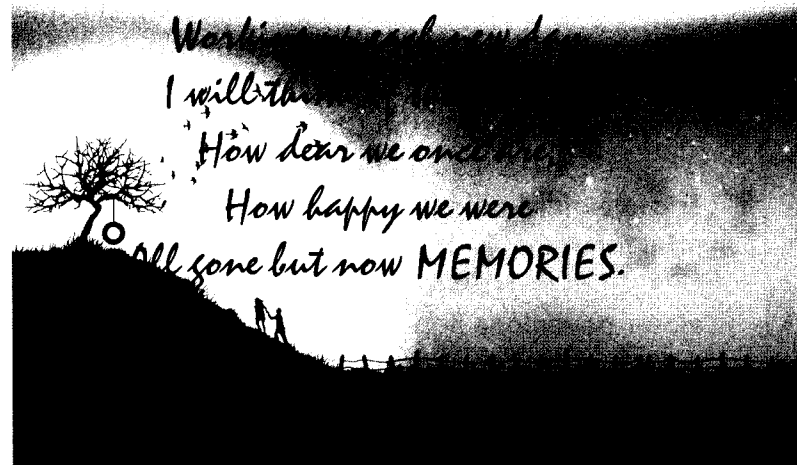
*Time had come in this wonderful Land of
Shillong,
Time had come learning in this wonderful college
of Shillong college;
Time had come making strangers to close friend
and dear,
Time had come gaining knowledge and wisdom;
Time had come enjoying with friends and
teachers,
Time had come as if not caring in life;
All these time that had come paved a way in life.
Time had come querelling with friends,
Time had come where laziness is dominant in life;
Time had come where we were scolded,
Time had come ignoring things;
Time had come where hardships and sickness
upon,
Time had come understanding happiness and sor-
row which goes together along;
All these time that had come paved a way in life.*



Kamsuanlal Hauzel
B.Sc II (Hons)



*Time has come and gone like the wave
in the seashore
Bringing new faces, each path of the way
You have wandered far
Leaving all the promises we made
Tears still finds their ways longing for your
love once more
Go must you, now that you find solace in
someone else's arms
All i have is your memories woven around
me*



THE POISON THAT KILLS DREAMS



Wanshailang Khongstid
BSc II (Mathematics)

"If someone put poison in your water.....would you drink it???".....

The obvious answer is "NO"!

Chemicals poisons that we can see, touch, taste and smell can be fatal. Fortunately we are intelligent enough to know that we don't ingest poisonous substances.....

BUT WHAT ABOUT OUR MIND???

Repeatedly, people are poisoning their minds with **NEGATIVITY** and though we can't see these **NEGATIVITIES** which indeed more fatal, since there are no instant consequences to capture our attention, we simply drift from one day to the next, thinking the wrong thought, listening to the wrong voices and making the wrong choices.

NEGATIVITY is the poison that kills dreams and we need to stop it before it contaminates our life. Negativity starts with negative thoughts .Negative thinking cripples a person's life to one degree or another. It robs people's opportunity to live up to their full potential and of achieving their greatest desires and aims .It condemns many to the rat race of mere survival-drudgery day after day-because they don't think they can achieve anything more. It brings depression and other mental disorders and that in turn leads to physical disorders.

So many people's dream, aspiration, aims, desire of changing the world through some great work, great deeds of courage, performing great acts of compassions ,rendering their services to those in need; are torn off by negative feelings of "**I JUST CAN'T DO IT**".

Negative thinking, negative criticisms etc, result in **DESTRUCTION**. **DESTRUCTION** is a strong word, which drops in everything in our lives because the potential that has been there for good, for greatness or for success has been destroyed or broken off.

HOW DO WE ELIMINATE THIS POISON?

This poison can be eliminated by monitoring the thoughts that you allow into your mind.....**EVERY THOUGHT!**

Strive to think positive, empowering and supportive thoughts. Just as you monitor your thoughts, monitor the words that you speak. Listen carefully to every word that is coming to your mouth.

Watch for **EXCUSITIS**.**EXCUCITIS** is a disease that causes people to constantly make excuses. **PROCRASTINATION** is its result which is one of the most deadly enemies of our life mission. So when you hear yourself complaining, stop yourself immediately.

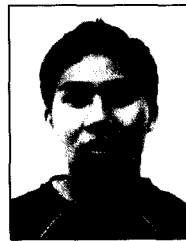
Negative thinking comes from negative thought which makes us to get discouraged and discouraging others too. Discouraging people must be avoided because they are opposite of faith like there is a words that says," *An optimist sees an opportunity in every calamity; A pessimist sees a calamity in every opportunity*".Sir Winston Churchill.

Create a vocabulary of a successful, positive inspiring individual. Be passionate in your speech and express your enthusiasm with your words. The energy of the words that you speak is a powerful force that is creative.

NEGATIVITY is the anchor that holds you back. So cut yourself free and never walk alone, never lose hope, have faith in God and within yourself and be the most positive, optimistic person that you know so that you shall be able to influence others's lives for the better.

"THE POWER OF PRAISE AND POSITIVENESS IS CONTAGIOUS." SO BE A CARRIER!

Mother of Mothers



Haolam Khongsai
B.Com II (H)

This poem is in connection to Mother's with of the Bible Mary

The ones Who hold nine months and suffered
Fedded in her blood and milk
Spending a Sleepless night
The Love so strong nothing can never alter
Hold me close to her bosom
when things goes wrong
Never ending love's

Mother of Mother's, non could replace her
Gently wipes my eyes when I shed a tear
Loves, start to and
'Love of countryside', 'The virtue of thrift'
I learned

She dandled me and sang
"My lovely Child, How young he is, How young"
She make a golden cradle
That on a willow swung

When I was brought to bed
And all the while her needle pulled
The gold and silver thread

She pulled the thread and bit the thread
And made a golden gown

And wept because she had dreamth that I
Was born to wear a crown.

God, Mercy to my parents as they give mercy to raise me,
I prayed

Mary ' Divine Gift of heaven

Angelic visitation definitely qualified as a sure things
But, favored

Unwed pregnancy was a different back then
Changes ; Diapers, Soothe him as he teethed
Taached to walk and clean-up Skinned knees
Of the Baby Jesus

' Mary 's ' a rich tapestry of real Motherhood
Intense pain

But through it all mother are there
Another of my favourite mother moments of Mary's
was - ' At the Crucifixion '

Disciples scatter , Followers being hiding
But a mother stays when the rest of the world walks away
Oh ! what a way so great to serve the Lord !
Among women, blessed, her name stands still !
And dream that I should carry
"Mother's" top of care.

Divine Gift of heaven : Matthew 1:18-25, Luke 2:1-7
At the Crucifixion : Matthew 27:45-56, Mark 15:33-41,
Luke 23:44-49

Beginning today



Wanshailang Khongstid
BSc II (Mathematics)

Beginning Today, I will no longer worry about
yesterday

It is in the past and the past will never change
Only I can change by choosing to do so.

Beginning Today, I will no longer worry about
Tomorrow

Tomorrow will always be there; waiting for me to make the
most

But I cannot make the most of Tomorrow without first
making the most of today.

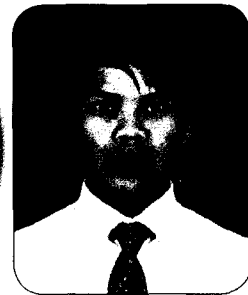
Beginning Today, I will look in the mirror and see
The capable person looking back at me
Is someone I enjoy spending time with; someone I would
like to get to know better

Beginning Today, I will cherish each and every moment of
my life

BEGINNING TODAY.....



GOOD BETTER *Never let it TILL YOUR GOOD IS BETTER And your better*



E. Shylla
BBA I

I guess most of us are afraid of change. But let us remember that if we seriously want to grow and become better, what we need to improve is to get better. Most importantly let us bear in mind that we cannot make ourselves or anything better unless we give ourselves a kind permission to change for the better and to make things better. What we actually have been and are doing is that we only want things to be better but not good at making them better.

Mahatma Gandhi, the Father of our nation once said, "Be the change you wish to see in the world. So keeping his word in mind let us start to GO FROM

Burnout to being recharged

Failure to Learning

Regrets of the past to Dreams of the Future

Seeing God nowhere to seeing Him everywhere

Frustrated to Focussed

Ordinary to Extraordinary

Prejudice to Reconciliation

Lukewarm to on fire

Fear to Faith

Defective to Effective

Thinking of yourself to Thinking of Others

Whining to Winning

Drifting to Steering

Trying to Committing

Security to Opportunity

Envyng others to Sewing others

Faultfinding to Forgiveness

Resisting to Receiving

Alibis to Action

Hesitation to Obedience

Complaining to Obtaining

Wishing to Wisdom

Being a problem to Being an answer

Being full of pride to Being full of God

Being a copy to Being an original

Ingratitude to Thanksgiving

Procrastination to Progress

Criticism to Compliments

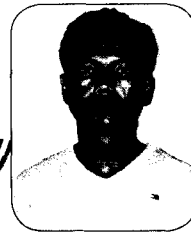
Bending in to Standing out

Taking to Giving

The world to the Word



CHANGE FOR BETTER AND TAKE RESPONSIBILITY



Farewell June Shangdiar,
B.Com III

How to be Responsible

As we may fantasise about being carefree, the truth is that showing responsibility adds meaning to our lives, giving us a sense of empowerment. Here are some steps that we can take to become a responsible person

Understand that responsibility is earned

Responsibility is not something we are entitled to if someone is hesitant in giving us additional responsibility it is because we have been nonchalant with the responsibilities that we already have.

Tackle whatever is in front of us

A responsible person does what he said he will do because he said he would. If we want to be seen as more responsible, think about the responsibilities that we have already and take them more seriously. No matter how pointless they might seem.

Learn from mistakes

Making the most of realizing a mistake is a double-whammy responsibility which keeps us from wasting time and ensuring us not to repeat the mistake.

Remember that life is not fair, there is always a choice and we have to remember there is always power and dignity and so we earn the trust and respect

Confront

Farewell June Shangdiar,
B.Com III



What lies behind us?
And, what lies before us?
Are, tiny matters compared
To what lies within us

Fool, he answered death is sure,
To those that stay and those that roam;
But I will never more endure,
To sit with empty hands at home.

First slave to words,
Then vassal to a name,
Then dupe to party,
Child and man the same.

Fat as a whale, and
Walkynje as a swan
When Adam delved and eve span
Who was then a gentleman?

God help me, save I take my part,
Of danger on the roaring sea,
A devil rises in my heart,
Far worse than any death to me

Challenge yourself with something
You know you could never do,
And, what you find is that,
You can overcome anything.

Ka Thong Ba Ka Jingim

Evamagricia Snaitang
BA I (Economics)



Ka thong ha ka jingim ka dei na ka bynta kito ki briew kiba da thrang shisha met bad mynsiem ban ioh ia kaei kaba ki la thmu bad angnud. Man la u briew u don ia ka thong ha ka jingim. Don kiba thrang bad angnud ban long ki nong jop ha ki jingiakop bapher bapher, la ka long ha ka rwai ka siaw ka put ka tem, ka shad ka kmen, ka pule puthi bad kiwei de. Don pat kiba kwah ban long ki nongialam ba seisoh ha ka imlang sahlang, ki nonghikai kiba tbit, ki doctor, ki engineer bad kumta ter ter.

Shuwa ban poi sha ka thong, u briew u hap ban iakynduh shibun ki jingialeh ha ka jingim. Naduh uba rit haduh uba khraw yn ym don uwei ruh u ban ioh da kaba suk ia kaei kaba u thrang. U briew uba don ka thong ha ka jingim un nym suk satia ban shu shong kli kti, hynrei un pyrshang katlah katiai ban wad ki lad ki lynti kumno ba un poi sha kata ka thong. Dei halor kane ka nongrim ba u myllung S. J. Duncan ha ka poitri "Ka Mynsiem Bashynrang", u sei ia kine ki ktien ksiar ktien rupa kiba long ruh ki symboh pyrkhat.

"Nangjur ka shah shoh, katta ka nang dom. Ban poi sha ka thong, katta ka nang skuiñ . Wei la kut jingmut kam neh ka shong khop. Ka jinghun ka mynsiem ka long ka jingjop."

Ban ioh phong ia ka pansngiat jong ka jingjop, ngi hap ban thom shibun ki jingeh bad ban tur pyrshah ia ki dieng pyngkiang kiba khanglad khanglynti ia ngi na ka por sha ka por. Kum ki briew ngi hap ban iakynduh shibun ki jingeh ha ka jingim jongngi kaba man la ka sngi. Ki jingkyrduh, ki jingshah niewbein ha kiwei, ka jingbishni, ki jingpang jingshitom bad kiwei kiwei de. Hynrei u briew uba don ka mynsiem bashynrang un nym tieng ban ialeh pyrshah ia ki diengpyngkiang bad un um kynran dien wat la u sah kut tang marwei. Un iai iakhun dohim dohiap haduh ba un ioh kheit ia u soh bathiang.

Ha ka jingialeh ban poi sha ka thong ngi hap ban iakop bad kiwei. Don kiba stad bad don pat kiba kham duna ka bor. Hynrei ngim dei pat ban duh jingkyrmen ne sngew ba ngim long eiei. Ha kano kano ka kam, lada don ka monbajwat ngi lah beit ban jop wat da I bor iba rit ruh. U myllung Soso Tham u ong:

"La phi rit bor, la phi tlot,
Jarjar la phi dei ban iam,
Ei ba ong ba phim lah kot,
Sha ka kyrteng bad ka nam".

Kumta ngi dei ban trei shitom met bad mynsiem ia kaei kaba ngi thrang namar ha ka jingialeh barabor u don uba jop bad uba rem. Lada ngi rem ngim dei ban khuslai bad duh jingkyrmen namar ka jingshahrem ka long u mawjam sha ka jingjop. Lada ngi jop ngim dei ban sngewsarong hynrei ngi dei ban long barabor kiba sngewrit. Ngin ym lah ban im marwei hangne ha sla pyrthei. Ng donkam ia ki paralok parajor. Wat la ngi long kiba stad ne kiba rienspah katno katno ruh ngi donkam ia ka jingiarap markylliang. Ka jingling marwei ka dei ka dak jong ka jingsarong bad jingsngewkyrpang ialade. U John Milton u ong "ki briew ki long marwei namar ki tei ia ki kynroh ha ka jaka ban pun ia ka jingkieng". Ngin ym lah ban poi sha ka thong lada ngi long kiba sarong bad hangamei namar ka jingsarong ka iaid hashuwa ka jingjot.

Kyntang iawai, ban poi sha ka thong ngi dei ban long kiba trei minot, kiba sngewrit, kiba kohnguh, kiba pyndep hok ia la ka kamram bad kiba don ka jingngeit bad ka jingkyrmen kaba skhem. Ng dei ban long kiba iaishah khnang ban gin poi sha ka thong jong ka jingjop bad ban ioh ia ka nam kaban sah pateng la pateng kumba u myllung Soso Tham u ai ia ki ktien phira jong u ha ka poitri "U Khlur",

"Khmih samla hakhmat jong phi,
Ba phin tip shano ban jam,
Don u khlur ba lam lynti,
Im ka kyrteng sah ka nam."



सुपारी, पान, चूना एवं तम्बाकू पत्ता

(Kwai, Tympew, Shun Bad Duma Sla)



Easterson Sohtun
XII Commerce

यह सच है कि मेघालय में हर जगह, घर आदि में पान, सुपारी लोग अधिक खाते हैं। यह यहाँ के लोगों का शौक नहीं बल्कि यहाँ का रीति-रिवाज है। जब कोई मेहमान घर में आता है तो यहाँ लोग घर में पानी देने से पहले पान-सुपारी के लिए पूछते हैं, क्योंकि इसके पीछे एक कहानी है। यह कहानी उन दो मित्रों की है जो कि एक गाँव में रहते हैं, यह दो मित्र आपस में बहुत ही ज्यादा प्रेम करते हैं एक उनमें से अमीर घर का है और एक गरीब घर का है। वे दोनों एक ही जगह में काम करते हैं, काम खत्म होने के बाद अमीर मित्र कभी-कभी उस गरीब मित्र को अपने घर ले जाकर उसको खाना-पीना देता है, बहुत बार ऐसा होता है कि गरीब मित्र उस अमीर मित्र को अपने घर ले जाना चाहता है मगर यह संभव नहीं है, क्योंकि उसके घर की स्थिति बहुत खराब है इसी कारण ले जा नहीं पाता, बहुत बार सोचने एवं अपनी पत्नी से बात करके उस एक दिन उस अमीर मित्र को अपने घर पर भोजन करने के लिए बुलाया। गरीब मित्र अपने अमीर मित्र को अपने घर लेकर गया। उस दिन जब गरीब मित्र घर पर पहुँचा तो उसकी पत्नी ने उसको रसोईघर में बुलाकर कहा कि रसोई में कुछ भी सामान नहीं है और पैसा भी नहीं है। यह सुनकर गरीब मित्र ने दुखी होकर अपनी पत्नी से कहा कि “आज के लिए उधार मांग लो ताकि मेरा मित्र भूखा पेट घर से न जाए” तब उसकी पत्नी ने कहा ठीक है ! उसने बाजार जाकर हर दुकान से उधार मांगा और गाँव में हर घर से उधार मांगा मगर किसी ने भी उसको उधार नहीं दिया। बहुत समय बीतने के बाद वह अपने घर लौटी तो सीधे रसोईघर जाकर रोने लगी और बोलने लगी “यह क्या है ईश्वर जी दोस्त कभी घर में आए और उनको कुछ भी खिला न पाए। यह जिंदगी ही क्या है इससे अच्छा है मरना” और उसी समय अपने हाथ में चाकू लेकर खुद पर वार कर दिया और मर गयी। बहुत देर होने के बाद गरीब मित्र अपने रसोईघर में जाकर देखा कि उनके पत्नी की लाश पड़ी है, यह देखकर रोने लगा और कहने लगा कि हे ! ईश्वर यह क्या जिन्दगी है, इससे अच्छा तो मर जाना ही है। और वही चाकू लेकर खुद पर वार कर दिया। बहुत समय बीतने के बाद अमीर मित्र को चिन्ता होने लगी कि घर में देर हो गयी, फिर उसने थोड़ा और समय इंतजार किया। फिर भी कोई भी नहीं लौटा तो वह रसोईघर में जाकर देखा कि वहाँ पर दो लाश पड़ी है जो उनके दोस्त एवं दोस्त की पत्नी की है यह देखकर अमीर मित्र को दुख होने लगा और वह रोने लगा और थोड़े समय के बाद उसने वही चाकू लेकर कहा कि “यह कैसा संसार है जो कि मेरा दोस्त अपने मित्र को कुछ खिला-पिला न पाया और अपनी जिन्दगी गवा दिया। इससे अच्छा मैं भी अपनी जिन्दगी त्याग करता हूँ, वह भी वही मर गया। समय बीतने लगा रात होने लगी और जैसा ही अंधेरा हुआ वहाँ पर चोर घुस गया क्योंकि वहाँ पर कोई आवाज थी न रोशनी, कुछ समय के बाद जब चोर ने ज्यादा समान इकट्ठा कर लिया तो उसको ठंड लगने लगी और वह आग तापने के लिए आग जलाने लगा और आग तापते-तापते उसको

नींद आ गई और फिर वह सो गया। समय बीतने लगा तब चोर को मुर्गा की आवाज सुनाई दी तभी वह उठ गया। उसी समय जब थोड़ी रोशनी आ गयी तब उसने तीन लाशें देखी और यह देखकर वह चोर घबराने लगा और थोड़े समय के बाद उसने यह सोचा कि सुबह हाने वाली है, अगर वह वहाँ से भाग जाए तो लोगों को पता चल जाएगा कि मैं यहाँ से भागा और लोग मानेंगे कि उसने खून किया है। यह सोचते-सोचते सुबह हो गयी और यह देखकर चोर बोलने लगा कि अगर मैं यहाँ से जाऊँगा तो लोग मुझे खूनी समझ लेंगे लेकिन खून मैंने नहीं किया पर लोग मुझे मार डालेंगे। इससे अच्छा मैं अपनी जान दे दूँ” और चोर ने वहीं चाकू से अपने आप पर वार कर दिया और वहीं मर गया। यह देखकर ईश्वर से देखा न गया उसने एक उपाय निकाला जो अमीर और गरीब के अंतर को खत्म कर सके और उसने चार चीज बनायी - पान, तम्बाकू पत्ता, तामुल एवं चूना उन चारों के आधार पर

इस्तर्सन सौतुन
कक्षा - बारहवीं
वाणिज्य

My Memoirs in Shillong College

Aidakor lawphniaw
B.A III (English)



"She walks in beauty, like the night
Of cloudless climes and starry skies;
And all that's best of dark and bright
Meet in her aspect and her eyes"

Aww... Romantic right? What a man! I wonder who Lord Byron wrote this for... Lucky girl I must say... Ha!

About me! Well! I was a commerce student trying to feed my brain with some Accountancy and Economics but God I had to pinch myself to stop from dozing off each time! All I usually do was sit in some corner and read either a novel of some kind or some sci-fi comic book. I always knew inside my head that literature is what I love but I really didn't pay much attention to it. It was Sir Shining who really got me thinking about taking up English as my honors paper, so Thank you Sir! You kind of saved me from drowning. I was a shy, insecure girl with no desire to mingle with anyone, but Literature has in many ways imbibed in me a love for the college, I started enjoying my college life.

Finally! I am a literature student now. I feel like a new creature! Poets, writers and their lives amaze me. "Coleridge was a drug addict. Poe was an alcoholic. Marlowe was stabbed by a man whom he was treacherously trying to stab. Pope took money to keep a woman's name out of a satire; then wrote a piece so that she still could be recognized anyhow. Chatterton killed himself. Byron was accused of incest. Do you still want to become a writer- and if so, why?" Bennett Cerf 1898-1971: Shake Well Before Using (1948). Almost all our poets, writers would always have some kind of dysfunctional effect in their brains. I think they have too much geniuses genes in them. But I completely agree with Robert Burton in his "Anatomy of Melancholy" who said "All poets are mad" Well look at them! Ha! Yevgeny Zamyatin in his "I Am Afraid" (1921) said "True literature can exist only where it is created not by diligent and trustworthy officials, but by madmen, heretics, dreamers, repels and skeptics". So a little madness is good I guess. It surely would make us famous. It practically means you have to be a little crazy to be a freakishly awesome writer. Ha! I guess it is true, look at me! Even though I can't call myself a poet but I write weird poems sometimes (you can check out my poem somewhere in this magazine, hope you like it)

Back to college!! I remember our suave Sir L.P in his first lecture asks us "what made you take up literature?" I basically could not explain I just simply said "I love it". But every time someone asks me why literature I become flabbergasted! His lecture on "Frankenstein" made me realized that "Frankenstein" is not the name of the monster it is actually the name of the creator. Ha! Glad I found out! Sir always make the class as lively as possible, he is awe-inspiring!

I can never forget Sir G.R's lecture on "Moll Flanders". It was fascinating and alluring. It made me question can a woman as wretched as her ever exist in the real world? I bet there are out there. During the Science Department's Golden Jubilee our Sir G.R looked like Jason Statham in that tuxedo. So Dashing! You're remarkable.

Our Miss B.W erudite yet very engaging and superb. I remembered her lecture on Matthew Arnold's "Essay on Criticism" was so interesting and kind of addictive in some way that it made me memorized the whole thing... like seriously! The whole thing! She is pretty amazing.

Our dearest, sweet Miss D.B lecturing the drama "Twelfth Night". Gosh! All I wanted to say was "awwwwww" during her lecture. It is just too romantic and funny and sad at the same time. She made me want to read all Shakespeare's works. She is a sweetheart Our Miss P.L so sweet and fun. Her lectures are so fantastic that when she was explaining the poem "The Lady of Shalott" I really thought Sir Launcelot; this handsome, charming knight in shiny armour really came to sweep me off my feet on a white horse. Ha! Just kidding Miss I was really concentrating. You're awesome!

Our excellent, fabulous and sweet Miss I.W you really got me deep in concentration during your lecture on "Fall of the House of Usher". Gosh! I was shocked when Madeline just rose from the dead and suddenly the class room door just made a horror sound. Can't deny but I got a little scared. Ha! It was thrilling and mind blowing. You're incredible!

Last but not the least our sweet and outstanding Miss A.B. everything she lectures just run through my thick skull like a bullet. I love T.S Eliot's "The Love Song of J.Alfred Prufrock" though it is not actually a love song. She made me go gaga for Eliot; I bet it is because I can relate to him. I am kind of indecisive too. Ha! Moreover, Miss A.B is one of a kind.

I cannot end this without thanking Sir Rynjah. He is one of the kindest persons I have ever come across. He has always helped me through everything. I also want to thank our Principal and Vice Principal for guiding us to become better people. All our teachers are one of "The Best". They make everything so simple for us. They are such good role models that sometimes I look at them and say "Gosh I want to follow in their footsteps and be like them someday" They inspire me. Even though I am always late for classes I just want to say "I AM SORRY". I hope it is not too late to apologize. As I am still rolling my fingers on the keyboard I just want to say I hope I have made a good impression among my teachers and my peers as well. As my college days are nearly over I will miss Shillong College with all my heart.



Dombe Rani



Queen

Peckioush. G. Momin
B. II (DAY)

Tona tosokja agano agansokja nang' nitoako
Gamchata sona rongsu gita nitoa so're kapsa,
Patijok Dakgipa Ba•braan nang•na dingtangmancha gunko
Sokjawa Saljong Tasi nomilba, dimelgen Giting Raniba.

Bimang te•rok balbal mikkang sonachijim nitoachim,
Ku•rang knana gitik, kni rikge rikge sona bibal balachim;
Nang' nitoana sakanti panten' ka•tong muni nangachim,
Chiningni Bugarik Panteba nang•nan ka•sanapachim.

Patigimin nitoa baksa gun aro sontolani nang•o gapachim
Chadambeni salrangkoba namao aro rontalaon re•atachim;
Dongjawachim nang' nitoa aro sontolaniko jena
Amjawakon darang a•gilsakoba nang•gita me•chikko
man•na.

Kakketgipa A•chik me•chik saksa ong•pae,
Nitoan baksa nama gunrangchi gapatako man•e
Skiangjok namako na•de on•gilangjok su•drangna,
Donangaha na•de jatna patigimin guniko krae jakkalchina.

Ka•saa na•a setangna kakketan aro patigimin dedrangna,
Dongjawachim nang•ni kamko aro ka•saaniko jena
Dongjawakon darang A•chik me•chikba nang.gita,
Nang' nitoa aro namgipa gunan p'lak gamnaba bata.

Dongjahaoba nang' bimang da•o ia a•gilsako,
Chipkamgen nang' nitoa aro gun sakantin' ka•tongo.

Donangaha na•de jatna gisik ra•kamjringna
Gimajawa A•chik Rani nang' nitoa aro gun chasongni-chasongna.



AMA NANG•KO GISIK RA•A (MOTHER I REMEMBER YOU)

Chikambe Areng
XII ARTS DAY

Ama nang' ka•bako
Man•paodechim anga,
la walko waltuatna nang baksa.

Ama ang' dukni salon na•a,
Ang' baksa ong•odechim;
Ang' dukni balko ritchengatna.

Ama nang•ko gisik ra•a
Dongodechim Ama na•a,
Ang' jajrengan salrang.

Ama nang•ko sandimana
Ang' saksan dongengo,
la walni andalao.

Ama, ama okammana
Dongpajaoba ama na•a ia a.gilsako,
Dongkama pangnan na•a ang'gisiko !





Class XI Arts (M)



Class XI Arts (D)



Class XI Commerce (M)



Class XI Science



Class XII Arts (M)





Class XII Commerce (D)



Class XII Science



BA I (D)



BA II (M)



BA II (D)



BA III (M)



BA III (D)



B.Com I (M)



B.Com II (M&D)



B.Com III (M&D)



B.Sc I



B.Sc II



B.Sc III



B.Sc I Microbiology



B.Sc II Microbiology





BCA I



BCA II



BCA III



EBA I



BBA II



BBA III



SNINGGIPA ONG'ANI

(Discipleship)



Sengchard R. Marak
B.Com II (Hon)

Aganchengani : Kristian bebara•ani chu•gimikan Isolni ka•saanio, Kristo-ni chu•sokgipa kamko u•ianio aro Gisik Rongtalgipani bilakatanio ong•a. Janggi tanganian Isolni ka•saaniko man•e unan ong•kangskaani ong•a. Uni gimin Kristoni sninggipa ong•anide janggi tangani bak ong•ja jekon an•ching gisepo somoi joko daka indiba indaken anga janggi tanggen ine chu•gimikan baseani ong•a.

Kristoni sninggipani (disciple) gimin chanchion minngnini gimin chanchina nanga. Skanggipao, chong•motgipa sninggipa ong•ani gimin (being a disciple) aro gnigipao, sninggipako dakani ba tariani gimin (making disciples). Ia angni seanio anga skanggipani gimin janapna gita nangnikenga chong•motan chong•motgipa sninggipa ong•ani gimin (being a disciple) ong•a.

Chong•mot Kristoni Sninggipa Sawa ?

Je Kristian-an Gitel Jisu Kristoo dal•roroa aro Gisik Rongtalgipa sasono, jean an•chingni ka•tongo donga, uni salantio tarianiko man•a uan Kristoni sninggipa ong•a. Indakgipa janggi tanganio bebara•gipa p'lak a•gilsakni bilrang aro dake nianirangko chena gita man•a, gisikni gita dal•roroa, Kristo gita salantio ong•roroa aro an•tangna aro gipinrangnaba patianiko ra•baa. Billy Graham-ba iakon agana, "Chong•motgipa Kristian-de Jisuko ra•chak-bebara•ao bon•ja indiba salantio ong•ani jean mandeko Kristo gita ong•roroata." Indake ong•engon bebara•gipa iako gisik ra•na nanggen chong•motan sninggipa ong•aniara indinaride re•baja indiba an•tangko sason ka•ani (discipline), an•tangnirangna siani (sacrifice) aro ong•kangani (radical commitment) chu•gimik dongna nanggen. Indakgipa janggi tangani mandeni bil mangmangchide man•ja. Uni gimin Gisik Rongtalgipani, an•chingna jekon on•manaha, uni bilo chu•gimik dandaniososa ong•gen. Bebara•gipa Gisik Rongtalgipani de•mesaanio aro bilakatanio an•tangni chanchianiko, kattako, aro kamko Isolni Katta-ming an•tangko nichina. Ian salantio Isolni Kattako poraianio, chanchibewalanio aro bamaniosa chu•soka. Sninggipa ong•ani an•tangosa bon•aija indiba Kristoni sninggipa Isolni Dal•gipa Ge•etaniko (Mati 28:18-19) chu•gimik manina gita gro nanga. Uni gimin gimaenggipa janggirangna

aro jatrangna nama kattako gipate jokataniko mesokna nanggen (1 Pitir 3:15) aro uamangko sninggiparang dakna nanggen.

Ka•mao adita chong•mot Kristoni sninggipani gunrangko toktok dake mesokatenga :

1. Kristoko pilakna skang donani (Mark 8:34-38) : Jekai mesrang Nirikgipako nie ja•rika bebara•e tangna an•chingko okamaniara Jisuchiko nie tangani ong•a maina bebara•aniara Jisuosa ong•a (Ibrirangna 12:1, 2; Kolosirangna 3:1, 2). Kristoni sninggipa chu•gimikan an•tangko a•gilsaknirangoniko ma•ekatna nanga jekai be•enni skarang aro a•gilsakni gamjin an•senganirangna mikpakma niani (Luk 14:33). Apsan somoion an•tangna chu•gimik siani jeko Jisu chisoltangko ripee an•tangni ja•man ja•rika baksa toaha (Luk 14:26). An•chingni miksonga Jisu Kristosa ong•a aro an•chingni janggi tangani bak mingantichi uko rasong chaatanian ong•a. Ian an•tangna siani aro Kristona tangani ong•a jeon chong•motko ong•e u•ianio bon•ja indiba chu•gimik bakko ra•e dongkame janggi tangosa ong•a (Johan 14:4).

2. Kristoni skiani aro ge•etanirangko maniani (Johan 8:31-32) : Bamanio aro manianio Jisu Kristoan chu•sokgipa janggi tangmesokgipa ong•a. Jisuan siaona kingking Pagipana chu•gimik bamaha (Philippirangna 3:6-8). An•ching Isolna bamanio chu•gimik Kristoni skianirangko manina nanggen maina ian bilakbee chong•motan sninggipa ong•a ine mesoka. Jisu agana, "Angni kattao na•simang dongode, indide na•simang angni sninggipa chong•mot ong•a..." (Johan 8:31,32). Bamanian dal•batgipa Isolo bebara•aniko dake niani ong•a (1 Samuel 28:18). Iakon chu•gimik Ibrirangna odhai 11-o mesoka. Uni gimin bamani griode Jisu Kristo an•chingni Gitel ine aganna man•ja aro indaken maming gisikni gita dal•roroani dongjawa (Mati 21-27). Iakon C. H. Mackintosh aganaha, "Kristona ka•saaniko, ge•etanirangko maniachi bamachisa mesoka...Gitel Gitel ine aganmangmangachi ong•ja."

3. Bite nanggipa ong•ani (Johan 15:5-8) : An•tangni janggi tanganio bite nangataniaara an•chingni kam ong•ja



indiba an•chingni kamde Jisu Kristoo dongkamanisa ong•a. An•ching Kristoni ka•saa aro kattoo dongkamode Gisik Rongtalgipaan biteko bang•e nanggen. Gipin dake aganskaode bite nanganiara bamani aro maniani giminsa ong•a. Jensalo Gitelna an•ching an•tangtango bamroraata aro uni ramao re•roroa unosa an•chingni janggi salantio dingtan-groroa. Dingtanganiara an•chingni ka•tongo a•bachenggen aro uan an•chingni kattoo, cholono aro kamo chu•sokgen. Dingtanganiko an•chingni am•engon Gisik Rongtalgipani bilchi ning•aonisa re•baa jekon mandede bilchi ong•atna gita man•ja. Iachin bebe•ragiparang Pagipako rasong chaata (Johan 15:8) aro katchaani uamango chu•soka (Johan 15:11).

4. Bebe•rarimskana ka•saani (Johan 13:34-35) : Sastroo bebero•rimskana ka•saanian an•chingni Isolni nokdango bak dongpaaniko rongtale mesoka (1 Johan 3:10). Ia apsan ka•saanikon 1 Corinthrangna 13:1-13-ona talata. Ia sastrooni bakrang an•chingna ka•saanide kattoo ong•ja indiba chu•gimik mandeni ja•ku de•anio aro kamosa mesoka ine talata. Ka•saaenga ong•ode bebero•giparang maikoba dakgen aro ka•tong gimikchi bakko ra•gen. Uasan ong•aia, ka•saani pangnan an•tangna bate gipinrangna nambat-changbate ra•a aro an•tangni man•gniko chanchija (Philippirangna 2:3-4). Philippirangna 2:5ff ka•saanio janggi tanganiko bebero•gipa maidake ong•ata uko talgopata : “An•chingni gisik Kristoni gisik gita ong•na nanga...” jeon ka•saanian gapa. Ian mai-rongpilgipa janggi tangmesokani !! Maina Jisu Kristoni janggi tanganian an•chingko chu•gimik Kristian ong•e re•ruraanina didichong•mota.

5. Sninggipa dakani (Mati 22:18-20) : Sninggipa dakanio Isolni sikaniara angoo aro nang•o bon•aia indiba a•gilsak gimikni jatrangko an•tangona rimbaani aro sninggipa dakaniosa chu•soka. Jatrangna Gitel Jisu Kristoko ma•siatna, jekaniona rimbana aro Kristoni sninggipa dakanio an•chingko Isolni chu•gimik okamaha aro an•chingan ia dal•gipa kamna Isolni ostrorang ong•a. An•chingni u•iani jedakgipa gadang ong•oba, bebero•anio gital ba gitcham ong•oba an•ching Apani a•gilsako maiba gamchatako on•pana aro dakpana man•chongmota. Bang•a changon bebero•giparang Isolni kattako agana aro Isolni songnoko kam ka•na

an•tangtangocholgri bilgri nika aro “angara maiko dakpana amgen?” ingipa gisikni a•sel Diabol-ni tol•ao ja•ga nanga. Ian kakket ong•ja aro an•ching iako ma•si chong•motna nanga. Kristian bebero•aniko a•gilsakna kenmangija parakgiparang bang•an Gitelo gital ong•giparang ong•a. Uamang Sastroni gimin bang•e ma•sipajaoba Isolni ka•saaniko aro namaniko cha•tote nikaha aro uakon uamang aganna sika.

Jatrangna agana katta donga aro Isol da•aloba an•tangni dedrangko okamenga, “Sawa an•chingna re•anggen?” maina “jatrang maikai bebero•gen knakujaode, aro maikai knagen aganprakgipa griode...” (1 Corinthrangna ku•rachakode uamangna iana daiko ra•ani ong•chongmota. Isol nangrimgrikatani kamko ba dangdike on•aniko uni dedrang sakantina on•angaha aro uara saksa sakgipino bon•ja indiba Isol a•gilsak gimikon uni mondolichi nangrimgrikatani kamko ka•enga . Sing•anide, “Angara bakko ra•pae chu•sokatengama ?” Sakantian gimaenggipa jatrangko aro janggirangko jokatna Isolna on•kangchina.

Bon•chote aganani : Bang•a manderang Isolni ka•sachakaniko an•tangtangna jekaniko nanganio bon•ata aro indakenIsolni ka•onanga uamangni kosako ong•a. Indaken Isolni ka•sachakaniko on•kangani gri, papna kena gri, rongtala janggi tangani gri, aro bamani gri jerangan an•tangni chisolko ripee Kristoko ja•rikani ong•a indakgipa janggi tangani ong•a. Indiba Isolni skaniko am•e janggi tanganian orto gnangani,miksonga gnangani aro chu•sokgipa ong•a.Kritoni sninggipa ong•ani Isolni skani aro ianon patiani chu•soka. Uni gimin, indakgipa dal•gipa ka•sachakaniko Isolni on•aniko cha•tote nkgipa sakantian dal•nikchina, gamchatnikchina aro uko chu•gimik sninganio be•en pil•atchina. Jensalo nama dakgrikanio dongkamgen, bebero•aniko rakigen aro daariani matchotgen, an•ching sakantian, bebeni mukutna katchaanio aro Isolni suurigija gamko on•pilskaanina sengsogiparangong•gen (II Timothy 4:6-8, paraphrased).

I don't need a friend who changes when
I change and who nods when I nod;
my shadow does that much better. ~ Plutarch



CHADAMBENI SAL,

MIKKANGCHINA TARISAMSOANI SAL

(The days of the youth, a preparation day for the future)

By - CHANGRIK M. SANGMA
B.A. IIND (HONS)



Matburingrangni gisepo bilakbatsranggipa Singhorang mangmangba cha.asia aro okkria ine aganani gnan. Apsan dake mandeba a•gilsako janggi tangna gita altubea ong•ja. Jedakesinghorangcha•asiaarookkriaapsandaken mandeba chu•sokgipa ong•jaode neng•sikime, ding•ol kramchi ong•e, kam ka•e cha•na nangao ga•aka. Mandeo poraia skia dongjaode, mamingkon skie ra•jaode namen ja•manchakdu gagen aro uandaken jeko ka•e cha•pana mangmangba cholijae kangal cha•asiaona, bon•chongdikaona an•tangko sokatgen. A•chik A•songo niksenggipa saksa Pa Lindrid. D. Shira sagi an•ching sakantina gamchatbegipa ku•patianiko uni segimin ki•tapo indake janapaha, "Me pal palsana mikchi ong•na nangjana gita chol man•mitingon porai-bo' A•gilsako chu•sokgipa ong•e janggi tanganiko dakna gita chadambeon an•tangna namgipa cholko dake ra•na nangchongmota. An•tangna cholko dake ra•na chadambe sakantio nisan ba goal dongna nanga. Goal donggijagipa mande chisamo balbogipa bol gita chacha ong•aia ine aganani gnan.

Poraienggipa chatro-chatrirango mikkangchini gimin gisiko nange chanchisamsoani, mikraksamsoani aro tarisamsoani dongna gita nangchongmota. Mikkangchi chu•sokgipa ong•na ba mande ong•na gita gisik sikanian dongjaode nisanko dakna skani gisikba nabajawa. Chadambe sakantio mikkangchi ong•gnigipa obsostani gimin chanchi

samsoani, mikraksamsoani aro tarisamsoani gisik dongna nanga. Unosa mandeona 'Nisan' ba 'goal' ko done poraina skani gisik nabagen. Uandake bang•a chadamberang an•tangtangna cholko

dake ra•na gita nisanko daka jekai Doctor, Engineer, Teacher, Professor, Nurse, I.A.S. Officer, businessman aro uandake. Indake an•tangtangan poraiengon nisanko dakna gita nangchongmota. 'Goal' donggijagipa mande janggi tangani orto gri ong•a ine aganani gnan.

Chadambe sakantion mikkangchi chu•sokgipa ong•e janggi tangpana skani gisikde dongchongmota. Darangan neng•sikime, hajira kam ka•e cha•pana sikja. Chadambe sakantio mikkangchi chu•sokna skani gisik donggenoba bang•bata chadamberangan poraia chu•sokgijan bon•chongdika. Bon•chongdikani a•selara poraimitingo gisik nangjani a•sel, mikkangchi ong•gnigipa obostani gimin name dake chanchisam sojani a•selba ong•a. Un baksana bang•a chadamberangan chonaonin mikcha-ka•sagrika dakeporaiachu•sokgijanra•grik-donggrikaonaba jik-se kimgrikaona an•tangtangko sokata. Bang•a chadamberang kragijagipa ringa-cha•anirangko dugapile jakkala jekai: chu, biri, sada, drugsrangko jakkale an•tangtangni be•enko nosto ka•an baksa poraianikoba bon•chongdikata. Da•ororo chonchonggipa skulo porai enggipa bi•sarangoni dal•dalgipa college chatro-chatrirangona kingking 'FACEBOOK' ko jakkala. Beben facebook an•chingna nangja ong•ja, facebook an•chingna mingsa jakkaltobegipa aro dakchakaniko on•gipa ong•a. Indiba bang•bata chadamberang facebookko bilongen jakkal sretenga. Bang•bata chadamberangan facebookko jakkale gamchatbegipa somoiko indin gimaata,. Mitam chadamberang facebook

ko somoi re•atna, nanggiya kattarangko wate rona, sakoba togina, sakoba gisik saatna, sakoba chonnikna, matnangnasa jakkalbata. Da•ororo



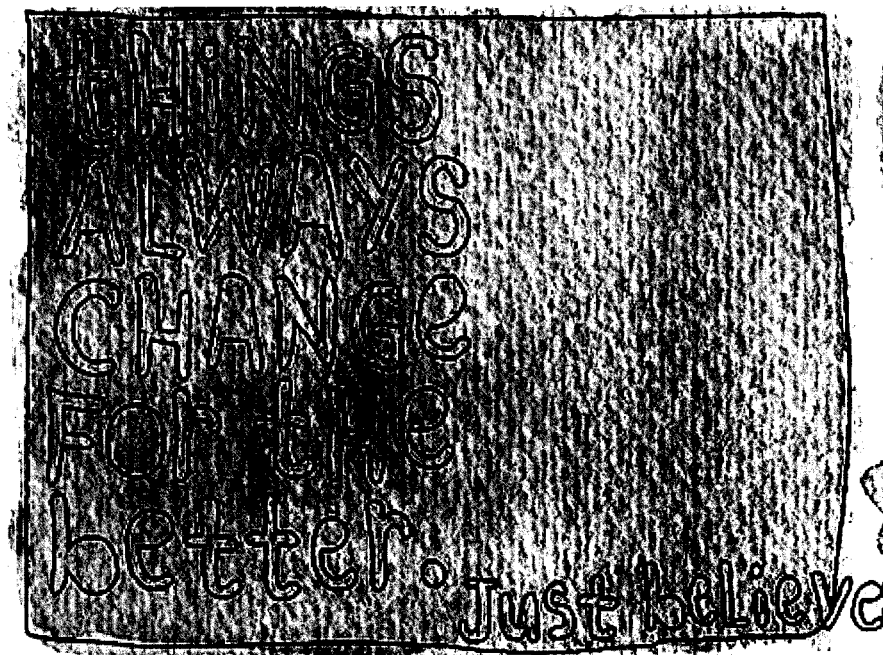
chadamberang gamchatbegipa somoiko galpile facebooko an• tangtangko jakchakgija (busy) ong•ata. Facebookko jakkalsretani a•sel ba min-gsa chadamberangni poraianiko cha•sotenggipa ong•chongmota. Minggipin chu•sokgijani a•selara jotton ka•gijani, chakchikani dongjani giminba ong•a. Una agreba chadamberangni chu•sokgijani a•selara 'Aratako' namemanchan jakkalani ong•a. Aratgipa mandeko chibrimona re•ange skie ra•echina sastroo aganani ngang.

Nisanona sokna gita beben altube-gipa songreani ong•ja; Nisanona sokna gita nam-nen tikkeleni dongna gita nangchongmota, mande sakantio dakna amgijani dongja. Mandeo skani dongode chu•sokna gita ramaba dongtela-ia. Nick Vijicini janggi tangani gimin an•ching knaa aro u•ia. Nickni janggi tangani an•chingna namen ski dapani ong•chongmota. Mandeni dakna amgijani dongja ine Nick an•chingna paraka. Nick 1982 bilsio Australiao ja•a jak donggija atchiaha. Bi•saonin ja•a, jak dongjae dukko man•e, neng•sikime janggi tangbaaha. Skul re•na skoba ja•a, jak dongjani a•sel Nickko skuloba ra•chakjachim. Indiba ja•mano Nickko skulo poraichina sorkari cholko on•aha. Nickni janggi tanganio duknirara ong•aiachim; Maina gipin gita jeko dakpana inoba man•pajachim.

Uandake Nick bilsio 8 aro 10-o an•tangko so•ote sina jotton ka•aha indiba ua chu•sokjaha. Dukko man•begenoba, namen chakchikstape Nokgi-pao bebe ra•ako watgalgija poraianguaha. Uan-daken ru•utgijan Nick bilsio 21 ong•o graduate ong•aha. Nick bachelor of commerceko poraie ge•gni major

(Accountancy aro financial planning)ko dake matchotaha. Nick ja•a-jak dongjaoba chi jrona, robol kal•na, golf kal•na, computer jakkalna, wagam natna, kni ken•na, aro phone ka•na changaha. Bon•chotao Nick nitobegipa me•tra Kanae Miyaharako bia ka•aha.

Ja•a jak donggijagipa mandean chu•sokna man•ode indide an•ching ja•a jak donge maina man•jawa? An•chingo chu•sokna skani gisik dongode indide jotton ka•ani, tik-keleni gisikba dongna nanga. Nisan ba goalko Nokgipa Isol-o pakwate, chu•sokanina bi•e, jotton ka•e, bim chipe re•mikkangnaba nanga. Duknirang, dakmajoanirang sokbaoba uarangko janggilate poraianiko watgalna nangja. Nisan ba goal ko done mikkangchi chu•sokgipa ong•na chadambeonin hai cholko dake ra•na ine angni chadambeskarangko ku•mongna namnika.



The Department of Mathematics, Shillong College, Shillong organised a National Seminar on the theme “ **Mathematics the need of the hour**” and to commemorate the 125th Birth Anniversary of the great Indian Mathematician Srinivasa Ramanujan on 7th and 8th of December 2012 in collaboration with National Academy of Science in India (Local Chapter). The inaugural programme was graced by Shri B.M Lanong, Deputy Chief Minister, government of Meghalaya, Shillong as the Chief Guest and Prof Veena Tandon, Chairperson, NASI (Local Chapter Shillong) and Mrs Sherry Lalthangzo, Director (HRD and Planning), NEC, Shillong as the guests of Honour. The other prominent dignitaries include Prof S.S Khare, Ex Pro-vice Chancellor NEHU, Tura Campus, Shri F.L Lyngkhai, Director of MBOSE, teachers from different schools and colleges, students, resource persons. In this inaugural function, Dr K.D Ramsiej, Principal of Shillong College, Shillong delivered a welcome Speech. In his speech, Dr K.D Ramsiej extended hearty welcome to all the participants of the said function. He mentioned the aims and objectives of the Seminar to popularise Mathematics in schools and Colleges and to remove the phobia of Mathematics from the students. This welcome speech was followed by a welcome song from the students of Shillong College, Shillong after which Prof S.S Khare, Ex-pro-vice Chancellor, NEHU, Tura campus delivered a keynote address. In his address, Prof S.S Khare mentioned the contribution of India towards Mathematics and said that one of this contribution is Srinivasa Ramanujan. He pointed that the phobia in Mathematics has come to the students due to the fact that it is taught in a mechanical way and the students are discouraged and proper concepts are not given. He stressed that we have to train teachers at lower level, i.e, primary level and secondary level



Mr. D. Shadap
Head, Department of Mathematics

in order to improve Mathematics. He also mentioned that the greatest contribution of Mathematics training is that our brain is sharpened, it becomes more logical, more imaginative and our life will become more successful, how to be able to think in our situation. He also gave a brief description of the life of Srinivasa Ramanujan and his contribution towards mathematics, his discoveries as well as his ways of solving problems in mathematics. He concluded his address by saying that we should make our best to make Mathematics more interesting. This was followed by a speech from Prof Veena Tandon, Chairperson, National Academy of Science in India (NER-Local Chapter). In her speech, Prof Veena Tandon, gave a brief idea of the objective of NASI. She also stressed about the poor enrolment of students in science courses and gave a very general statistics that 80% of 3 lakhs students seeking admission in North East joined Arts stream because they are afraid of mathematics. So she said that efforts need to be made to enhance the facilities to teach the subjects in an interesting manner. Mrs Sherry Lalthangzo, Director (HRD and Planning) NEC Shillong in her speech shared her experiences in mathematics and encouraged the students to take Mathematics as a challenge. In this inaugural function, Shri B.M Lanong Deputy Chief Minister Government of Meghalaya, Shillong, delivered a speech and in his speech he first of all congratulated the Mathematics Department of Shillong College for having conducted the Seminar which is the first

ever in the state of Meghalaya. He expressed his unhappiness at the poor performance of the students in mathematics at different levels of education and said that the government has even come up with various approaches to address the problem in the education particularly in the teaching of science and mathematics. He said that mathematics curriculum should stress on mathematical literacy so that each students can develop an understanding of how Mathematics is relevant to the fields of endeavour they may choose for themselves. He concluded that mathematics to him is an endless, unlimited Science subject and that it is applied in every one's life. He finally encouraged the students to have an interest in Mathematics. He once again urged upon the members of the faculty of mathematics department of Shillong College to come up with many more such programmes in the near future and he even assure all possible assistance from the government in this endeavour. The inaugural function was concluded by a vote of thanks from Shri D Shadap, Head of Department of Mathematics, Shillong College.

In the first session, Prof. S.S.Khare, Mathematics NEHU & Ex-Pro-ViceChancellor, NEHU, Tura. Delivered a lecture on Palindrome numbers and properties of Taxicab Number 1729 founded by Ramanujan. In the second Session, Shri. A. Jayanta Kumar Singh Retired Professor D.M. Science College, Imphal delivered a basic definitions of rational numbers with example. In the third Session, Prof S.N. Bora, Professor of Mathematics, IIT Guwahati delivered a lecture on "What is Higher Mathematics and where does it lead

us?". After the second and the third Session, there were paper presenters from IIT Mumbai, Guwahati University, Boro Govt School Guwahati, Assam, and Sonapur College, Nowgong, Assam. In the fourth Session, there was an interactive session where students from different schools actively interacted and the day programme was concluded by the distribution of certificates to the Paper presenters and participants.

On The Second day the 8th December 2012, which have more than 140 participants college students and their teachers attended the National seminar from different part of Meghalaya, Assam, Mizoram. On the second day there was an inspirational talk by Dr. Vivek Kallia, Post Doctoral, University of Colorado, USA. On the second day, the fifth Session started at 9:00 a.m. In this session, Dr. S.N. Bora delivered a lecture on "Differential Equations and where is the destination" after which Shri. G.H. Rao, SRVM College, Guntur District, Andhra Pradesh and Shri. Herachandra Singh, Assistant Professor, St. Mary's College, Shillong presented papers.

In the the fifth session, Dr. S.N. Bora, Professor of IIT Guwahati, continued his lecture on "Differential Equations and where is the destination?" where he stressed on Idealization of Physical properties. At the end of his lectures, he encouraged the students to continue mathematics in their higher classes. During his lecture many students come forward with their queries and actively participated. After this there was a paper presentation from Shri. Potadar Nitin Kumar Babular, Ramanu Ruia, College Mumbai.

"Things change. And friends leave. Life doesn't stop for anybody."

— Stephen Chbosky

CONFIDENCE BUILDING AND PERSONALITY DEVELOPMENT

UGC - Sponsored Coaching for Competitive Examinations, Shillong College: 2011-2012

Dr (Mrs.) E. Kharkongor,
Course Coordinator



The UGC-sponsored Coaching Classes for Competitive Examinations, Shillong College is continuing in its efforts for innovative learning and imparting skills that are necessary to equip students to appear for competitive examinations. In the current academic year, 2012 the Cell commenced its third phase of coaching and it endeavors to sensitize, expose and build the confidence of the students to come forward and participate in these classes.

The Coaching Classes which commenced from 01-08-12 had 88 students enrolled. The students comprised the degree students from the various streams of the college. Classes are held from Monday to Friday in the timings 2:00 – 3:00 pm. A number of qualified resource persons were drawn to impart coaching in these classes. The course incorporates four common areas of +2 and graduate level competitive examinations namely **English, Arithmetic, General Awareness and General Ability**. In addition mock tests, group discussions, interviews etc. were a part of the routine of these classes. In-order to motivate and build the confidence of the students to face competition, the Cell organized a Workshop on '**Personality Development**', from 05th – 10th November, 2012 in the College Conference Hall. Professional Trainers

from **The Polaris Solutions Enterprise** were invited to impart the training for the entire week. This programme which focused upon topics such as positive attitude, inter-personal skills, public speaking, interview skills, group discussions etc. have greatly benefited all the student participants. The success of this programme is observed in the feedback forms which have been submitted by the participants. The challenges which the Cell encounters is to motivate and create an awareness amongst the students that participation in these classes will not hinder their academic performance but rather will complement them. There is also the need to bring qualitative changes in the teaching-learning process to retain the interest of the learners in the classroom. Besides, it is necessary to upgrade learning materials such as books, magazines, audio-visuals etc. that may be easily provided to the participants.

The Cell continues in its effort to impart training and skills that will enable the participants to face competition in the job market. It is hopeful that this task will be able to contribute positively in ensuring employability of the participants as envisaged by the UGC and to meet the needs of the society as a whole.

NSS Activities 2012-13

Mr. M. W. Synrem *Programme Co-ordinator NSS*

WORLD ENVIRONMENT DAY

Think, Eat, Save (5th JUNE 2013)



NSS Unit of the college celebrated the World Environment Day on the 5th June 2013 in collaboration with the Academic Society of Shillong College. On this day a cleaning drive was conducted in the college campus and large numbers of students participated in this programme. The programme started

with a short speech by the Principal Dr. K.D.Ramsie and this was followed by the lectures on the significance of this day by Dr. M.N.Bhattacharjee, Coordinator IQAC, Shillong College and the Vice Principal Dr. M.Dey.

ORIENTATION PROGRAMME HELD ON THE 10th & 11th June 2013

A two days Orientation Programme for newly joined NSS volunteers was conducted on the 10th & 11th June 2013 at the college conference hall. The first day of the Orientation Programme was conducted for the Higher Secondary Students (Class XI & XII) and the second day for the First Year Degree Students (B.A, B.Com, BBA, B.Sc). In this Programme a Power Point presentation was given by Prof. M.W.Synrem, NSS Programme Officer, on the AIMS & OBJECTIVES of the NSS. A brief history of the NSS was given and the activities of the NSS conducted as part of Regular Activity (RA) Programme and the

Special Camping Programme were also highlighted and presented to the students. Number of International and National Programmes attended by the NSS volunteers were also highlighted and some volunteers of the college who had attended these programmes were also sharing their experiences and excitement of joining the NSS. Other Programme Officers, Prof. S.Khyriemmujaat, Prof. A.Marbaniang and Prof. S.Kharrymba were also present on these programmes. 1612 students enrolled as NSS Volunteers during the academic session 2013-2014 of which around 400 new students joined the NSS.

AWARENESS PROGRAMME ON

Drug addiction and Alcoholism

HELD ON 14TH AUGUST 2013

The NSS Unit of Shillong College organized an Awareness Programme on Drug Addiction and Alcoholism for NSS Volunteers of the college in collaboration with the New Hope Centre, Shillong. About 150 volunteers attended the programme. Mr. Perry Wahlang, Counselor of New Hope Centre was the Resource Person and delivers a talk on the evils of drug and alcohol addiction. He cited various factors which are the reasons of addiction towards drug and alcohol and peer pressure was one of the reasons especially among students. Family reason is also another reason which led to alcoholism amongst the youths today. He gave a power point presentation on the various evils affecting our youths today both mentally and physically due to drug addiction and alcoholism. An alcoholic and a drug addict can never lead a healthy and constructive life to his family and the society he belongs to. He urged upon the students to refrain themselves from these kind of evils and at the same time contribute towards the so-

ciety through the NSS to which they are a part of, to spread the message and creating awareness on these evils and helping those who are in one way or the other addicted to these kinds of evils to come out of this by referring them to any de-addiction centre like the New Hope Centre and lead a normal life again. The presentation was followed by the interactions with the volunteers who questioned him on the role of the government for not properly implementing the laws related to the sale of such intoxicated drinks to students. Various queries were raised during the interaction and the same were replied by the resource person. The programme was also addressed by the Vice Principal of the college Dr. Malay Dey who also spoke on the various mechanism to contain this menace. Earlier Pf. S.Khyriemujat, Programme Officer welcome all participants and the Resource Person. The Programme ended with a vote of thanks by another Programme Officer Pf. A.Marbaniang and followed by a light refreshment.

INTERNATIONAL DAY AGAINST DRUG ABUSE & ILLICIT TRAFFIKING

An awareness programme on the theme "*Safe Secure Shillong*" was conducted on 29th Sept 2013 to celebrate the '*International Day against drug abuse and illicit trafficking*' by the NSS Unit of Shillong College in collaboration with the Office of the Superintendent of Police, East Khasi Hills District, Shillong. The programme started with a welcome speech by one of the NSS volunteers Miss. Pinky Vetbora Shabong, who welcome the dignitaries present and the resource persons for the programme. The programme begins with the first power point presentation by Dr. Pakha Tesia, Psychiatrist Woodland Hospital, Shillong, who gave a detail and in-depth presentation on the various aspects of drug abuse by drug addicted young people and the various medical and psychiatric treatments of such people. The second power point presentation was given by Shri. Vivek Syiem MPS, Superintendent of Police (City) East Khasi Hills,

Shillong, who gave an insight of the menace of drug abuse and drug trafficking. He concluded his presentation and called upon every one present to come up and fight the menace collectively right from the grass root. The third presentation was given by Shri. S.A.Rynjah MPS, Additional Superintendent of Police (Traffic), East Khasi Hills, Shillong on the problems and challenges on road safety. He even gave a photographic presentation of the accident cases caused by rash and drunken driving. The programme was also graced by the Superintendent of Police, East Khasi Hills District, Shillong Shri. M.Kharkrang, who thanked the NSS volunteers and the programme officers for conducting such very important programme which is very much relevant to the the present day situations. The programme concluded with a vote of thanks from the Principal of the college Dr. K.D.Ramsiej.



SPECIAL CAMPING PROGRAMME OF THE NSS UNIT OF SHILLONG COLLEGE AT NONGMADAN VILLAGE FROM 18th to 24th AUGUST 2013

The NSS Unit of Shillong College conducted a Seven Days Special Camping Programme at Nongmadan Village, East Khasi hills District, from 18th to 24th August 2013. Nongmadan Village is situated near Nongpathaw Village which is one of the adopted villages of the unit. Nongmadan Village is situated at a distance of 17 kms from Shillong, but due to bad road connectivity, one has to travel a longer distance of more than 45 kms via Umiam (Barapani) or Sohiong Village. The Headman of the village is Shri. B.Nongrum who has been elected for the last 50 years. The people of the village are mostly engaged in agricultural activities which is their main source of livelihood. Literacy rate is quite high at about 85% but there is a very high drop-out rate amongst school children. Various activities were conducted during these days which include the construction of the village footpath, farmers' training programme, free medical cum eye check up camp and cleaning drive. The activities taken are briefly given below:

Day-1 (18.8.2013): Departure from Shillong at 2 P.M. and reaching Nongmadan at 4.30 P.M. Meeting with the local representatives and arrangements of accommodation in Nongmadan RCLP School.

Day-2 (19.8.2013): Construction of the village footpath from 8 A.M. to 4 P.M. and this was followed by the socio economic survey of the Village by the volunteers in the evening.

Day-3 (20.8.2013): Construction of the village footpath for the remaining part from 8 A.M. to 4 P.M. followed by the film shows for the children of the village.

Day-4 (21.8.2013): Completion of the construction of the village footpath and the total constructed length of the path was 270 meters approximately. This was followed by the review meeting with the headman and preparation for the next day's programme.

Day-5 (22.8.2013): Farmers' Training programme arranged with the local residents in collaboration with the Department of Agriculture, Government of Meghalaya. Shri. K.D.Kharkongor, District Training Officer of the District Farmers' Training Centre Upper Shillong, Shri. L.Nongrang and Shri. T. Mawlong, Demonstrators of the same office were the Resource persons. The programme started at 10. A.M. and continue up to 6.P.M. and there was a lot of discussions and interactions with the participants. Later the Headman of the Village Shri. B.Nongrum thanked the NSS and the Resource Persons for arranging this programme which is very relevant to the local residents as majority of them are farmers.

Day-6 (23.8.2013): A Free Medical cum Eye Check-Up Camp was organized on this day in collaboration with Bansara Eye Care Hospital, Laitumkhrah, Shillong. A team of 16 medical staffs led by Dr. T. Basaiawmoit conducted eye check-up and diabetic tests for the residents which include children and old age people of the village. The camp started at 10 A.M. and continue till 4 P.M. due to large participation of the residents.

Day-7 (24.8.2013): Cleaning Drive in and around the village and school campus and departure for Shillong at 4.30 P.M.

BLOOD DONATION CAMP

Conducted on the 6th september 2013 at Shillong College

The NSS Unit of Shillong College, conducted a One Day Blood Donation Camp in College Campus on the 6th September 2013, in collaboration with the Red Ribbon Club, Shillong College, the Regional Blood Bank, Pasteur Institute, Shillong and the Meghalaya AIDS Control Society, Shillong. A large number of NSS Volunteers including teachers participated in this camp. 21 units of blood were donated on this day. This programme is conducted as a part of the Regular activity of the NSS and Blood Donation Camp was conducted every year by the unit and the main objective of conducting this camp

is to sensitize students in particular about the importance and the need to donate blood. It is one of the main activities conducted as part of its commitment to serve the society which is one of the aims and objectives of the NSS. The NSS Unit of the college at the same time expressed its thanks and gratitude to the doctors and staffs of Pasteur Institute who have helped the NSS in every possible ways to conduct this camp. It also thanked the MACS, Shillong and the NSS Cell NEHU, Shillong who were the sponsoring agencies in conducting this camp.

Celebration of **SADBHAVANA DAY**

ON 20th AUGUST 2013

Sadbhavana Day is celebrated by the NSS Unit of the College on the 20th August 2013 in the college campus to celebrate the Birth Anniversary of Late Rajiv Gandhi, Ex-Prime Minister of India. This day is also celebrated to promote Communal Harmony and National Integration amongst the youth of the country. Programme Officers Mrs. S.Khyriemmujat and Mrs. A. Marbaniang conducted the programme and highlighted the students on the importance of this day and the need to preserve National Integration and social Harmony. The Vice principal of the college also spoke on the occasion and stressed the students to maintain peace and communal harmony for the growth of the country and the state in particular.



NSS SPECIAL CAMPING PROGRAMME

conducted at Nongtyngur village from 11th to 17th October 2013

The NSS Unit of Shillong College conducted its second Special Camping Programme of the year at Nongtyngur Village, East Khasi Hills District from 11th to 17th October 2013. Nongtyngur village is the newly adopted village of the unit, situated in the southern border part of the State and is one of the villages falling under the Pynursla Area. This village is situated at a distance of 70 kms from the capital city of Shillong and has a total of 300-350 households. The Headman of the village is Shri. K. Myllemngap. The people of the village are mostly agriculturists and the main agricultural produce are arecanuts, betel leaves, oranges, jackfruit and lots of forest produce like wild brooms, wild peppers etc. There are two secondary schools run and managed by Christian denominations and literacy of the village is more or less 50 to 60 percent. But dropout rate amongst school children is also very high. The village is well connected by roads and the nearest market for selling their products is Lyngkhat situated in the Border with Bangladesh, which takes place once in every four days. Health facilities are not upto the mark and the nearest PHC is Pongtung which is about 25 kms from the village.

Various activities were conducted during these seven days which include the Free Eye & Diabetic Health camp, the Free Medical Health camp cleaning drive and awareness programmes. The activities taken are briefly given below:

Day-1 (11.10.13): Arrival in the village followed by the public meeting arranged by the local village authority who welcomed all members of the NSS Special Camping Programme. This was immediately followed by the socio and economic survey of the entire village by the volunteers.

Day-2 (12.10.13): Organising of Free Eye cum Medical Check-up Camp in collaboration with the Bansara Eye Care Hospital, Laitumkhrah, Shillong. A team of 20 medical staffs and optometrists examined and conducted ophthalmological and diabetic tests for the

residents of the village. Around 300 people attended this camp and were given medicines and some are provided with spectacles. Before the start of the camp an awareness programme on diabetes and retinopathy were given to the villagers and school children by Ms Deepa Lamin Khonglah, senior Optometrist Bansara Eye Hospital.

Day-3 (13.10.13): Childrens programme

Day-4 (14.10.13): Cleaning Drive in the whole village with participation of local residents from 8 A.M onwards.

Day-5 (15.10.13): Free Medical Camp was conducted in collaboration with the District Medical & Health Office, East Khasi Hills District. More than 450 residents attended the camp and a total of 21 medical and paramedical staffs which include 8 Doctors from DMHO and NEIGRIHMS examined the patients and medicines were also prescribed. The medicines were arranged by Dr. G.T.Passah and financially assisted by Mr. Prestone Tyngsong local MLA and Minister Government of Meghalaya. Earlier in the day Dr. G.T Passah from DMHO gave a lecture on various health related diseases and prevention of these diseases and Dr. S. Pala of the Department of Community Medicines NEIGRIHMS highlighted the purpose and main aim in conducting such type of camps.

Day-6 (16.10.13): Awareness Programme on RTI was conducted for the residents, youth clubs and members of the village durbar. Prof. B. Myrboh of Synod College was the Resource Person in the programme. About 150 people attended this programme.

Day-7 (17.10.13): Cleaning of water sources of the village from where water supply to the village was done and usage of these water sources by the local residents for their daily activities. Then departure meeting was organized with the local people and village representatives where local headman and members of the EC of the local Durbar were present.

SCIENCE EXHIBITION





INTERNATIONAL SEMINAR
ATTRACTING BEST TALENTS IN BASIC SCIENCES
DRC
2010-2011
HONGKONG POLYTECHNIC UNIVERSITY
HONGKONG

GOLDEN JUBILEE
INTERNATIONAL SEMINAR
ATTRACTING BEST TALENTS IN BASIC SCIENCES
DRC
2010-2011
HONGKONG POLYTECHNIC UNIVERSITY
HONGKONG

Attracting Best Talents in Basic Sciences

BRIEF REPORT OF NSS UNIVERSITY LEVEL AWARDS 2013

Prof. M.W.Synrem, Programme Officer and Ms. Nasima Begum Choudhury Volunteer NSS Unit of Shillong College has been conferred with the University Level 'Best Programme Officer' and 'Best NSS Volunteer' Awards 2013 respectively at the function held at NEHU Permanent Campus, Shillong during the celebration of the 44th NSS Day Foundation on the 24th September 2013. Shri. Paul Lyngdoh, MLA and Prof. B.Myrbob Pro-VC NEHU Shillong, were the Chief Guest and Guest of Honour respectively and handed over the awards to the awardees.



PROF. M.W.SYNREM, PROGRAMME OFFICER BEING CONFERRED WITH THE UNIVERSITY LEVEL BEST PROGRAMME OFFICER AWARD 2013



MS. NASIMA BEGUM CHOUDHURY BEING CONFERRED WITH THE UNIVERSITY LEVEL BEST NSS VOLUNTEER AWARD 2013



PROF.M.W.SYNREM AND MS. NASIMA B. CHOUDHURY AT THE AWARD FUNCTION CEREMONY



AWARD WINNERS SHRI. M.W.SYNREM AND NASIMA BEGUM CHOUDHURY ALONG WITH PRICIPAL, DR.K.D.RAMSIEJ, VICE PRICIPALS, DR. M.DEY AND PROF.K.D.ROY AND PROGRAMME OFFICERS NSS



Report of Programmes organized by **THE DEPARTMENTS OF GARO AND HINDI, SHILLONG COLLEGE**



Dr (Mrs) S.Pandey
Department of Hindi

A Translation Workshop on Functional Hindi was organized by the Departments of Garo and Hindi, Shillong College on the 12th July 2013 in the college. Shri Jibonsing R. Marak, Deputy Director Sports and Youth Affairs, Govt of Meghalaya was the Chief Guest in the occasion. It is to be noted that translation is an integral part in learning a language and as the whole world is coming together due to the advancement in communication there is a constant need for translation of ideas and thoughts from one language to another.

A Workshop on Real Life on Reel was organized by the Departments of Garo and Hindi, Shillong College on the 26th August 2013. The teachers and students from Lady Keane College, BBS College, Sankardev College, St Anthony's College and Shillong College participated in the Workshop. Documentary and Feature Films were screened at the workshop. Shri Banjop Mukhim, Senior Correspondent Chief, Press Trust of India was the resource person in the workshop.

Inter School Debate and Recitation Competitions in Hindi and Singing Competition for the students of Shillong College was organized by the Departments of Garo and Hindi, Shillong College on the 16th September 2013 in the College Conference Hall as part of Hindi Diwas celebration 2013. Teachers from St Anthony's College, Lady Keane College, BBS College and the Department of Hindi, NEHU and also teachers and students from Kendriya Vidyalaya, NEHU and B.K. Bajoria School participated. The topic for the Debate Competition was "Internet is a boon in today's world". The judges were Dr Filmeca Marbaniang of St Anthony's College, Dr Jean Dkhar of Lady Keane College, Smt Reena Regmi of BBS College, Dr S.B. Sharma of the Department of Hindi, NEHU and Dr J. Biswas of Shillong College. The prize for the Singing Competition were 1. Amalisha N. Sangma of Shillong College and 2. Jangsrang K. Momin of Shillong College and for the Hindi Recitation Competition Ananta Umadhya and Satwik both of KV NEHU got the first and second prize and for the Debate Competition Sudakshya Lenka and Arundhati Singh got the first and second prize.

REPORT OF ACTIVITIES AND ACHIEVEMENTS OF NCC CADETS SHILLONG COLLEGE (BOYS' WING)

Capt . (Dr) B. P. Tripathi
Incharge NCC



Shri B.P. Tripathi
Incharge NCC, Shillong College

- 1. SUO-DEFENCE BASAIA MOIT**—(a)Contingent Commander, Republic Day Camp, Polo Ground, Shillong 2012. (b) Selected for IMA,Dehradun, attachment training and stood 1st in Firing and Obstacles(2012).
- 2. SUO-SANDY B THABAH**—(a)Best in Rifle Drill and was selected for Republic Day Camp, New Delhi (2012).(b)Guard Commander to the Guard of Honour to ADG,NCC,at 2nd Megh.Bn. NCC,Shillong,2013.
- 3. JUO-KYNSAI NONGRUM**—(a) Adjudged the Best Camp Senior in the CATC(II),Umroi,2013.(b) and bagged 2nd Prize both in Drill and Firing.
- 4. SGT-SUBHAM DEY**—(a)Bagged 1st Prize in Drill in CATC(II),Umroi, 2013. (b) Selected for Pre-RDC(II) for the Republic Day Camp,New Delhi,2014.
- 5. SGT-THANGZAM GANGTE**—Selected for Pre-RDC(II) for the Republic Day Camp,New Delhi,2014.
- 6. SGT-PHASMOM NONGPLUH**—(a)Bagged 1st Prize in Debate competition in the CATC(I),Umroi,2012. (b)Bagged 2nd Prize in Cross Country in the CATC(II),Umroi,2013.
- 7. SGT-PYNSAI KHAR UMNUID**—Bagged 3rd Prize in Drill in the CATC(I),Umroi,2013.
- 8. JUO-FELIX B K DKHAR**—Bagged 3rd Prize in Quiz in the CATC(I),Umroi,2013.
- 9. SGT-LEON M SHANGPLIANG**—Bagged 2nd Prize in Firing in the Army Attachment Camp,HV,2013
- 10.**Shillong College was adjudged with the Best Barrack Award in the CATC(I),Umroi,2013,orgnised by 61 Girls' Bn. NCC, Shillong.

Food Flavours

BUTYLATED HYDROXYTOLUENE (BHT)

Antioxidant: In cereals, chewing gum, potato chips, oils, etc.BHT retards rancidity in oils. Residues of BHT occur in human fat. BHT is unnecessary or is easily replaced by safe substitutes and should be avoided if possible.

SODIUM NITRITE, SODIUM NITRATE

Preservative, colouring, flavoring: Added to bacon, ham, frankfurters, luncheon meats, smoked fish, corned beef. Meat processors love sodium nitrite because it stabilizes the red colour in cured meat (without nitrite, hot dogs and bacon would look gray) and gives a characteristic flavour. Sodium nitrate is used in dry cured meat, because it slowly breaks down into nitrite. Adding nitrite to food can lead to the formation of small amounts of potent cancer-causing chemicals (nitrosamines), particularly in fried bacon. Companies now add ascorbic acid or erythorbic acid to bacon to inhibit nitrosamine formation, a measure that has greatly reduced the problem

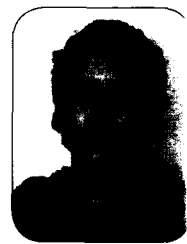
Report of The Students' Contest in the

Golden Jubilee Programme

OF TEACHING SCIENCE IN SHILLONG COLLEGE

Mrs. A. M. Mitri

Head, Department of Computer Science



The following were the events organized by the Students' Contest Sub-Committee to commemorate the Golden Jubilee of Teaching Science in Shillong College:

- Students' Science Seminar Contest

Theme: 'Science Technology and Meghalaya: 40 Years now, 40 Years Hence'

The Students' Science Seminar Contest for students of classes IX and X was held on the 23rd July 2013 at 12:30 PM in the College Conference Hall. There were only three schools that participated in the Seminar. At the end of the presentation, the schools were placed in the following positions:

1. B.K Bajoria School, Shillong - First Prize, Prarthita Mukherjee & Gyananjan Bhattacharjee
2. Army Public School, 101 Area - Second Prize, Dhriti Datta and Racshit Bhandari
3. Seven Set School, Shillong - Third Prize, Ritchelcy Kharchandy and Anwesha Das

The Judges for the seminar were Shri. Zolian Sanga (HOD, Department of MicroBiology, Shillong College), Shri. S.K Roy (HOD, Department of Botany, Shillong College) and Shri. M.Rynjah (Department of Physics, Shillong College).

- Inter College Debate Competition

Motion: 'Cloning: A Human Design To Save Endangered Species'

The Debate competition for Undergraduate students was held on the 27th July 2013 at 10.00 am in the College Conference Hall. It was inaugurated by the Chief Guest of the occasion, Shri. Y R Shullai, IFS, Government of Meghalaya. Altogether, ten colleges participated and the following colleges emerged as the winners in various categories:

- o BBS College, Shillong - Best Team, Kevinson Jyrwa and Pooja Chettri
- o St. Edmund's College, Shillong - Second Best Team, Pooja Jain and Prantoo Saikia
- o Kevinson Jyrwa, BBS College - Most Humorous Speaker
- o Prantoo Saikia, St. Edmund's College - Best Speaker

The following members constituted the panel of Judges for the Debate Competition :

- Professor N.K Sarkar, Retired HoD, Department of English - Speaker
- Dr. P Nongbri, Department of Bio Technology- Judge
- Shri. J Thangkhiew, Advocate, Msc(Bio technology)- Judge
- Smt. W Kharkongor, Assistant Lecturer, Pine Mount School - Judge

List of Colleges that participated in the Debate Competition:

1. St. Anthony's College
2. Shillong
3. Sohra
4. ICFAI Unvers
5. Sikkim Manipal University, Shillong Center
6. BBS
7. St. Anthony's College
8. Synod College
9. St. Mary's College

10. University of Technology and Management

• Quiz Competition

The Quiz competition for Classes XI and XII was held on the 27th July 2013, immediately following the Debate, at 1:30pm in the College Conference Hall. The Principal of Shillong College, Dr. K D Ramsiej, gave the opening speech and the Quiz Master, Shri. P.N Jyrwa, Lecturer Department of Computer Science And Applications, took over to start the preliminary round. At the end of the preliminary round, top four schools, out of eight participant schools, were selected for the finals and the following schools emerged as winners:

- Army Public School, Shillong - First Prize - Konsam S Lyngdoh and Rounak Kar
- B.S.F School, Shillong - Second Prize- Anirban Paul and Nikita Gadai
- Shillong College, Shillong - Third Prize- Barry Hynniewta and Mebapynhunlang Nongkynrih

List of schools that participated in the Quiz Competition:

1. Shillong College
2. Army Public School
3. BSF School, Shillong
4. Seven Set School
5. B. K Bajoria
6. Laban Bengalee Higher Secondary School
7. Jail Road Boys
8. St. Anthony's Higher Secondary School

Unusual Animals Behaviour



Two oarfishes washed up on the shores of Southern California in October this year. While these large deep water fish are rarely seen by humans because they live so far below the surface, some think their presence might actually be a warning sign of an upcoming natural disaster. A group of oarfish washed ashore in Japan shortly before the 9.0 magnitude earthquake struck the country in 2011. Some scholars believe that deep-sea fish are particularly sensitive to fault movements and so their presence near the surface suggests seismic activity down below. But the belief that animals can predict earthquakes is not new. In 373 B.C. historians recorded that animals, such as snakes and rats, abandoned the ancient Greek city of Helice before a massive earthquake struck. And in 1975, Chinese officials ordered the evacuation of a city called Haicheng after earthquake

warning signs, which included hibernating snakes waking up unexpectedly. A 7.3 earthquake hit the region soon afterwards. There's no consensus on how animals might know an earthquake is coming, but a 2011 study published in the Journal of Environmental Research and Public Health theorizes that rocks stressed by active fault lines release various particles into the groundwater which animals — but not humans — may be able to sense. The stressed rocks are a precursor to larger seismic activity. This theory may explain why a colony of around 100 toads abandoned its pond before an earthquake struck L'Aquila, Italy in 2009. As for the oarfish, whether or not they can sense seismic activity, they've already gotten lots of media attention — and in Los Angeles that's as common a skill as predicting earthquakes.



International Seminar on "ATTRACTING BEST TALENTS IN BASIC SCIENCES"

Dr (Ms) L.M. Jyrwa
Joint Convener, Seminar Committee,
Golden Jubilee Of Teaching Science



In connection with the celebration of the Golden Jubilee of Teaching Science in Shillong College, the college under the leadership and guidance of our Principal, Dr K.D.Ramsiej organized a two-day International seminar held on the 24th and 25th July 2013. The theme of the Seminar is on '**Attracting Best Talents in Basic Sciences**' and the aim was to provide a platform for academicians, educationists, heads of institutions, organizations in pooling ideas and venture into aspects of new scientific knowledge and applications, so as to cope up with the present changes in education system. The Seminar started with the Inaugural Session at 10.30 am on the 24th 2013 chaired by the Principal of the College, attended by 100 delegates from within and outside the country including our neighboring country Bangladesh, and far-off countries like US and UK, and the National delegates from the neighboring states of Assam. The inauguration programme was graced by Dr Mukul Sangma, Chief Minister of Meghalaya as Chief Guest and Shri P.B.O.Warjri, Additional Chief Secretary, Government of Meghalaya as the Guest of Honour.

Prof K.G.Bhattacharya, Department of Chemistry, Guwahati University delivered the keynote address in the Inaugural Programme in which he stressed on the declining rate of students pursuing basic sciences not only in India but even in America. He stated that the Australian Council of Educational Research made the analysis which revealed the declining interest of students as they go from Primary to Secondary level, and emphasized the need to analyse the factors leading to the decline.

Altogether there were six technical sessions and the resource person of the first session was Prof Manish Bhat-tacharjee, Dept of Chemistry, IIT Kharagpur who presented an extensive talk on attracting best talents in basic sciences. The other five technical sessions started with presentations by the delegates based on subthemes entitled (i) **Curriculum Designing to create Interest in Science Education**, (ii) **Innovative Teaching-Learning Methodologies**, (iii)

IT-Oriented and Diversified Education to meet job prospects, (iv) **Value Education Matching the real Needs of Society** and (v) **Financing Infrastructural Facilities in Science Education at the Primary and Secondary Level**

Alongside the technical sessions, poster presentations were presented by the Science students from various Science departments of the college related to their project works.

There were many queries raised in all the sessions but due limited time these queries could not be discussed and therefore a panel discussion was incorporated on the last day of the seminar so that a thorough and meaningful outcome could be obtain. The Moderator of the Panel discussion was Shri A. Zulfi, the Executive Director, Grace City, Shillong and the Panelists were Dr J. Mawthoh of Center of Adult and Continuing Education, NEHU, Dr S. Aravamudhan, Former Faculty of Chemistry, NEHU, Dr Amartya Saha, Associate Scientist, Florida International University, Miami. This was followed by a Valedictory Programme in which the address was delivered by Dr A. Goswami, Former Head of Department, Chemistry, Cotton College where she expressed what she had experienced as a teacher of Science. She clearly expressed her view in regard to the theme of the Seminar where she made a comment that the word 'Attracting Best Talents' is meaningful as to the place or institute where she worked that no matter how best talents were there in the College yet the best talents landed elsewhere and so the 'better not best' were retained in her College. She actually wanted to emphasise on the point that apart from the good educational institutes there are other factors as well that drive students to become best talents.

At the end, the seminar concluded with a proper direction which indicates the need to constitute a recommendation committee and whatsoever the authorities think best as to pursue the outcome of the deliberations to be forwarded to the management, government, authorities for necessary action, implementation and policy making.

REPORT OF SCIENCE EXHIBITION IN THE GOLDEN JUBILEE CELEBRATION OF SCIENCE TEACHING IN SHILLONG COLLEGE

Mr. S. K. Roy
Head, Department of Botany



During the Celebration of Golden Jubilee of teaching Science in Shillong College, a two days science exhibition has been arranged in the college on 26th and 27th July 2013. Dr. Dilip Kumar Saikia, the first Director of National Institute Of Technology, Shillong, graced the occasion as chief Guest of Inaugural Function on 26th July '13 and opened the Exhibition. Dr. S. K. Malhotra (the Head of Public Awareness Division, DAE, Mumbai), Dr. G. B. Joshi (Regional Director, Atomic Mineral Division, DAE, Shillong), Shri F. Rynjah (UCIL, Shillong), Dr. S. Sudhakar (Director of North Eastern Space Application Centre, Barapani, Meghalaya), Officials of other Govt. Dept. like Survey Of India, Dept. of Sericulture, Dept. of Meteorology, Dept. of Horticulture, Meghalaya Khadi Board and Village Industries, The North Eastern Centre of Geomagnetism, students and teachers of different schools participated the function.

Exhibition has been organized in two categories –
1. Demonstrative – Participated by various Govt. Depts. and

2. Competitive – participated by students of various secondary and higher secondary schools/colleges. Fifteen Schools have participated in this exhibition in two groups – Group I of class IX, X and Group II of Class XI, XII. Exhibits were of high standard. The exhibition got a good response from visiting students. More than three thousand students and teachers from different schools and colleges have visited the exhibition. Students' Exhibits and participants were judged by a group of three judge – Shri Rahul Chatterjee, Science teacher of jail Road Boys Higher Secondary School, Shillong 2. Shri federick A Lamare, Associate Prof. of zoology, St. Anthony's College, Shillong 3. Shri Abhishek Chhari, Scientist 'C', North Eastern Space Application Centre, Barapani, Meghalaya. In each group 1st, 2nd, 3rd and consolation prizes have been declared. All the participants from both categories have been given participation certificates, mementoes and souvenir of Golden Jubilee. Prize winner of different groups are –

Group – I (Class- IX& X)				
S.No.	Rank	Name of Students	Name of school	Title of Exhibit
1.	1st	Shri Reshov Roy	Meghalaya Police Public School, Mawroh, Shillong	Eco-friendly West Management
		Shri Richmond Rynjah		
2.	2nd	Shri Ajoy Sorkar	Army Public School, 101 Area, Shillong	Hydrolic Arm
		Shri Dhruv Wallia		
3	3rd	Shri Gaurav paul	laban Bengali Boys' Higher Secondary School, Laban, Shillong	Generation of Electricity by Croud
		Shri Joydeep Dey		
4	Consolation	Smt. Ankita Bhujel	St. Mary's Higher Secondary School, Laitumkhrach, Shillong	Sixth Sense Device
		Smt. Lakshmi Limbu		
5	Consolation	Smt. Ibadeishisha Girod	K.J>P.Girls Higher Secondary School, Shillong	Effect of Pesticides
		Smt. Julina Basaiawmoit		



Group-II (Class-XI & XII)				
S. No.	Rank	Name of Students	Name of school	Title of Exhibit
1	1 st	Shri Paaaritosh Dhar	Army Public School, 101 Area, Shillong	Remote Optical Switch
		Shri Rachit Jasrotia		
2	2 nd	Smt. Tina Das	Pine Mount School, Shillong	DNA—the portal for Future Science
		Smt. Dulcie F. Mawrie		
3	3 rd	Afrid S. Ahmed	St. Anthony's Higher Secondry School, Shillong	Clap Switch
		Naved Nagi		
4	Consolation	Shri Raplang Umdor	Shillong College, Shillong	Archimedes Principle
		Christophjer Damlainthant		

As a whole the exhibition has achieved its goal and is a successful one. I, as convener of exhibition Committee, appreciate the spirit and cooperation shown by participating organizations and schools.

S. K. Roy
Convener of exhibition Committee
Shillong College, Shillong



Nawa sdang wym ye u che pyrkhat
Daw poi ka sngi wa samen hei kutlad
Du kat hei kam sniawbha ymen u lana
Heini samen don hi kamni mo paya ?

Shanbor Khongjoh
XII Commerce

Ki lok wa boon chynrang kynthai
Ha nga samen chiwi tawan I pyrthai
Kini hajan dang ia rkhai kmen sniawbha
Katwa nga samen du I piaha nud wei takha

I daw waroh wow man kamni
Yei kam wei por em u kheinkor oh ki
Jar lei por em I kam I bynta
Ka nasib jed wym dat hi ko cha nga

Hei pure puthi da sniawkutlad
Wym ye de o ki u tia chakhmat
I daw waroh wow man hadooh katni
Nadooh wasdang wym chimkhia oh ki

Du neibhah I yong nga hi samen
Wa da bang du hei rkhai wei kmen
Hei pyrthai kiwi samen u lai jngi
Yei yong nga dahi wym tip u pait u sani.

Ha nga samen jooh kylli oh ki
Wei leh wow jia du kat ia nga don hi,
Ki lok oh wa jooh leh kmen sniawbha lang
Katwa katni wan hap du cha nga pathan.

Kattu ia nga da sapai u babe
Sadu wow lai ha ka luti thyme
Neini ia nga da toh oo u che khyrngiat
Yoh I manbru samen u manbha manmiat.

Kattu neini da tip u kheinkor,
Wa waroh em ki jar jar lei por.
I kmen sniawbha na I purai I puthi,
Ia ki deimiat yoh u pait u sylli



SPORTS & GAMES

D.L.Buam
Department of Chemistry

facilities of the College

Shillong College has permanent sports bodies for each of the items like Basket Ball, Cricket, Football, Volleyball, Table Tennis, Athletics etc. Sports and games are an integral part of the curriculum and the college gives due attention to students progression in this area. Teachers of the college take keen interest to motivate and train students in various sports activities and there are teachers incharge of each of the items of sports and games. The annual Sports and Games events in various activities are held regularly towards the fag end of the year where students are given ample opportunity to show their skills and talents. The College gained reputation for participating in the Inter College Football, Basketball, Volleyball, table Tennis etc .At least 4 students of the college are regular players of the Shillong Lajong Football Team. The college thus felt the need to improve the present existing Basketball Court infrastructure and through the Building Committee of the College it was resolved to renovate and modernize the Basketball Court and the College had sent a proposal with an estimate amounting Rs 70,76,000 in the year 2011 to the Deputy Secretary UGC, NER Guwahati and the proposal for the additional grant of Rs 51,71,000 has been sent and the UGC had approved

for Rs 70,00,000 out of which Rs 35,00,000 has been released as on March 2013. The objective of the UGC is to create and foster amongst the students of Colleges/ Universities a spirit of healthy participation and cooperative sharing of achievements in games and sports with a capacity to effectively deal with challenging situation with courage and determination. This will provide the youth a positive and healthy channel for their abundant energy enthusiasm and imagination and also give them an opportunity to take their rightful place as the future leaders of the country. Recently the college has purchased a plot of land measuring about 7 acres for extending its sports infrastructure. A standard playground, swimming pool etc are in the pipeline. Moreover the college has a well furnished gym with an instructor and a qualified teacher very recently appointed to further pursue matters relating to games, sports and overall physical training. It is noteworthy that the foundation stone for the Indoor Sports Infrastructure has been laid by the Union Minister of HRD, Dr M.M.Raju on the 7th June 2013 when he inaugurated the Golden Jubilee of Teaching Science in Shillong College.

“Life is a series of natural and spontaneous changes. Don't resist them; that only creates sorrow. Let reality be reality. Let things flow naturally forward in whatever way they like.” — Lao Tzu

THE JOURNEY OF TEACHING SCIENCE



IN SHILLONG COLLEGE



Dr. D.L. Buam
Department of Chemistry

The College started with the Commerce and Arts Streams in the year 1956 and did not have enough space to accommodate the Science Stream at the inception on 15th August 1956, the struggle to start the Science Stream was initiated by few dedicated teachers who had joined the College in the year 1963 onwards. In the year 1962 the college shifted from the previous campus at Jail Road Boys' High School to the present Campus and the Pre University Arts & Commerce, the Under Graduate Arts and Commerce came under Deficit Grants-in Aid of Assam Govt. In the year 1963, the Science Stream was started with one year Pre University Course which was soon followed by introduction of Degree Course in Science, the Science Stream was brought under the Deficit Grants-in-Aid of Meghalaya Govt in 1975. The B.Sc Honours Courses in Science started with Mathematics in 1966 then Botany in the year 1978, Zoology in the year 1978, Chemistry in the year 1986 and Physics in the year 1987. Lately in the year 2004-05 the Professional courses like B.Sc Computer Science, Microbiology and Statistics in the year 2007.

Lest we forget the services rendered by the past teachers in Science.....

Shri (L)S.C.Datta, Department of Mathematics & Founder Principal retired in 1970
Shri B.C.Goswami, Department of Mathematics & Former Vice Principal retired in 2001
Shri U.C.Kakoti, Department of Botany & Former Vice Principal retired in 2001.
Shri R.K.Datta, Department of Physics & retired in 2003
Shri D.Mukherjee, Department of Physics retired in 2009
Dr S.K.Gupta, Department of Chemistry & Vice Principal Professional Courses retired in 2008
Shri (Late)K.K.Choudhury, Department of Mathematics retired in 2003
Smt S.Dhar, Department of Mathematics retired in 2005
Smt N.Roy Choudhury Department of Mathematics resigned
Dr H.Dhar, Department of Mathematics retired in 2009
Dr B.S.Purkayastha, Department of Mathematics resigned and still serving in Assam University
Dr (Mrs)A.A.Ahmed, Department of Botany resigned in 2006
Mrs R.Sarkar, Department of Botany retired in
Shri K.Nath Dept of Chemistry retired in 1971
Shri (Late) P.Deb, Dept of Chemistry died in the year 1989 while in service
Shri E.R.Solomon, Dept of Chemistry resigned in 1980
Shri R.Das, Dept of Chemistry resigned
Shri R.Bhattacharjee, Laboratory Assistant, Department of Chemistry retired in 2000
Shri (Late)T.J.Kharbhih, Department of Chemistry died in the year 2012 while in service
Shri U.Ghosh Dept of Physics retired in 2003
Shri R.K.Das, Dept of Physics retired in 2005
Shri K.Dutta Dept of Zoology retired in 1991
Dr S.N.Datta Dept of Zoology retired in 2003
Smt Anjali Dutta Dept of Botany retired in 1989
Smt R.Devi Dept of Zoology retired in 2008
Smt S.Choudhury Dept of Zoology retired in
Shri P.Hadem Dept of Computer Science resigned in 2004
Shri G.K.Nongkynrih Dept of Computer Science resigned in 2006
Shri J.Shadap Dept of Computer Science resigned in 2007
Smt I.Marbaniang, Dept of Computer Science resigned



Reaching Five Decades of Teaching Science in Shillong College

From the 23rd July 1963 onwards the college took courage to start Science courses and indeed the college had reached an important milestone in its journey on the 23rd July 2013. The college had celebrated the one-year long Golden Jubilee from August 2005 till August 2006 and in the year 2013 the College as a whole celebrated the Golden Jubilee of Teaching Science. The college management thought it proper to commemorate the Golden Jubilee of the Science Stream and the celebration committee had planned to have a week-long programme from 23rd to 30th July 2013. The Inauguration of the Golden Jubilee of Teaching Science was held on the 7th June 2013 in the college premises. The Union Minister of Human Resource Development, Dr M.M.Pallam Raju inaugurated the Golden Jubilee of the Science Stream. Then a week-long programme was held from 23rd to 30th July 2013. The week-long programme included the **Launching of the week-long programme** which was inaugurated by the Speaker of Meghalaya Legislative Assembly, Shri A.T.Mondal on the 23rd July 2013. On the same day, the **Students' Science Seminar Contest** was organized on the Theme : '**Science Technology and Meghalaya: 40 Years now, 40 Years Hence**'. Inter College Debate Competition on the Motion: '**Cloning: A Human Design To Save Endangered Species**' for Undergraduate students was held on the 27th July 2013 at 10.00 am in the College Conference Hall. It was inaugurated by the Chief Guest of the occasion, Shri. Y R Shullai, IFS, Government of Meghalaya. Then the **Quiz Competition** for Classes XI and XII was held on the 27th July 2013, immediately following the Debate, at 1:30pm in the College Conference Hall. The Principal of Shillong College, Dr. K D Ramsiej, gave the opening speech and Shri. P.N Jyrwa, Lecturer Department of Computer Science was the Quiz Master. On the 24th and 25th July 2013 the International Seminar on '**Attracting Best Talents in Basic Sciences**' was organized by the Seminar Committee, it was inaugurated by the Chief Guest, Dr Mukul Sangma, Chief Minister of Meghalaya and Shri P.B.O.Warjri, Additional Chief Secretary, Government of Meghalaya was the Guest of Honour. Prof K.G.Bhattacharya, Department of Chemistry, Guwahati University delivered the keynote address in the Inaugural Programme which continued with the Academic Sessions culminating in the **Panel Discussion** and then the Valedictory Session on the 25th July 2013. **The Science Exhibition** was organized by the Exhibition Committee and inaugurated on the 26th July 2013 by the Director NIT, Shri Dilip Saikia. The various schools and organizations took part in the Science Exhibition. The **Alumni Meet** organized by the Alumni Committee was held on the 29th July 2013 which was attended by the Alumni members, some past teachers who were still in Shillong. The Programme included the Lectures delivered by some of the retired teachers who were in Shillong followed by the **Panel Discussion on Teaching Science**. The **Valedictory Programme** of the week-long programme was held on the 30th July 2013 and the Valedictory speech was delivered by the Deputy Chief Minister, Shri Rowell Lyngdoh.

"Be the change that you wish to see in the world."

— Mahatma Gandhi



ENTREPRENEURSHIP DEVELOPMENT CELL: A REPORT

Dr (Mrs) E.Kharkongor
Convener



The Entrepreneurship Development Cell, Shillong College, continues to play a dynamic role as facilitators of entrepreneurship development and a number of activities were taken up to achieve its objectives.

A training programme was organized by the Cell on the theme, ***"The Making of an Entrepreneur - An Interaction"***, on 13th October, 2012. The programme was attended by more than sixty students and teachers from the college including teachers' participants from other colleges in the state. The resource persons who were invited to share their expertise were Dr N. W. Kharkongor, Faculty, RGIIM, Shillong and Shri W. Rynjah, a renowned entrepreneur. This programme focused on the factors which mould a successful entrepreneur. Moreover, the importance of making a good business plan based upon a thorough study of market and sales potential, competitors, project cost, etc. were emphasized upon.

The proceedings volume of the Regional Workshop on, EntreDevelopment: Opportunities and Challenges in the North Eastern Region, held on 08th June, 2012, was published on 21st December, 2012. The proceedings volume was released by Dr K.D.Ramsiej, Principal of the college in the concluding function of the social and cultural week of the college. The proceedings volume contains a number of papers which cover a broad range of topics under the sub-themes:

1. Developing Entrepreneurs: Need for Attitudinal and Behavioral Changes
2. Identifying Entrepreneurial Challenges in the Industrial Scenario of North East with special reference to Meghalaya and
3. Managerial and Financial Aspects of Entrepreneurship Development.

This proceeding has emphasized the crucial significance of entrepreneurship as being the backbone of any economy in the paths of economic development. The challenges lie in the creation of the right type of business environment to ensure entrepreneurship development that will bring about balanced regional development.

Recognizing that a more concerted effort was needed to incorporate entrepreneurial dynamism especially amongst the educated youths, the task for organizing a certificate course in entrepreneurship was taken up. The preparation to start a Three Months Certificate Course in Entrepreneurship was taken in right earnest and the Syllabus was prepared, submitted and approved by the UGC on March, 2013. Admissions were invited and wide publicity was given in the college and to the different colleges in Meghalaya and also through newspapers and electronic media. The qualifying criteria for interested candidates were class XII above. An academic calendar was prepared with careful consideration on the aspects of entrepreneurial training, base on the course content and its relevance to practical situations and exposure.

Hence on 27th May, 2013, ***the UGC Sponsored Three Months Certificate Course in Entrepreneurship Development commenced.*** Twenty eight (28) participants enrolled for the course. Expert resource persons and trainers were identified and drawn from the college and from different organizations, government departments, industries and financial institutions such as KVIC, KVIB, SBI, MIDC, DHHDC, DIC, Bethany Society, Polaris Solutions Enterprise, LIFCOM, Taxation Department, Tourism etc. To enhanced the practical significance of the course prominent and successful entrepreneurs of the state namely, Mr M. Marbaniang, Managing Director, Marbaniang Projects Pvt. Ltd. Shillong, Mr Allan Dkhar, Managing Director, Pergrinne Enterprises, Mr D.L.Nongspung, Chairman, Urlong Tea Integrated Cooperative Society, Mawlynngot, Mr B.L.Nongbri, Chairman Rilum Foundation amongst others were also invited for interactions and deliberations. Besides, Shri Teibor Warjri, Department of Computer Applications has trained the participants on basic computer skills for maintenance of accounts.

The training imparted was mainly based on a practical approach towards entrepreneurship development. The classrooms witnessed enthusiastic interac-

ion and discussions which clearly revealed the level of motivation that was generated. Since, lack of confidence remains a major drawback in starting any enterprise, a Two-Day ***Training on Confidence Building and Creative Thinking*** was arranged on 25 & 27 August, 2013. Experts from ***Polaris Solutions Enterprise*** were invited and their expertise in this area had been much appreciated by everyone.

The other activities that were taken up as part of the training to expose the participants to the vast entrepreneurial opportunities in the State include the following:

1. ***A field trip to the Export Promotion Industrial Park (EPIP), Byrnihat*** was arranged on 06 July, 2013. From Maithan Alloys to Jai Plastech and then to Megha Cashew, Nezone Pipes, CMJ Breweries and finally Coca Cola, the Byrnihat trip had created the right exposure about the dynamics and opportunities in industrial production not only within the state and the country but also in the international arena as well.

2. ***Hands-On training on Food Processing*** at the Training Center, Department of Horticulture, Govt. of Meghalaya, Shillong, on 20 August, 2013. The training was conducted by Mrs. H.D.Lyngdoh, Horticulture Development Officer. Here, the participants were initiated with the skills of producing pineapple jam and squash. The enjoyment, interest and motivation generated from this experience will no doubt encourage some of them to take up this profitable venture on a large scale.

3. ***A two days Residential Workshop was arranged at the Rural Resource Training Center (RRTC), Umran on 21 and 22 August, 2013.*** In RRTC, Umran the teachers and the participants witnessed the vast entrepreneurial opportunities that exist in the rich natural resource base of the state. The group was welcome by Fr. James Mani, Director, RRTC; and they were encouraged to explore, learn and to apply their skills to develop the abundant local resources scientifically and sustainably. On these two days the group visited the various units in the centre and was given practical training and demonstrations by experts in their respective fields. ***The dynamics of organic agriculture comprising of vermicompost, nursery, plantations and agricultural farming to livestock training on pig farming, poultry and dairying was carried out. An in depth training and demonstration was also given on apiculture, mushroom cultivation, pisciculture, food processing amongst others.*** The abundance of nature and the practical training that was imparted at RRTC,

have reiterated the fact that self-employment can become a reality with necessary training and skills and more importantly with dedication.

After the activities of learning in the classrooms and the excitement of interactions and trips the examinations finally arrived. The evaluation process involved internal assessment (practical) of 20 marks and an external assessment (theory) of 80 marks. The main objective of the evaluation process is to assess the aptitude and competencies of the participants for entrepreneurship. ***The evaluation process for the current batches was held on 26th and 27th August, 2013.*** The total number of 16 (sixteen) participants appeared for the evaluation which was conducted by experts both internally and externally.

The course culminated on ***30th August, 2013 with a Course Closure-cum Felicitation Programme*** organized for the successful participants. This function was graced by Shri B.K.Sohliya, Officer on Special Duty & Chief General Manager, MIE, MBDA & MBMA. The function was well attended by dignitaries from the Government, resource persons, successful entrepreneurs, teachers, participants and a host of others.

The programme started with a welcome address by Shri S.Nongkynrih, Head, Department of Commerce & Management & Member, EDC followed by the Report on the activities of the EDC presented by Dr(Mrs.) E. Kharkongor, Convener & Course Coordinator. Dr K.D Ramsiej, Principal, Shillong College, then address the gathering. While congratulating the participants, he also emphasized that the process of education should be able to equip the youths with the necessary skills that they become job-creators and not mere job-seekers. This was followed by feedbacks from two participants of the Certificate Course namely Mr. Mebanshanlem N.Talang and Ms. Sophiralene Kharkongor. Both of them expressed their appreciation to all the resource persons and to the EDC team for the training that had been imparted throughout the Course. They expressed that the Course had equip them not only with the necessary competencies but also with the confidence for entrepreneurship. The gathering was honored when Shri M.Pariat, Director, Meghalaya Handloom & Handicraft Development Corporation & Shri P.K.Marbaniang, DGM, Meghalaya Industrial Development Corporation presented their feedbacks on the Course. While congratulating the participants and the College for the successful completion of the Course, they reiterated to the participants that hard work and determination is

crucial for any venture to succeed. Then the gathering was felicitated by an address from the Chief Guest, Shri B.K.Sohliya, Officer on Special Duty & Chief General Manager, MIE, MBDA & MBMA. In his address, the Chief Guest expresses his appreciation for the endeavor of the College in contributing to human resource development in the State. He congratulated all the participants who have successfully completed the course and assured that they will be facilitated through available agencies in their enterprise. He also emphasized that the Government will come forward to ensure assistance in order to sustain the Course.

This was followed by the presentation of certificates to the participants by the Chief Guest and the Principal followed by the presentations of mementoes' and letters of appreciation to all the resource persons. Then the gathering was honored by a song presented by the participants. The function concluded with a vote of

thanks from Shri S.Lyngskor Asst. Professor, Department of Economics & Joint Convener, EDC.

The conduct of the certificate course was a daunting task for the members of the EDC. We came out from our comfort zones to become involved in the process of training and facilitating. There were times when we felt ill-equipped to carry on the task. But the dedication and determination of all those involved strengthen our resolve to carry on the task. Further, the strong support system that we received from the management and resource persons has ensured the smooth conduct of the course.

Finally I placed on record a deep sense of appreciation to our principal, our two vice principals the team of EDC and our resource persons for their unstinted guidance and support throughout. Finally, on behalf of the EDC, I, salute the participants who have successfully completed the Course with a confidence that the training they have received will bear fruit.

Keep your eyes open and your feet moving
forward. You'll find what you need.



PLEDGE-TAKING CEREMONY OF THE YOUTH RED CROSS, SHILLONG COLLEGE UNIT



Mr. M. Rynjah and Mrs K. Lartang



The Youth Red Cross, Shillong College Unit has organised the second Pledge-taking ceremony on the 13th September, 2013 at 2 pm in the College Conference Hall. The programme was graced by Shri. George.A. Warjri, Member of the Governing Body, Red Cross Society, Shillong Branch, as Chief Guest and Shri. David O. Rynjah, Member of the Governing Body, Red Cross Society, Shillong Branch, as Guest of Honour. The other prominent dignitaries are Dr. K. D Ramsiej, Principal, Shillong College, and Dr. Malay Dey, Vice-Principal, Shillong College. The programme was also attended by teachers and students of the College.

The programme was compered by Dr.(Ms.) M. Lynser, one of the Counsellors YRC, Shillong College Unit. She started by highlighting the aims and objectives and the seven Fundamental Principles of the Indian Red Cross Society. Then it was followed by the presentation of bouquets by student members of YRC Shillong College Unit to the Chief Guest, Shri. G. A. Warjri and Guest of Honour, Shri. David O. Rynjah. It should be noted that the YRC Shillong College Unit has reached one year since its inception last year, 18th October, 2012.

The Principal of the College who is also the Chairman of YRC, Shillong College Unit presented a Welcome Address in which he welcomed everyone present in the programme. He appreciated the Conveners of the YRC as well as the members for their hardwork for organising such programme. The Principal also gave a warm welcome to the new members of the YRC, Shillong College Unit. He informed that the Unit has participated actively in many activities organised by the Head-quarter of the YRC Society. He also mentioned that the College always supports the Counsellors and the members of YRC, Shillong College Unit in any activity. He concluded his speech by congratulating the Unit for being able to reach this milestone.

The Pledge-taking Ceremony of the new members and new Counsellors of the YRC, Shillong College Unit was

led by Smt. Aibadalin Diengdoh, Counsellor YRC. In this Ceremony, sixteen (16) new student members and four (4) new Counsellors took their pledge. It was followed by the Presentation of Scarfs by the Chief Guest and the Guest of Honour to the new members and Counsellors. After this, the Vice-Principal of Shillong College, Dr. M. Dey, delivered his speech where he expressed that it is a proud moment for him to have the opportunity to address the gathering. In his speech, he said that the youth comprises the larger section of the society and according to him a youth signifies a human being with a lot of energy filled in, a lot of thoughts and dreams, innovative ideas, hopes and ambitions, aspirations and more importantly a desire to do something with a motto to sacrifice and contribute. With these, the youth of our society can commit to a humanity in times of disaster, sorrow and pain; and during these times the youths can offer their valuable services in feeling and healing sorrowful people. It is a world- wide service to mankind and the YRC, especially in Meghalaya have been rendering this kind of service. The YRC not only takes care of human life but also of the animals and the environment. He also mentioned that although the YRC in our college seems very young with just one year span but the Unit has actively engaged in many activities and contributed towards the service of humanity. He concluded his speech by highlighting certain suggestions how to improve services to the society like enhancing data base on blood group of teachers and students of the college, blood donation camp, educate and care for the street children, old aged home visits and also generate resources by different means for financial support. The programme was also enthralled with Banker and his friends presented a song entitled "Go Light the World" which has the message of showing love and care towards the children of the world.

Shri. David O. Rynjah, the Guest of Honour in his speech expressed his pleasure to be a part of the Pledge-taking



Ceremony in a prestigious institution like Shillong College on the induction of the young members of the association. He said that without the young members' participation, the association will not even function. He also said that the Pledge taken by the members is an inspiration to this selfish world of today. Shri. David O. Rynjah encouraged the youngsters to also join Bharat Guides and Scouts in order to be exposed globally by meeting new people, travelling to different nations and so on. He informed that weightage of marks in competitive exams is given to Guides and Scouts with around 5% just as it is for NCC, NSS Cadets. He thanked the YRC, Shillong college Unit and the Principal for the opportunity given to him in this function.

A Report on the YRC, Shillong College Unit was presented by Shri. D. M. Syiem, where he reported the functioning of the Unit in the last one year and also the different events and activities taken part by the members and Counsellors of the YRC, Shillong College Unit in the College as well as those organised by the Head-quarter. It was reported that Tennyson Thongni, a student member of the YRC, Shillong College Unit bagged the Second Prize in the Poster Competition organised by the Head-quarter in the celebration of the World Red Cross Day on the 10th May, 2013 at Raj Bhavan. Shri. D.M. Syiem , Counsellor YRC, Shillong College Unit

also said that the Unit as a whole is looking forward and striving to meet the motto of the YRC Society.

A speech was also delivered by the Chief Guest, Shri George A. Warjri, where he expressed his gratitude to the Principal, Vice-Principal, Counsellors, members of the YRC and students of Shillong College. He congratulated the Principal, Dr. K.D. Ramsiej for his dynamic leadership and his ability to deal with the youth of today even with the change of the ideologies of this world. He also highlighted on the issue of Suicide that the rate of suicide has risen from time to time and this is due to problem of coping with the present world, the lack of love, peer pressure group etc. He therefore encouraged the youths to be brave to face the world instead of committing suicide, as to take away one's own life is a sin. Shri. Warjri further enlightened that one should use the god-given talents to love and help others. He also said that we should have a loving spirit to be able to love oneself and then to others. He concluded by wishing the YRC Shillong College Unit to be a shining star not only of the college and the state but the whole nation as well.

The programme was concluded with a vote of thanks proposed by the YRC Counsellor and Convener of the YRC, Shillong College Unit.

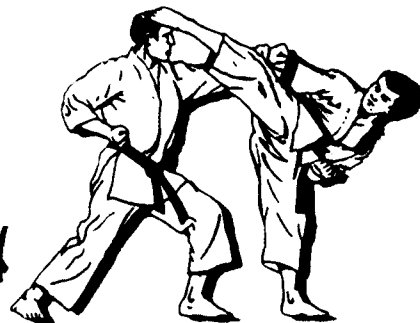
"They always say time changes things, but you actually have to change them yourself."

— **Andy Warhol**

INTER COLLEGE KARATE TOURNAMENT

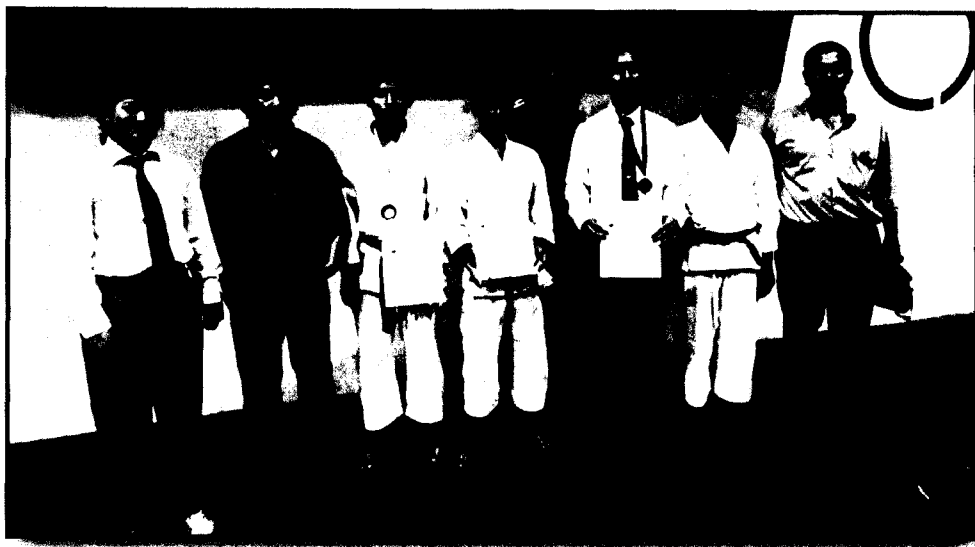
conducted by

ALL MEGHALAYA KARATE DO ASSOCIATION



Mr. D. Shadap

Head, Department of Mathematics



Left to Right(D.Shadap, Convener indoor sports, Dikon Tongper, Daebor M.Kynta, John Andrew Kharumnuid, Rodrick star Syiem, Glikierius Buhphang, M.Rynjah, Joint Convener Indoor Sports, Linza Fenny Syiem , Coach)

In the 4th Inter College Karate Tournament conducted by All Meghalaya Karate Do Association at Indoor Sports Hall, J. N Complex, Polo , from 8th- 10th August 2013 . In this Competition there are three category (i) Open Kata (ii) Above 50kg Kumite (iii) Below 50kg Kumite and 6(six) Students of Shillong College participated . Our College students who won medals are (i) Rodrick Star Syiem, Class XI ARTS, Silver in Open Kata, (ii) Glikierius Buhphang , Class XII ARTS, Silver in Below 50kg Kumite and (iii) Daebor M.Kynta, Class 3rd Year B.A. , Bronze in Above 50kg kumite.

The Convener and Joint Convener thanks the coach Smti. Linza Fenny Syiem being the icon in this sport for guidance and support given to our Students. She is the source of inspiration to all our students and the students of our state in general. We convey our thanks to All Meghalaya Karate Do Association, Shillong for Conducting

the sport in fair and right spirit to promote karate in our state. We also hope that this kind of events will help our students in future in their career through this sport. We wish all our students the very best in their future career for those who bring medal or not . The Convener and joint Convener would like to place in record the special thanks to our Principal Dr. K.D. Ramsiej for allowing our students to participated in such an event and all the support he is providing to our us.

Left to Right(D.Shadap, Convener indoor sport, Dikon Tongper, Daebor M.Kynta, John Andrew Kharumnuid, Rodrick star Syiem, Glikierius Buhphang, M.Rynjah, Joint Convener Indoor Sport, Linza Fenny Syiem , Coach)

in the 4th Inter College Karate Tournament 2013 at J.N. Complex, Polo, Shillong.



REPORT OF STUDY TOUR CUM EXCURSION



By Mrs J.R. Gidon, Ms Aibadalin Diengdoh, Shri T. Warjri, Shri S. Kharrymba

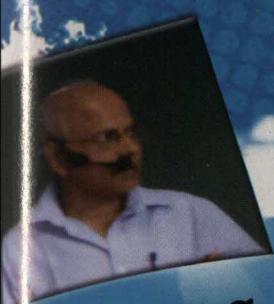
In the tour, there were 45 students from different streams; 3B.Sc, 3B.A, 3BBA, 3BCOM, 3BCA escorted by the above four teachers.

On 27th december, 2012 , though it was a cold winter night, forty-five students (along with their parents and relatives) gathered at Shillong College campus waiting anxiously to board the bus that would take them to the train station in Guwahati. The bus came at 9.30 pm and we left Shillong College at 10 pm. That was the beginning of our Excursion cum study tour. We reached Guwahati on 28th December, 2012 at around 4.30 am. We were supposed to board the Saraighat Express that will take us to Howrah at 12.45 pm. But unfortunately it was delayed by 8 hours. We had to spend the day in Guwahati Railway station, but there was no complaint from the students as they were all excited to reach Goa. Finally we boarded the Saraighat Express at 8.45pm on that day and reached Kolkata on 29th at around 6 pm. From Kolkata, we boarded the Amaravathi Express at 11.00 pm. Though the hot air blew when we pass through Andhra pradesh, yet we all enjoyed the trip and was excited to reach Goa. We reached Goa on 31st December 2012 at around 4.30 pm. Our students were excited to spend the New year's eve on the Cruise but unfortunately we were unable to do so due to some unexpected circumstances. Instead we spend the time in vagatour beach which is located in North Goa. On 1st January 2013, we visited St. Fransis Chruch, Old Goa, Colva beach in

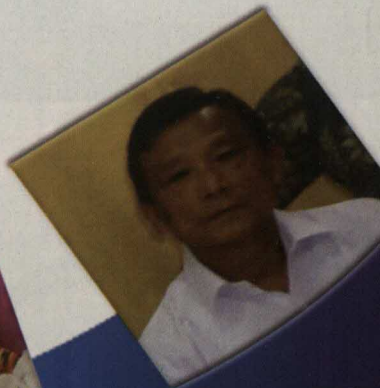
South Goa and finally we ended our journey on that day by spending one hour on the Princessa cruise. On the 2nd day of our stay, we visited Abys Fish aquarium situated in South Goa, Dona Paula, Aquada fort and Gallangute beach in north Goa. While on the third day we spend the whole day in Arambol beach where the students and teachers enjoyed the day in the beach. We left Goa on the 4th January, 2013 by Konkan Express at 2 pm and we reached Mumbai on the 5th of January 2013 around 8.30 am. As our train from Mumbai to Kolkata was scheduled to depart at 5.30 pm on the same day, we all went for sight seeing. We visited the Gate Way of India, The Taj hotel, Hanging garden, Booth house, Juhu beach and many more. We left Mumbai on the same day and reached Kolkata on the 7th. On that day we were all very tired, so we did a bit of shopping in the evening. On the next day, we enjoyed shopping the whole day in new market. On the 9th we left Meghalaya House after breakfast and spent the first half of the day visiting Sciene City and Victoria Museum . At 3.30 pm we boarded Saraighat Express to return to Guwahati. We reached Guwahati on the 10th in the Morning. We then boarded a bus to Shillong and started our journey up the winding roads to reach home. We reached Shillong at around 6 PM and took our different roads home. This excursion cum study tour was really a memorable, enjoyable and learning experience for all of us, especially the students.



Refired Teachers



Aroma of Nostalgia



Singer

Quiz

Successful Ones

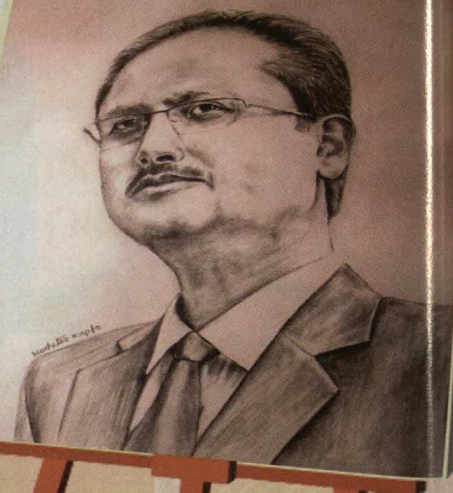


Dancers

Photographer & Artist

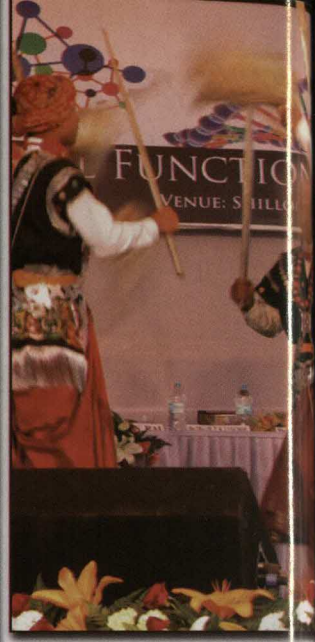
WERHITSO KAPFO

Class XII Arts



Winter College Football 2013





Fulfilled Dreams



REPORT OF ICGC PROGRAMMES 2013

Mr. B. Syiem
Co-ordinator ICGC



SHRI B SYIEM,
COORDINATOR, ICGC

On the 8th June 2013 the ICGC Shillong College had organized Orientation Programme on Moral Counselling for the class XI students of Arts, Science & Commerce Streams in the College campus. The programme was attended by students, teachers and parents. Various talks were rendered by the teachers of different streams. The Principal and Vice Principal of the college gave a speech of welcome and guidance. Later in the session the Counselling programme on moral values was held where the resource persons were Rev N. Tham and Rev U. Lyngdoh. On the whole the students were given a good deal of knowledge of the college, of what they should do and what they should not do, about the courses and most importantly about the behaviour and moral well being of the students. On the 8th of June 2013 the Counselling programme was organized by the ICGC for the first year Degree students and the resource person was Rev R.G. Laloo from the Reach Ministry Shillong. He spoke on the importance of moral values which are seem to have been lost in today's world. He said that the world and the society we live is witnessing the erosion of moral values and the youth seem to have been led astray, depreciation and high rate of unemployment that has pushed the youth into the world of crime. He added that only if we incorporate these values like honesty, integrity, accountability, compassion, forgiveness then we can be trustworthy citizens in the society.

REPORT ON A WORKSHOP ORGANIZED BY ICGC, SHILLONG COLLEGE, SHILLONG AT BETHEL PRAYER CENTRE, MAWMIH, BARAPANI ON NOVEMBER 26, 2013.

The Information and Career Guidance Cell (ICGC), Shillong College, had conducted the Career Guidance Programme for the Final Year Degree Students at Bethel Prayer Centre, Umiam Khwan on November the 26th, 2013. Prof. S.O. Lyngskor chaired the Inaugural Session and gives the welcome address. The theme of the workshop on Career Guidance was introduced by Prof. B. Syiem, Co-ordinator ICGC. The Resource Persons on this one day workshop were Mrs. Aida Phanwar and Miss W. Kate L. Sawkmie who delivered lectures and discussed the importance of Career Guidance.

The workshop was divided into two sessions which was jointly presented by the two resource persons, and more than 160 students participated in this one day workshop.

In the first half of the first session Mrs. A. Phanwar introduced to the students the concepts of work, job and career and explained how these three things differ from each other. She also discussed the importance of career which is skilled based and interest driven. Its meaning, aims and objectives, the levels which are involved in it, career planning and career discovery path which consists of four things, these are understanding self, understanding the world of work, develop career alternatives and career preparation were also being discussed by her.

There was also a discussion regarding the interest, aptitudes, and career beliefs which are the ground reality which is obtained in human behavior.

In the second half of the first session Miss W. Kate L. Sawkmie delivered lectures and discussions on five potentials which are called as Panchaloka. She discussed these five potentials on the bases of linguistic potentials, analytical logical potentials, spatial potentials, personal potentials and physical mechanical potentials.

After the discussions, the students were given an activity to perform on aptitude test. The students have been instructed to fill up the worksheets accordingly.

The second session begins with the task of using and examining standards of aptitude test based on those five potentials according to different levels specified. This was followed by the discussions on the performance of each student. There was also a discussion on how to prepare a plan career and what would be the format to be followed.

After the discussion the students were divided into two groups i.e. Arts and Science students in one group and Commerce and BBA students in one group. Each of these groups was given guidelines to approach the different careers or professions of their area of interests and ability. Suggestions were given by the resource persons regarding career guidance and counseling that need to be done or rectified by each students.

Later, each group member had to present a feed back of his or her group on the task done in the first and second session. Finally, the main coordinator sums up all the activities done in a one day workshop and ensure that each participant has benefit from this programme.



A REPORT ON THE INDUSTRIAL FIELD TRIP TAKEN TO EXPORT PROMOTION INDUSTRIAL PARK (EPIPI), BYRNINAT ON 31ST AUGUST 2013

Mrs A.Basaiawmoit
*Department of English
Shillong College*



On 31st August 2013 we left from Shillong College at 8am for our field trip to Byrni Hat Industrial Area. There were 90 of us in total including students and 2 teachers; some of us packed our lunch while others planned to eat in some restaurant on the way. The college had arranged special transport service bus for the journey passing through Mawiong, Damsait, Umsning, etc. After a few hours, we reached Nongpoh and made our first stop for lunch. After half an hour we went back to the bus continuing our journey straight to EPIP, Byrni Hat. There was also a guide to take us to these sites we went to visit.

The first industrial unit we visited was JAI PLASTECH where we saw how plastic containers were made and packaged for marketing. Since it was the first unit we were not organised at all rather we were overcome with sight of seeing an industrial unit at such close range for the first time. The second site we went to was MAITHAN ALLOYS. We were shown our way to one room which looks like a conference or consultation room of the industry. In there we were treated with juice and snacks, from there we were taken to see the various steps in the extraction of their product like Ferro Silicon and Silicon manganese and how these products are made. By interacting and questioning we came to know about the cost of starting the industry and from where materials are brought into the company and where it is easily available to get. The cost of starting this project is 50 crores and they employed 200 employees in their

own industry. The materials required to produce these products are quartz, coke, coal, mill scale, charcoal, electricity (3800kwh/ton). The manganese ore is imported from South Africa and Australia.

The process of producing these products is shown following steps: - Metal → Cooling → Sizing → Packing → Delivery (dispatch timely) → Customer (SAIL). The by-product of this process is slag and the waste/smoke is first pass through the Gas Cleaning Plan (GCP) and then release to the atmosphere.

The last site we visited was the Coca Cola bottling plant. As soon as we entered the factory we were shown safety measures to follow for our own safety and from here we were taken from one room to another to see how the various steps are involved in producing these drinks. The process involves the following steps: - Cleaning and refining the water coming from the source → further cleaning and filtration → Boiling the water → Mixing process → Filling up the bottles → Packaging. After we finished analysing how the production unit and system worked we were given a bottle of Coke each.

The trip was an enjoyable trip and based on my knowledge and understanding the more we get to visit these industries are able to gather more knowledge and ideas about what business to start, how to start it and why to start it. From these visits we came to know about the cost factor, number of employees required and other important resources like raw materials and power.

CONVERGENCE OF ACCOUNTING STANDARDS FOR REPORTING PURPOSE



Dr. Sankar Sarma.
Jt. Convener

Two days (24th and 25th May -2013) UGC sponsored National Seminar on **"CONVERGENCE OF ACCOUNTING STANDARDS FOR REPORTING PURPOSE"** was organised by the Dept. of Commerce and Management Shillong college, Shillong and Shillong College Academic society, Shillong college, Shillong in collaboration with Meghalaya Economic Association, Shillong. The seminar was inaugurated by Shri WMS Pariat IAS, chief secretary Government of Meghalaya at a glittering ceremony held on 24th May 2013. The function was presided over by Dr. K.D. Ramsiej Principal of Shillong college, Shillong. Dr. M. Dey Vice principal Shillong college delivered the welcome, Prof. B. Banerjee former Dean of Dept. of Commerce, University of Calcutta, visiting faculty IIM Kolkata, delivered the keynote address in the function. In his keynote address Prof. Banerjee covered the various aspect of the convergence of Accounting Standard. Shri WMS Pariat, Chief Secretary Government of Meghalaya in his inaugural address, covered the various benefits and problems of implementation of IFRS in India. He called upon the student community present in large number as participant to take lesson from the deliberation of the seminar and improve their knowledge in the subject.. The inaugural session of the seminar was also graced by Dr. K.C. Kabra HOD department of Commerce, NEHU provided information regarding the Indian Accounting Association (IAA) as the IAA Meghalaya chapter was formally inaugurated by the chief guest. After a formal remark from chairperson Dr. K.D. Ramsiej, convener of the seminar Shri S. Nongkynrih offered vote of thanks.

The business session I started at 12:00 noon with Prof. S. Sikidar former Dean & Senior most faculty of Department of Commerce, Guwahati University. Prof. B. Banerjee enthralled the audience with his learned and informative lecture on the sub theme **"Convergence of Accounting Standard in The Global scenario"** Prof. Banerjee discussed about the need &

benefits of the single set of Accounting standard. He also discussed about the notable effort of Australia, China, & Japan and US position. In the 2nd session sub theme was **"Modern Corporate Reporting practices"**. The session was chaired by Prof. G. Soral Mohanlal Sukhadiya University Udaipur, Rajasthan, who made the session lively with intermittent lectures. Prof. S.K. Basu, St Xavier's College, Kolkata Shri S. Mukherjee NEEPCO, Shillong, and Prof. K. C. Kabra were the main speakers. Prof. S.K. Basu delivered his lecture on the topic **"Financial Reporting to Business Reporting an Integrated Approach"**. He discussed about the factor of reporting, purpose of reporting, content of reporting, integrated reporting and the objective of integrated reporting. Our 2nd speaker Shri. S. Mukharjee delivered his lecture on the topic **"Reporting on Revised Schedule IV"**. He pointed out that India is well prepared for IFRS by making certain modification of the present accounting standard of India. Our 2nd speaker Dr. K.C. Kabra delivered his lecture on **"Draft proposal of Integrated Reporting System."** He has highlighted various aspects of the proposed draft proposal of Integrated Reporting System. The business session III was on the subtheme **"IFRS & India, Implementation & Impact"**. The session was chaired by Prof. S.K. Basu, St. Xavier's College Kolkata. Prof. G. Soral & Shri R.K. Jha NEEPCO, Shillong were the main speakers. Prof. Soral delivered his lecture on **"India & IFRS."** He discussed about Accounting Standard & IFRS and about the benefits of convergence & challenges ahead for the convergence. Sri. R.K. Jha delivered his lecture on **"Accounting Standard VS Taxation laws & Tax Accounting Standard"**. He highlighted in detail the impact of Accounting Standard on tax laws. The business session IV was on the sub theme **"Harmonization & Comparative study of Accounting Standard"**. Dr. K. C. Kabra chaired the session. The presentation analyzed the various aspects of Harmonization and made a comparative study of Accounting Standard of different countries.

EMPLOYEES CO-OPERATIVE MUTUAL BENEFIT SOCIETY LTD - AN OVERVIEW

Dr. Sankar Sarma
 (Secretary, Shillong College Employees Co-operative
 Mutual Benefit Society Ltd)



The word "Co-operation" stands for the idea of living together and working together. "A cooperative is an association of two or more than two people acting together to meet the common needs and aspiration of its members, sharing ownership and controlled the activity democratically. The International Labour organization defines co-operative as "A co-operative organization is an association of persons, usually of limited means, who have voluntarily joined together to achieve a common economic end through the formation of a democratically controlled organization, making equitable contributions to the capital required, and accepting a fair share of risks and benefits of the undertaking". According to Henry Calvert, "A form of organization wherein the persons voluntarily associate together as human beings on the basis of equality for the promotion of economic interest of themselves". According to V.L. Mehta, "Co-Operation is only one aspect of a vast movement which promotes voluntary associations of individuals having common needs who combine towards the achievement of common economic ends."

From the above definition it is obvious that the co-operative organization based on certain principle and some of the principles of co-operative are spirit of co-operation, i.e., serving before self, unity, common interest, Economic democracy and democratic management, open membership, etc. In India by far most important form of cooperative is credit co-operative society. Such societies are associations of persons with limited income source with a view to grant hassle free short term loan to its members at a lower rate of interest and reasonable terms for repayment of the loan. The capital of the society is accumulated from the monthly contribution from the members which is known as thrift money and by selling shares to its members.

The employees of Shillong College also felt the need for credit co-operative society to provide hassle free loan to its members and to inculcate saving habit to its

members. The Shillong College Employees Co-operative Mutual Benefit Society Ltd came in to its existence on 8th July 1989 with 39 members only. The inaugural Meeting of the Shillong College Employees Mutual Benefit Society Ltd. was held at Shillong College on 8th July 1989 at 12:00 noon & the meeting was presided over by Shri N.K. Sarkar. Following officers bears were elected in the meeting. Shri R.K. Dutta – Chairman, Lt. B.C Jyrwa -Vice Chairman, Dr. S.K. Gupta – Secretary, Shri. K.D. Roy – Treasurer, and other executive members of the society were Dr. S.N. Dutta, Shri B. Roy, Mrs. O. Kharkhongor, Lt. A. K. Gurung, and Shri. D. Bhattacharjee. In the meeting the authorized capital of the society was fixed at Rs. 2, 00,000.00. (Two lakhs only) and the nominal value per share was Rs. 100. The maximum number of shares one can hold was 200. The maximum loan was fixed at Rs. 1, 20,000 for the senior members and for a fresh member (membership not less than 6 month) the amount of loan was 20,000.00.

The Shillong College Employees co-operative Mutual Benefit Society Ltd. has travelled a long way and completed around 24 years of its existence as on 31-3-2013. At present the society has 97 members. The authorized capital has been raised to Rs. 24, 00,000 dividends into 24000 @ Rs. 100 each. The maximum loan availed by a member is Rs. 5, 00,000. The society charges 9% Interest on loan provided to its members and the rate of interest provided on thrift and dividend on shares is generally fixed in the Annual general Meeting. The co-operative society is trying to expand its activities by establishing a consumer co-operative stores which will primarily deal with Books & college stationeries for the benefit of the student community.

I hope and pray that Shillong College Employees Co-operative Mutual Benefit Society Ltd. will grow from strength to strength in the years to come.

Long live Shillong College Employees Co-operative Mutual Benefit Society Ltd.

A REPORT ON THE VARIOUS ACTIVITIES CONDUCTED BY THE S.C.S.U.

Barikupar Paswett
B Sc I (Botany)



With the advent of each new year new students enter the college. As used to be done this year too we organised the Fresher's Meet on the 29th June 2013 with the theme "Welcome new faces which have entered our fold, together we'll make this family whole" to welcome all the new students to this college. This year the number of new students exceeded by one thousand, as a result it becomes difficult to accommodate such a large number of students in the conference hall, so this year the Fresher's Meet was organised outside in the campus. The function started at 1:00 p.m., there were many performances by our students who wanted to join in welcoming the new faces. The S.C.S.U. members worked hard for the smooth functioning of the programme.

On the month of September, we organised the Teachers Day. This year's Teachers Day theme was "Experience is the best teacher... but for us having you as our teachers is the best experience". it was held on

the 5th of September in the conference hall at 2:00 p.m. All the S.C.S.U. members were given specific task in organising the function. This year we thought of celebrating the Teachers Day in a different way so we assigned each class to present a poster and surprisingly we felt good to see that each class had a different way of expressing their love and respect they have for the teachers. We also presented a short play for the teachers. The function went on smoothly and we were all satisfied with the way the function was conducted.

Apart from this on the 23rd and 24th of October, 2012, the Shillong College Students Union have also organised a two day Cleaning drive of the Union members only. On these days we white-washed the college's wall and toilet.

Finally I would like to thank our Principal, Vice Principal and all the teachers for their cooperation.

Thanking You

Long live Shillong College. Long live S.C.S.U.

a report from the vice president s.c.s.u. on the events during college week 2012

A REPORT FROM THE VICE PRESIDENT S.C.S.U. ON THE EVENTS DURING COLLEGE WEEK 2012

Margretta Nongrum
BSc III (Botany)



Soon after the formation of the new executive body of the S.C.S.U, the Annual Social and Cultural Week -2012 starts. The different office bearers undertook their respective task and work as unit to bring about the smooth functioning of the various events in the entire week. The Annual Social and Cultural Week commenced from the 19th November 2012 on the theme “Chasing your dreams”

The opening ceremony was held in the basketball court together with the release of the annual college magazine. The programme was inaugurated by Shri M.kharkhrang, the Superintendent of Police E.K.H. district who was the Chief Guest on the occasion. Some of the activities of the Debate Competition and Sports started on the first day itself, while other activities started on the next day. On the 26th November at the end of the function the S.C.S.U. members gathered to prepare for the next day closing ceremony.

But unfortunately the following day we received the sad news of the sudden demise of our beloved teacher Late Prof. T.J.Kharbhih, Head, Department of Chemistry. This was a big loss for all of us as our most valued teacher passed away.

On the 27th November we all gathered in the basketball court for the condolence meeting led by our Principal and Vice-principal. The next day the Shillong College students led by our S.C.S.U. former Vice-President, Shri.Shaisngi Lyngdoh, all went to attend the funeral of the teacher. The S.C.S.U decided to postpone the closing ceremony as a mark of respect. The closing ceremony was held on the closing day of the college i.e on the 21st December, 2012

Finally I would like to thank the Principal, Vice-Principals and the teachers for being there with us whenever we need.

Thanking You
Long live Shillong College, Long live S.C.S.U.

The 26th November 2013 - A MEMORABLE DAY IN THE DEPARTMENT OF CHEMISTRY

**Department of Chemistry
Shillong College**

The Department of Chemistry, Shillong College will never forget the loving nature of the former Head, Shri T.J.Kharbhih whose first death anniversary was observed today the 26th November 2013 in the Chemistry Laboratory in such an ambient atmosphere. It was attended by the Principal, the Vice Principals, the senior teachers, teachers' representatives to the GB, students, non-teaching staff and the family members of Shri Kharbhih. It was indeed a memorable time that as one family we were all gathered to share what Bah Kharbhih did in the Department and the College - indeed a lesson to be learnt from his footprints. The Head of the Department Dr M.N.Bhattacharjee, started off by briefing on the life of Bah Kharbhih and welcomed all in the gathering. He called one of the teaching staff Dr D.L.Buam to read the tribute that was prepared by the Department. The Vice Principal of the College, Dr M.Dey spoke well and expressed many things about Shri Kharbhih and said that if there is one thing that he used to get angry at him is that he did not share about his health. The teacher representative to the GB, Mrs. E. N. Dkhar also expressed her cherished memories when Bah Kharbhih used to pass Kwai and sometimes ask for it from her. She considers him as her elder brother and wished that God would bless the family. The Programme had its weight by the presence of Mrs. S.Jana, wife of Shri Kharbhih, and his daughters Lynette and Damelia who gladly accepted to attend the Programme. Mrs. S. Jana expressed her willingness to say something and she was called to give a speech that was so inspiring and stimulating to us all where she showed her concern for the College and the Department and more than that she initiated that in order to keep up inspiring the young minds of the Department she would hand over the personal books of Bah Kharbhih to the Department and even to institute or create a kind of Award Prize for the meritorious students in his name by generously giving a cash amounting Rs 50,000 to the Head of Department, Dr M. N. Bhattacharjee who received the gift and handed over to the Principal, Dr K. D. Ramsiej to formally announce in the GB for the needful. This is a noble and thoughtful act of the family in that it will go a long way not only to inspire the meritorious students but to also to continue the relationship with the Department and College as well. The Principal of the College Dr K.D.Ramsiej, spoke well of the life of Shri Kharbhih and made us ponder on the fact that we are all born to die and death means actually a permanent sleep of the soul. The students of Chemistry Honours spontaneously gave a thought to sing the song 'This World is Not My Home' and before they sang one student gave a short speech expressing of the times with Shri Kharbhih as to how he was there not just to teach but also to know how to live, indeed it is well appreciated. The scripture reading was led by Ms B. M. Laloo from Psalm 121 and Ms L. Pathaw from Isaiah 40 and lastly the Principal gave a prayer that lifted many hearts. Shri K.Umdor offered the vote of thanks. The Programme came to a close with some light refreshments for all.





Obituary

Department of Microbiology, Shillong College is deeply shocked at the sad and untimely demise of Late S. Thang Lian Khual Ngaihte, son of Shri. S. Kap Thian Mung Ngaihte and Smt. S. Gin Ngaih Ching Ngaihte, a student of 3rd Year B.Sc.(Microbiology), Shillong College, Shillong.

Late S. Thang Lian Khual Ngaihte, left for his heavenly abode on 2nd September, 2013 because of a tragic accident happened in the Sweet Falls, Mawshbuit. His body was retrieved on 6th September, 2013 after a lot of struggle.

He was a promising student having first division in 2nd year B.Sc (Microbiology) University Examination, 2013. He was a well behaved and sincere student in the class room and its surrounding.

Principal, Vice-Principal, Vice-Principal (Professional Course), members of the Teaching and Non-teaching staff and Students express their deep shock and bereavement at the passing away of Late S. Thang Lian Khual Ngaihte and convey their heartfelt condolences to the members of the bereaved family. We would like to share the pain and sorrow of the grief-stricken family and pray to God to give them mental strength to bear this shock.

We pray to the Almighty for eternal peace of the departed soul.

Need for Disaster Management at Sweet Falls

- Zoliansanga, Department of Microbiology, Shillong College, Shillong:



On the 2nd September 2013, I got a call informing me that one of our 3rd year students was drowned at Sweet Fall and his body was yet to be retrieved and recovered from the river. Then many questions struck my mind, where the Sweet Falls is located and how the accident happened. Sweet Falls is a tourist spot located near Mawshbuit Village. It was about 8 kms away from Shillong City.

Soon, I came to know that Sweet Falls was not so sweet to many in the past too. Rather, it had been a BITTER FALLS, it is not as it looks. There was a deep gorge on the rocky wall inside the water pool formed by the waterfalls over the years. Once a person falls into that death gorge, there is no way out especially when the volume of waterfall was huge as in rainy season.

Many have had lost their precious and valuable life in the past and many more will in the future, if no adequate preventive measures are taken. It is the need of the hour for the Government to take precautionary measures as part of DISASTER MANAGEMENT in compliance with the National and State Disaster Management Policy.

One precautionary measure that lingers in my mind is placement of sign board near the Waterfalls View Point to indicate the presence of a deep gorge in the waterpool and the name of persons who had lost their life in it. This will intimidate and scare the temptation of swimming and playing in the pool. Construction and development of mini-hydel project may be another option of converting the death trap into an useful and valuable source of electricity. The practical viability of such kind of project will be realised after detailed examination and assessment of the site by experts.

Another solution is the fencing of either the water pool or the deep gorge. Filling of the deep gorge with stones and concrete or covering with metallic cage or plate may be the other alternative to prevent accidents. However, many feel that such measures spoils the beauty of nature but the prevention comes with the loss of life.



LIST OF THE EVENTS

2012-13

Annual General Meeting of Cooperative Society was held on 17th November 2012

The Annual Magazine 2012 was released on the 19th November 2012

College Social Week 2012 was inaugurated on the 19th November 2012

Sudden demise of Shri T.J.Kharbhih, Head, Department of Chemistry, Shillong College on 26th November 2012

Sudden demise of Shri W.Lawai, Department of Khasi, Shillong College on 4th December 2012

Release of the Book authored by Dr A.Nongbri, Department of Khasi on the 21st December 2012

Release of the Proceedings Volume of the EDC Workshop on the 21st December 2012

National Seminar on International Year of Mathematics held on 7th and 8th December 2012

Prize Distribution for the College Week 2012 held on the 21st December 2012

Farewell for the Third Year students on the 19th December 2012

Excursion for the Third year students from 28th December 2012 - 10th January 2013.

National Integration Camp for NSS Volunteers held on 29th – 30th November 2012

Release of the book authored by Dr K.D.Ramsiej, Principal Shillong College on 19th April 2013

World Environment Day 2013 observed on the 5th June 2013

Inauguration of Golden Jubilee of Teaching Science on 7th June 2013

National Seminar on Convergence of Accounting Standards organized by Department of Commerce on 24th and 25th May 2013

National Seminar on Mathematics- the Need of the Hour on 5th July 2013

Week-long Golden Jubilee Programmes from 23rd to 30th July 2013

A Translation Workshop on Functional Hindi on 12th July 2013

Teachers' Day Programme on 5th September 2013 organised by SCSU

Formation of Students' Union for the session 2013-14 on 17th September 2013.

Concluding program of Entrepreneurship Development Cell Coaching class 5th -10th Nov 2012

Cleaning Drive of College Campus by NSS on 5th June 2013

NSS Programmes -Orientation,Awareness Programmes, Blood Donation, Special Camps etc

Workshop on Real Life on Reel organized by Departments of Hindi and Garo on 19th August 2013

Blood Donation Camp organized by NSS on 6th September 2013

Inter School Debate and Recitation Competition in Hindi & Garo on 26th September 2013.

Garo and Hindi Programme to observe Hindi Diwas on 26th August 2013

Popular Talk on Advances in teaching through interactive board by M.R.Enterprise held on 24th October 2013

National Workshop on Mathematics –The need of the hour concludes on 27th August 2013

Concluding programme of short term course of EDC, Shillong College on 30th August 2013

Condolence Meeting on 21st September for the demise of Thang Lian, B.Sc III and Kevin L. Nonglait of B.Com I

Farewell meeting for Shri Nikhil Paul, Head Accountant on 30th September 2013

Popular Talk on Human Trafficking delivered by Ms R.Lyngdoh, INGON organized by Women Cell on 1st November 2013

Popular Talk on the various courses at the Kasturba Manipal University delivered by Ms E.Shilla, Asstt Prof ,Manipal University on 4th Nov 2013.

Final Inter-College Basketball Match between Shillong College Vrs Jaintia Eastern College on 30th October 2013.

Interactive Programme on Basic Sociological Facts by Dr. A. K. Nongkynrih on 25th November 2013

Farewell for Degree Final year students organized by SCSU on 4th Dec 2013

College Social Week 2013 organised by SCSU from 9th to 13th Dec 2013

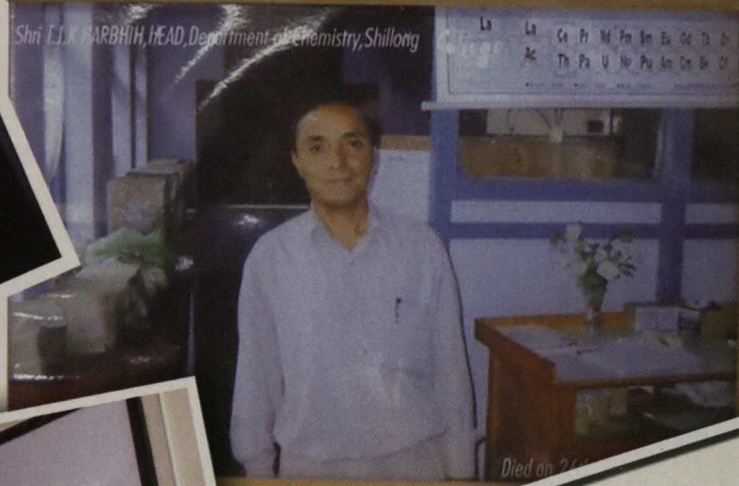




Refreshing Moments



Shri T.J.K. JARBHIH, HEAD, Department of Chemistry, Shillong



Died on 2/11

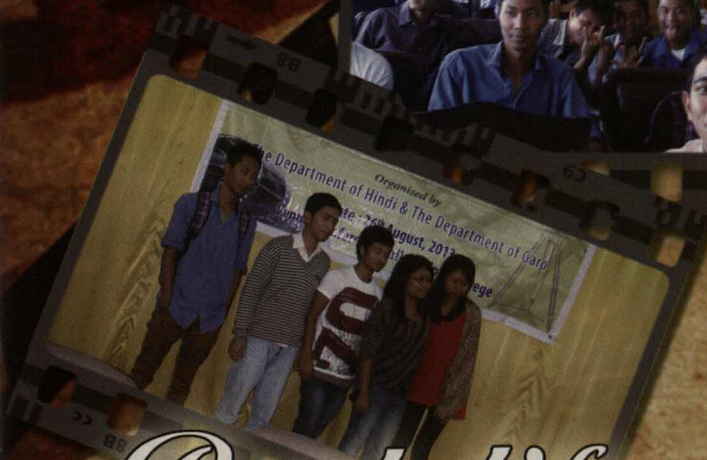




Bright & Beautiful Talents



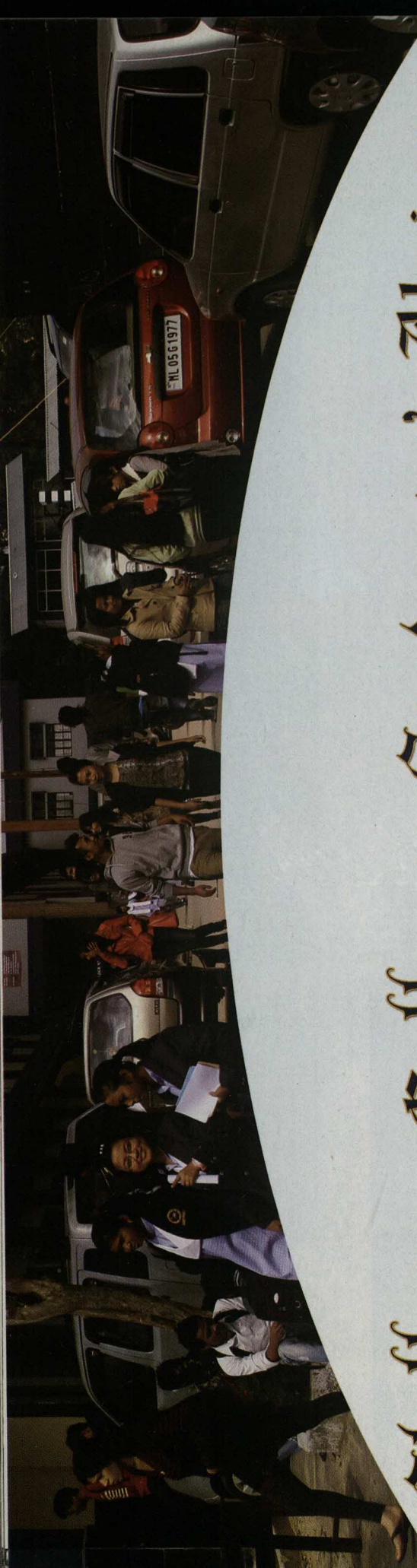
*'Somebody to
I LOVE*



Real life on Reel



Shillong College Students' Union



LIST OF TEACHING STAFF 2013

Dr. K. D. Ramsiej

Principal

Dr. M. Dey

Vice-Principal

Shri. K. Dutta Roy

Vice-Principal, Professional Courses

Department of English

Dr. D. Bhowmick

Smti. B. Wanniang

Smti. I.S. Warjri

Shri. L.M. Pariat

Smti. A. Basaiawmoit

Smti. G.J. Dkhar

Shri. G. R. Rumnong

Smt B.Kharchandy

Department of History

Shri. R Rynjah

Smti.. N Lytand

Smti.. J Chowdhury

Smti. V C S Dkhar

Smt B.Marpna

Department of Philosophy

Dr. J.P. Biswas

Dr. B.P. Tripathi

Smt K.Lartang

Smt. Extra Kurkalang

Smt I.M.Umlong

Department of Khasi

Shri. T.S. Rajee

Dr. D. Mawroh

Dr. A. Nongbri

Shri H Marwein

Shri. Sojol Kharrymba

Shri P.Shabong

Shri P.Nongrum

Department of Political Science

Smt. L. P. Shadap

Smti. V.R. Solomon

Smti. R.P. Pyngrope

Smt. A. Marbaniang

Smt R.Tham

Department of Garo

Smti. L.D. Marak

Department of Bengali

Smti. C. Dhar

Department of Hindi

Dr. (Mrs) Shruti Pandey

Department of Commerce & Management

Shri. S.R. Nongkynrih

Shri. A. Khanduri

Shri. B.K. Saha

Dr S. Sarma

Smti. W.C.K. Sohliya

Smti. P. Khonglah

Shri P.Kipgen

Smt A.Diengdoh

Smt. I. Diengdoh

Shri. T. K. Tiewsoh

Smt I.Kharkrang

Department of Education

Smti. O. Kharkongor

Dr. R. Dkhar

Dr. H. Iangrai (Lien)

Dr. H. Diengdoh

Smt. B. M. Wanswett

Department of Mathematics

Shri. D. Shadap

Shri. M.W. Synrem

Shri. S. Kharchandy

Smt. J. Rivulet Gidon

Shri. Barometer Nongbri

Shri E.Niang

Department of Economics

Shri B. Syiem

Shri L. Pathaw

Dr. E. Kharkongor

Smti. I. S. Kharkongor

Shri. S. O. Lyngskor

Smt. S. Kharumnuid

Shri P.Pyrtuh

Department of Physics

Smti. E.N. Dkhar

Shri. S. Lato

Shri. M. Rynjah

Shri. A. Dkhar

Shri. Longkhraw Khongiang

Shri K.Nongbri

Department of Microbiology

Shri. Zoliangsanga

Smt. P. Kharkrang

Smti. M. Diengdoh
Smt. W. Lytand
Dr(Ms) I. Lyngdoh

Department of Botany

Shri. S.K. Roy
Smti. D. Kharchandi
Smti. M.V.T. Marwein
Smti. D. Lyngdoh
Smti. Aroma Lyngdoh
Smt D.L.Kharmon

Environmental Studies

Dr Marvellous B. Lynser

Department of Sociology

Dr. S. Khyriemujat
Smt. S. R. J. Khongwar
Smt D.Diengdoh
Smt K.Sohtun

Department of Chemistry

Dr. M.N. Bhattacharjee
Dr (Miss) D.L. Buarm
Shri. K. Umdor
Dr. C. Masharing
Smt B.M.Laloo
Smt L.Pathaw

Department of Zoology

Smti. D.N. Shabong
Smti. E. Pala
Dr. L. M. Jyrwa
Dr. S. Khongwir
Shri B.Dohling
Dr M.Challam (lien)

Department of Computer Science

Smti. A. Mitri
Shri. B. Mukhim
Smti. I. Sun
Shri. T. S. Warjri
Shri. P. Nicholas Jyrwa
Smt. I. G. Kharmawphlang
Shri R.Hoojon

Department of Statistics

Smti. P. Das
Shri. D. Syiem
Smt I.Khyriem

Librarian

Smt. Bethbhalin Lyngdoh

The college acknowledges the service of following teachers who are helping the College on short term basis during the Academic Year 2012-13

Department of English

Smt Persara Lyngdoh

Department of Zoology

Dr Donald Jyrwa

Environmental Science

Smt Biola Challam

Department of Commerce & Management

Shri E.Suting
Shri K.Hynniewta
Smt I.Kharkrang

Department of Computer Science

Smt. P. Nongkynrih
Smt. I. War



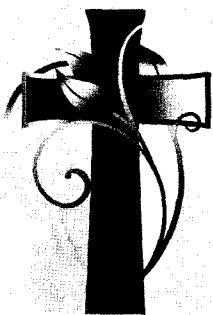


We Pay Respect to
(LATE) SHRI T.J.KHARBHIN,
Former Head, Department of Chemistry
Serving from the period (1982-2012)



Late (Shri) T.J. Kharbhin, joined the Department of Chemistry on the 8th December 1982, and served for almost 30 years. He took over as Head of Department on 1st of February 2006 after the retirement of Dr S.K. Gupta as Head of Department and was due to retire in the year 2018. He was a man who keeps a low profile of himself and humble in his dealings with students and colleagues. He was always full of charm, always he used to joke and sing but in the later part of 2011 he was on his regular health checkup in the International Hospital, Guwahati and continued his duty even till his demise. It was indeed a very shocking news to us all to know that on the 26th November 2012 he breathed his last at around 3.30 P.M in his residence. He was laid to rest on the 28th November 2012 at the Cemetery of Church of God, Ecclesia, Mawlai. The College will always cherish the moments shared with him.

You will always be missed !!



We Pay Respect to
(LATE) SHRI W.LAWAI,
Department of Khasi
Serving from the period (1999-2012)



Late (Shri) W. Lawai joined College on August 1999 and completed almost 13 years and in those years his sincerity, dedication and loyalty to his work etched his image as a loving teacher and a helpful colleague in the Department and the College as well. Since the year 2006 he had been on medical checkup and was also hospitalised in the International Hospital, Guwahati off and on for his illness yet despite the suffering that he had to bear he continued his duties not only in the college but even outside college. He breathed his last on the 4th December 2012 and was laid to rest in his home town at the Cemetery of Presbyterian Church of Mawngkeneng on the 6th December 2012. Recollecting his last words to his brother, 'Work as if you'll never die though you know you'll die tomorrow' reflect his strong will power and determination. The College will long remember him as a teacher and a friend.

We Miss You !!

List of Non-Teaching Staff

Nonteaching Staff(Grade-III)

Smt R.Khongwir Head Assistant
Shri A.D.Jyrwa L.D.A.
Shri M.Lyngdoh L.D.A.
Shri A.Khriam L.D.A.
Shri D.Kharmujai L.D.A.
Shri R. Kharumnuid Office Assistant
Shri M. Niangti Asstt. Librarian

Shri N.Paul, Head Assistant retired on the 30th September 2013

Nonteaching Staff(Grade-IV)

Shri Prem.Sharma
Smt F.Kharlukhi
Shri R.Kharkongor
Shri Tulshi Fullel
ShriRaj Kishore Roy
Smt D.Kharlukhi
Smt P.Syngai
C.S.Kharnary
Smt A.Rymbai
Smt K.Warjri
Shri S.K. Wahlang
Smt W.Basaiawmoit
Shri E.Pyrtuh
Smt A.Lyngdoh
M.Sohatun
Smt J.M.Lyngdoh
Smt A. Khongwir.
Smt B.Ryntathiang
Shri A. F. K. Sawian
Smt Larisha Hek
Shri Avalon Gatphoh
Shri Anil Khannal
Shri C. N Areng
Shri S. Myrthong
Smt P. Songthiang
Powerful Mawlieh
Willy B. Kharrngi
Smt I. S. Ramsiej
ShriAnthony Khriam
F. Lyngkhohi
Shri S. Sawian
Smt T.Umdor
Shri A.Khriam
Shri E.Syiemlieh
Shri P.Moksha

We bid Farewell



Shri N. Paul,
Head Assistant, Shillong College

Shri N. Paul, Head Assistant, Shillong College joined the College on 18th September 1973, he studied and passed out from this College. Prior to joining the office job he was a Laboratory assistant in the Department of Chemistry Shillong College and then after his graduation joined the office as LDA and in the year 2012 he took over as Head Assistant with the retirement of former Head Assistant, Shri D. Bhattacharjee. Shri N. Paul had served the college for almost 40 years. He is still active and the College will remember the service rendered by him. The Farewell Programme on his retirement was held on the 30th September 2013 organised by the Non Teaching Staff Association, Shillong College.

Endowment Prizes

- 1. S. C. Dutta Memorial Prize :** Awarded to the student securing a rank in the University/Board examination which is the top position from among the students of the college.
- 2. N.K. Sarkar Prize:** Awarded to a student securing highest mark in the subject English in University/Board examination from any stream. Instituted since the year 2006. Fund contributed by Prof. N.K. Sarkar Retd Vice-Principal of the college.
- 3. D. Mukerjee Prize:** Awarded to a student securing the highest rank (at least a 1st Class) in Physics Honours from among the students of the college. Instituted since 2009. Fund contributed by Prof. D. Mukerjee, Retd. Vice-Principal of the College.
- 4. Rekha Devi Prize:** Awarded to a student securing the highest rank (at least a 1st class) in Zoology Honours from among the students of the college. Instituted since 2009. Fund contributed by Smti. Rekha Devi, Retd. Vice-Principal of the college.
- 5. Merit Prize for meritorious performance:** Awarded to the students securing first class in BBA, BCA, B.Sc Computer science, B.Sc Microbiology. Fund provided from the Professional courses Student's welfare fund.
- 6. Nirjharini Deb Roy –Biman Behari DebRoy Memorial scholarship:** To be awarded to a Girl student of the college pursuing a postgraduate course in any university. Selection is based on merit. Fund contributed By Prof. Bibek Deb Roy.



ACADEMIC ACHIEVEMENTS IN THE NEHU EXAMINATION 2013

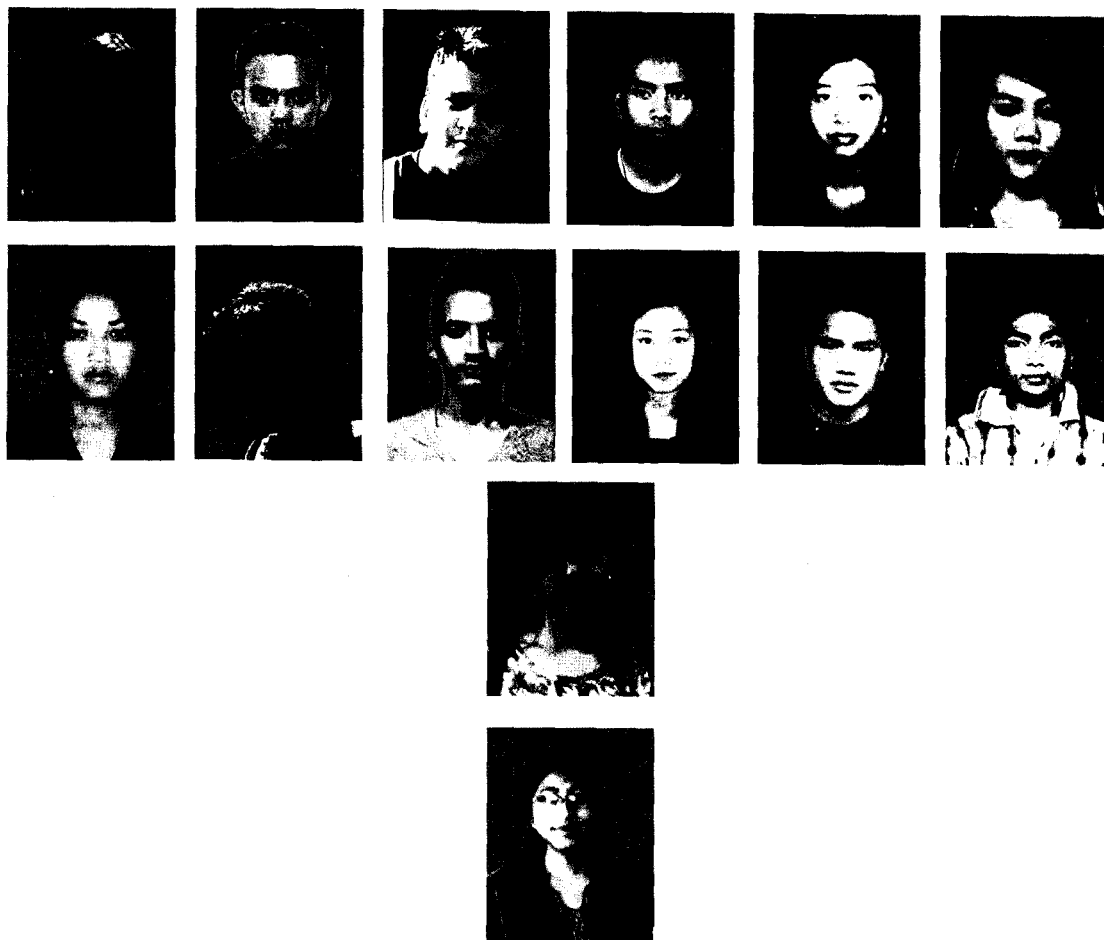
The following students have secured top ten positions in the subjects of Computer Application, Mathematics, Microbiology, Zoology, Botany, Education and Philosophy in the final Honours examination conducted by NEHU in 2013

Sl	Rank	Roll	Name	Total Percentage		
Computer Science						
1	09	S1101135	WANDANYLLA RANI	534	66.75	SHILLONG COLLEGE,
Mathematics						
2	08	S1101041	SHEKSTAR THABAH	556	69.50	SHILLONG COLLEGE,
Microbiology						
3	01	S1101159	ROHIT MANI YADAV	566	70.75	SHILLONG COLLEGE,
4	02	S1101138	AESUK WANMI KYNTA	551	68.88	SHILLONG COLLEGE,
5	03	S1101156	RECCICA DONNA LYNGKHOI	533	66.63	SHILLONG COLLEGE,
6	04	S1101152	NUKSHIMENLA JAMIR	524	65.50	SHILLONG COLLEGE,
7	05	S1101143	DAIAMONLANG RANI	513	64.13	SHILLONG COLLEGE,
8	06	S1101161	UTPAL KUMAR NATH	493	61.63	SHILLONG COLLEGE,
Zoology						
13	06	S1000697	REUBEN SWER	574	71.75	SHILLONG COLLEGE,
14	09	S1101109	CHINNEILHING TOUTHANG	550	68.75	SHILLONG COLLEGE,
15	10	S1101101	PAOGOUTHANG LHOUVUM	548	68.50	SHILLONG COLLEGE,
Botany						
16	07	S1101081	CHALBASSON LYNGWA	563	70.38	SHILLONG COLLEGE,
Education						
01	01	A1103038	ELORINE KHARKONGOR	483	60.38	SHILLONG COLLEGE
Philosophy						
03	03	A1103005	CHERRY L. MAWPHLANG	507	63.38	SHILLONG COLLEGE

ACADEMIC ACHIEVEMENT IN THE MBOSE FINAL EXAMINATION 2013

The following student topped the list in the HSSLC (Arts) Examination conducted by MBOSE in 2013

Rank	Roll	Name	Total Percentage	
01	133089	Smt Evamagricia Snaitang	432	86.4



Voices of those who climbed the ladder of success

THE TURNING POINT OF MY LIFE

REUBEN SWER, BSc (Zoology)

6th Position in Zoology Honours

I had joined Shillong College in the year 2007 and graduated from the college in the year 2013. Six years down the line and it all seemed like it happened yesterday and what I have with me is relinquishing the beautiful memories, a gift token I shall cherish forever. Shillong College is my home and safe haven, a place where my life had been shaped and moulded. Its here where I had the best experience as a student with ups and down. My Personal experience is something I shall never forget. As a student of this College, I had always followed the rules and regulation of the college. Within this college is a place where I hail from, which is the Zoology Department. After completion of my 12th standard science stream, I had opted for BSc with honours in Zoology and that is when changes started coming in my life.

As a science student, I say I was a bit different from the rest. I was careless, carefree and a rebellious student who would'nt listen to anyone and followed my life to the beating of my own inner drum, not the traits of a typical science student. During the earlier phase of BSc I had paid more attention towards enjoyment and my studies were placed last on my priority list. Things kept on going this way till my second year of my BSc programme, despite the fact that my teachers spent somuch



of effort correcting my ways. I was adamant and tried to shush away their persuasion and advise to lie myself into oblivion. As a saying goes “you reap, what you sow”, in my second year I was detained in the promotion exams. This was a low phase of my life cause it was the time where I had to admit to myself that I was to be blamed for everything and admit failure and defeat. As a student I had failed my parents, teachers, God and most importantly I had failed myself. During this low phase, I am glad when I recall that I wasn't alone in the process. I had the undying support of my teachers and grandmother. Well I should say my grandmother and my teacher Miss Jyrwa was there at every step to lift my spirit whenever I felt I don't have the capability to perform well in my studies.

“Failure is a stepping stone to success” applies to my life where when I rejoined the second year after accepting defeat and failure, I was more focus than I ever had been. I was willing to take a chance on myself and bring forth changes in my life. With the continuous support of my teachers which indeed crutched my life today, I was able to out perform myself. I ther participated in various inter college competition where I bagged prizes in quiz and debate competition. Again my participation was only because of my teachers who coaxed and persuaded that I joined in these competition. My teachers had bountifu faith and belief in my capabilities despite my self doubt.

Academically I had started to shine because of my relentless effort, discipline, concentration, hard work and above all God answered my prayers to give me the strength that I remain focus. It was because of our effort that we were able to attain the 6th position in BSc (Zoology) as it involve the effort of many people in the process, along with 9th and 10th position. I dedicate everything I was able to achieve to my teachers who taught me right from class eleven till my graduation. My success, as well the success of the others is because of the teachers' unfailing effort in raising each one of us to be special in our own ways. My friends who are my backbone, supporting each other so that we give our best at all time. Perhaps, do I regret my failure, the answer is not atleast because if I had regretted I would not have been able to open up to the opportunity that came across my life.

In conclusion, I would like to stress on the importance of hardwork, effort, and a one track mind to achieve something significant in life. Develop the art of listening to advice given by teachers and elders because they know better and always be ready to take chances, as well give yourself a chance to changes. Dream and dream a lot, set your aim through dreams and be ambitious in attaining them. Above all respect your teachers even though at time we may face a gruesome time with time when we are at the wrong end, but remember whatever they do, its for our best. I am grateful and glad, that as a student I was blessed to have Sir M Dey, Ms D Shabong, Ms E M Pala, Ms L M Jyrwa, Sir S Khongwir, Ms M Challam, Sir D Jyrwa, Ms K Kharshiing, Ms A Basaiawmoit and Mr E Pyrtuh who are the best teachers for me and always had my back and never gave up on me or any student. Now, that I have graduated and pursuing further studies, the future may be bleak and there is so much to unravel but I firmly belief that with everything instill upon me by my teachers I will be able to perform well in anything that do.

Peace of advice “Enjoy life as you only live once, explore the possibilities of life”

MY EXPERIENCE OF SHILLONG COLLEGE

ELORINE KHARKONGOR

TOPPER, BA(EDUCATION) HONS

Shillong College, my family where I have spent for five years a family which has shaped my personality. It teachers me how to face all odds of life and how to deal with them. I joined Shillong College in the year 2008 in the month of July and got admitted into class XI Arts. As a girl who has just come out of school never knew how college life would be but today I can say college life is the best of all. Shillong College is a storehouse of knowledge and wisdom. Shillong College is a place where we not only receive education but in it we learn all the social and moral values of life. I can never forget all that I have learnt and experienced from it, all those happiest and craziest moment I enjoyed, the teachers, friends, staff and its environment.

Shillong College is a place where no one can leave without gaining anything from it.

As a student in my life I would never be able to climb up the ladder of success had it not been the hardwork and dedication of my teachers. They are the one who have been working so hard in order to help all the students to achieve success. They always advise, encourage and show us what is right and what to do and what not. Truly teachers are our second parents in our life. Great are all the teachers of Shillong College and a very big thank you to them all. I convey all my sincere thanks to the Principal, Vice Principal, Teachers, friends and staff of Shillong College who have worked so hard in order to help me achieving my goals. Thank you once again. I dedicate all my success to God, teachers, parents, friends and all the staff and members of Shillong College. The day that I got my result I felt like I was hit hard by a hammer. It was like a miracle to me because it was a dream that I have dreamt for so long. At last it came true, all because of the guidance, the encouragement and the hard work of my teachers. For me Shillong College is the best educational institution, I have experienced that the atmosphere in the college is extremely good because all my friends and teachers are frank, friendly, loving and helpful. I am proud to be a part of it and I'm blessed to be a part of it. Once again thank you Shillong College, I miss you, Long live Shillong College and May God bless the college always

I would like to quote what Charles Buxton once said, *'the road to success is not where you would run upon, but it is where you walk step by step, little by little, that is the way to wisdom, that is the way to glory. Pounds are the sons, not of pound but of pence'*

EVERY CLOUD HAS A SILVER LINING

EVAMAGRICIA SNAITANG

BA I ECONOMICS

TOPPER, XII ARTS 2013

Life is not a bed of roses but a blend of joys and sorrows. Life has given me some bitter and sweet experiences. I can hardly forget one sad incident in my life when I could not qualify the promotion examination in the science stream due to my ill health. At first I became hopeless and desperate. I thought that I had lost something which was so precious to me. But this proved to be wrong as this incident became a turning point in my life. It taught me how to be courageous and strong in order to overcome the stumbling blocks of life. It made me realize that failure is a stepping stone to success and that now is the right time for me to start a new life. I made a decision to shift to the Arts stream. My parents and all my near and dear ones supported me physically, mentally and spiritually with their words of inspiration and guidance. They advised me that failure should not discourage me but instead I should be able to stand up once again and face this competitive world with courage and determination. This really inspired me and I decided not to have a sense of regret anymore but to give my full commitment and dedication towards my studies once again.

It was on the 13th of June 2011, that I stepped into the portals of Shillong College to attend the inaugural function. I listened to the lectures given by the teachers and realized that Shillong College was the right place for me to study. It taught me the true meaning of life. It was here that I learned to stand up for myself and fulfill my duties and responsibilities with all my heart and soul. The teachers were so dedicated and committed to their work, and also taught us our lessons and moral values with genuine enthusiasm. Their words of inspiration really touched me and changed my mind and attitude towards life. They motivated me to take my studies seriously. This made me determined to put more effort and commitment into my studies so that one day I would be able to achieve the glory of success. I always prayed to God Almighty to give me the power of wisdom and knowledge so that I could walk in the right path to achieve a good and splendid result in the HSSLC examination. But even as I proceeded towards my destination, there were potholes that I could not escape from.

My life has not always been blissful and I have had to suffer sorrowful moments too. Facing difficulties on my way like sickness and going through unpleasant moments became a part of my life. God did not leave me and during moments when I felt



down I had wonderful teachers and friends to cheer me up and they never let me quit under any circumstances. My life has been blessed because God has truly answered my daily prayers by giving me a good and splendid result in the Board Examination. I thank Him for He is my light and my guide who never leaves me under any circumstances. My deepest gratitude goes to my parents and all my teachers who taught me lessons on how to confront the harsh reality of life. They helped me in coping up with this very competitive and harsh world. They also helped me in developing my talents and I owe it all to my loving teachers.

As students we need to understand that success is never a one day wonder. To be successful, one needs true dedication and hard work. If one is dedicated to what one sets one's mind to, one will always be driven to work harder to achieve one's goal. We need to go on with our best efforts to strive towards excellence despite the trials and tribulations which we encounter in our everyday lives. Of course sometimes when confronted with failures and setbacks, we tend to feel discouraged and then give up. But we need to realize how close we are to success when we just give up. We need to accept the fact that failure is part of our life and we need to overcome it if we want to really achieve and experience the true taste of success because a true winner sees an opportunity in every problem. As students with aims and goals in life, we need to motivate our inner being and rekindle the fire within us so that one day we can reach the pinnacle of success. We also need to know some good recipe for success which are as follows:-

Plan while others are playing.
Study while others are sleeping.
Decide while others are delaying.
Prepare while others are day dreaming.
Begin while others are procrastinating.
Work while others are wishing.
Save while others are wasting.
Listen while others are talking and
Persist while others are quitting.

To conclude, we may say that failure does not mean that we have wasted our life. It means that we have a reason to start afresh. We should never give up when the pace seems slow because we may succeed with another blow. We need to stick to the fight when we are hardest hit because its when things seem worst that we must not quit. Therefore, at times life can get crucial but it is during these times that we can never forget that *"Every cloud has a silver lining"*.



ACHIEVEMENTS IN SOME OF THE COLLEGE WEEK 2012 PROGRAMMES

Khasi Poetry

1. Shanbor Khongjoh
2. Baiohsuk L. Pynrgrope

English Poetry

Kalyan Bhattacharjee

Khasi Essay

Topic : Ka jingpass bha kam myntoi shuh ia ki samla wad kam ha ka juk mynta

.Shanbor Khongjoh

English Essay

Topic : Shillong College seven years from now

Lapongnai Dkhar BA I

Thangliemang Haokip BA I

Spelling Bee

Evarisha Pyngrope

Art Exhibition

Theme : Waste Recycling

1st Prize Johydius Marshiangbai BA II

2nd Prize Bankerdonbor Bortiew B.Sc III

3rd Prize Margretta Nongrum B.Sc II

Gerald Marbaniang

Daiaomonlang Rani B.Sc III (MICB)

Best of Khasi and English Poetry

Jingphohsniew- Shanbor Khongjoh
Ka jingphohsniew ka kam ba phyla
Ha jingim jong ki biew ka ju wan jia
Da leilei ia ka ngim lah ban ktah
Tang jingkynmaw ha ngi ka iai sah
Bunsien ka wanlap ha ngi ki biew
Tymmen, samla, la bhabriew ne sniewbriew
Wei ba la ioh ban mad ia ka
Sa shisien pat ki kwah ban jngi ha ka

Jingphohsniew ka wan lap ha ngi ki samla
Ba bun tang jingmutdur, bad ka thong suda
Tang ban iohi ia la ka thong, jingphohsniew ki pyrta
Ba sa shisien pat ngan ioh rung biang ha ka
Jingphohsniew ka pyini ia ba bym shisha
Ba shu sah tang ha jingthrang bad jingkwah suda
Jingphohsniew ka pyini ia kaba sniew bad ba bha
Ba ngim tip pat, hato kan wan shisha ?

Jingim jong ngi ki briew kaba man la ka sngi
Kine ki wan phalang pat ha ingphohsniew jong ngi
Ha jingim ia ka thong ngi hap ban ia beh
Ha jingphohsniew pat ia ka thong ngi ialeh
Ban poi ha jingphohsniew ka long kaba eh
Don ka por ka wan jia don pat kam treh
Ka shong ha ka bok ia ka ban ioh mad
Baroh kiba ioh ne baroh kiba ngat

la jingsniew ne jingbha jong ngi hi ki briew
la kine ngi lah ban tip tang ha jingphohsniew
Jingkwah ne jingibang jong nga jong phi
Ha jingphohsniew ia ki ngan sa iohi
Mynsngi ngi trei bad mynmiet pat ngi thiah
Dei hangne ba jingphohsniew ka wan pariah
Ha ka katno ngi sngewbang ban jngi
Tangba haba kut pat ka long tang ka pharshi

Jingphohsniew ka long tang kum Biria bang thiah
Ha ki ba lung, ba san, tymmen ne rangbah
Jingphohsniew ka pyniaid stet ia ka por
Haba thiah ym lap iohsngew, la kut ka jingsyngkhor

Dreams- The first step – Kalyan Bhattacharjee

The moment I wanted something done
The moment when I desired something,
Moments when the mind had a plan
I knew success is a real thing

When these ideas surface up in my mind
I think over it, again and again, for long
These potent emotions and visions that come,
Are the whispers of truth when all is wrong

Then a spirited 'me' surfaces within myself
And everything seems to be a piece of cake
I forget all my limitations and feel zealous
And impossible seems like a puzzle I can take

Without these moments of emotions and visions
Life will be a cake without any cream
I feel on top of the world and smilingly I scream
Success is surely mine when I chase my dream.

ACHIEVEMENTS IN SOME OF THE PROGRAMMES OUTSIDE THE COLLEGE

Winners in the EUPHORIA organized by NEIGRIMS

SINGING

Gloria Nongrum of Shillong College bagged the 2nd Prize

QUIZ

Kalyan Bhattacharjee and Gerald Marbaniang secured the 3rd Prize

DANCING GROUP

YOUNG RESTLESS GROUP OF SHILLONG COLLEGE BAGGED THE 1ST PRIZE

- RIKYNTI BASHISHA THABAH
- RIBOR KHONGLAM
- BINESTAR WARJRI

SANGKHIM DKHAR

JAMEEL M RYNJAH

- DAIASUKSHISHA SOHTUN
- BANISHA MYNSONG
- SHAPHRANG RYNGKSAI
- BARIS

Winners in the Debate Competition organized by NRHM

Pyniar Dhar of Shillong College bagged the second prize on the Inter College Debate Competition organised by NRHM

Winners of Inter College Football Match 2013

Shillong College became Winners in the Inter College Football Match played against Jaintia Eastern College played at Polo Ground Shillong on the 29th October 2013

Runners-up in the Basketball Match 2013

Shillong College became Runners-up in the Inter College Basketball Match 2013 played against St. Anthony's College.

Inter College Choir organised by Saint Mary's College on 19th October 2013

Shillong College Choir became the Winners in the Inter College Choir organised by Saint Mary's College on the 19th October 2013 as part of the Platinum Jubilee of the College.

NSS Achievements 2013

1. Programme Officer of NSS Shillong College, Asst Prof. Mardor Wanri Synrem was conferred with the University Level NSS Award 2013 at the NSS Foundation Day Function held on the 24th September 2013 at the Multi Convention Center NEHU, Permanent Campus. This is the second time that the NSS University Level Award was conferred to the Programme Officer of the Unit. Earlier Dr. H. langrai was conferred with the same award in the year 2008.
2. NSS Volunteer of the College, Shri. Shaisngi Lyngdoh was conferred with the prestigious Indira Gandhi National Award 2013. The Award function was held at the Rashtrapati Bhavan, New Delhi on the 19th November 2013 and the Honourable President of India, Shri. Pranab Mukherjee conferred the Award to all the winners. Shaisngi is one amongst 30 volunteers from all over the country selected for the award. Shillong college NSS is proud of this achievement, and this is the fourth consecutive award to be bagged by the college since 2009. Earlier Shmti. Palvy Dora Kharkongor, Shri. Wantreki Lyngdoh, Shri Tara Prasad Upadhaya were conferred with the award.



Give Credit Where Credit is due !



Dr Marvellous Lynser was awarded the Ph.D Degree in 2013

on

Forest Products of Raid Saw Symper, Meghalaya and their contribution to the livelihood of the people

Under the Supervision of

Professor B. K. Tiwari, Department of Environmental Studies, NEHU

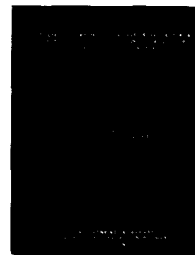


Dr I.Lyngdoh, Department of Microbiology was awarded Ph.D Degree in 2012

on

Studies on the Impact of Coal Mine Drainage on Microbial Ecology of Water Bodies of Jaintia Hills District

Under the supervision of Prof H.Kayang, NEHU



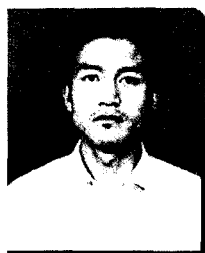
Dr M.Challam, Department of Zoology was awarded Ph.D Degree in 2011

on

An in vitro study on anthelmintic efficacy of some traditional medicinal plants in Meghalaya

Under the guidance of

Prof. B. Roy and Prof. V. Tandon. NEHU, Shillong.



Dr Donald B.Jyrwa, Part-time Teacher of Zoology was awarded Ph.D Degree in 2013
on
Studies on helminthoses and molecular taxonomy of caryophyllidean cestodes in fresh-
water fishes in Meghalaya
Under guidance of
Prof. V. Tandon. NEHU, Shillong



Dr S.Khyriemujat, Department of Sociology was awarded Ph.D Degree in 2013
on
A Sociological Study of Ka Niam Khasi
Under guidance of
Prof Nikhlesh Kumar, NEHU, Shillong



Mrs W.C.K.Sohliya, Department of Commerce & Management ,Shillong College qualified
NET in September 2012



Mrs A.M.Mitri, Head, Department of Computer Science, Shillong College qualified
NET in November 2012

BOOK RELEASE

Thought & Reality – A Critical Study of Hegel's Philosophy

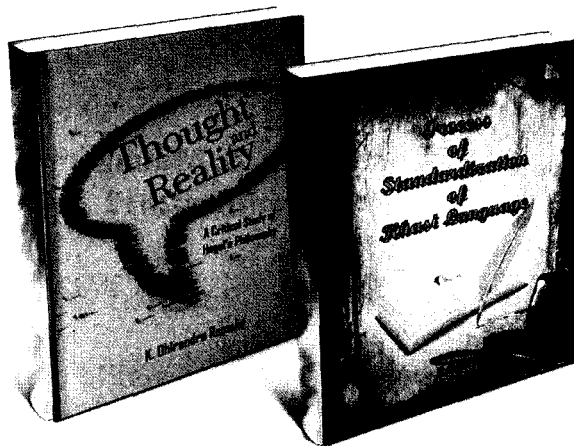
Author –Dr K.D.Ramsiej, Principal, Shillong College

The author has argued in detail how Hegel's view of Nature closely resembles the Khasi view of Nature prevalent in oral tradition in the Khasi land. The author made an attempt to interpret and examine Hegel's Philosophy. It is usually believed that Hegel's Philosophy is very difficult to grasp and understand very rarely in Indian Universities. The author tried to decipher the meaning and content of what has been said by Hegel. The book was formally released by Shri H.D.R. Lyngdoh, Former Home Minister on the 19th April 2013.

Process of Standardisation of Khasi Language

Author – Dr(Mrs) A.Nongbri, Department of Khasi, Shillong College

The author attempts to discuss two ways of standardizing a language- the Natural process and the Planned process. The Natural process of standardization is an encounter of different speakers or varieties of languages in communicative situations, in such a process acceptance of a particular variety as standard is by virtue of certain socio-political and economic considerations as in the 'Ka Ktien Sohra'. The Planned standardization is the future oriented, time bound deliberate language change involving mainly the governmental, non-governmental machinery or individuals as in the case of classic Hebrew. The book was formally released by Dr (Mrs) B. War, NEHU on the 21st December 2012



THE FOLLOWING STUDENTS HAVE BEEN ELECTED AS THE OFFICE BEARERS OF THE SHILLONG COLLEGE STUDENTS' UNION 2012 - 2013

SL No	Name of the Post	Name of the Candidates	Class	Section	Roll No
1	Vice President	Shaisngi Lyngdoh	3 rd Yr BA	Morning	125
2	General Secretary	Barry Kupar Paswett	1 st Yr B.Sc (H)	Day	30
3	Asstt General Secretary	Margretta Nongrum	2 nd Yr B.Sc	Day	28
4	Music Secretary	Rikynti Kharmawlong	3 rd Yr.B.Com (H)	Day	11
5	Asstt.Music Secretary	Daniel Nongkhlaw	1 st Yr B.A	Morning	64
6	Sports Secretary	Banshailang Surong	2 nd Yr B.Sc	Day	44
7	Asstt Sports Secretary	Baldomer Khyriem	XII Arts	Day	66
8	Debate Secretary	Rida Wanbha Nongbri	1 st Yr B.A	Day	26
9	Asstt Debate Secretary	Clarisa Kharmawlong	2 nd Yr B.Com (H)	Day	59
10	Discipline Secretary	1) Mr.Mosland Rynngnga	2 nd Yr B.A	Day	53
		2) Miss.Betralyne Ann Swer	2 nd Yr B.A	Day	117
11	Asstt Discipline Secretary	Pynskhemlang Pakyntein	2 nd Yr BBA	Day	14
12	Editor Members of the Editorial Board	Andrew A.Kharsohtun	3 rd Yr BBA	Day	04
		1) Monisha Songthiang	XII Arts	Day	06
		2) Daphisha Kharmawlong	1 st Yr B.A	Morning	117
		3) Shanbor Khongjoh	XI Com	Morning	07
13	Secretary Boys' Common Room	Richardson Paslein	3 rd Yr B.Com	Day	05
14	Secretary Girls' Common Room	Lanafica Kharjana	2 nd Yr B.Com (H)	Day	60
15	Representative To Women's Cell	1) Saradalin Marngar	2 nd Yr BBA	Day	13
		2) Lawanshisha Kharbamon	2 nd Yr B.A	Morning	59

THE FOLLOWING STUDENTS HAVE BEEN ELECTED AS THE OFFICE BEARERS OF THE SHILLONG COLLEGE STUDENTS' UNION 2013 - 2014

Sl. No	POST	NAME	CLASS	ROLL NO
1.	VICE PRESIDENT	Smt. MARGRETTA NONGRUM	3/B.Sc	38
2.	GENERAL SECRETARY	Shri. BARIKUPAR PASWETT	1/B.SC	132
3.	ASST. GENERAL SECRETARY	Smt. RIBAHUN PYNGROPE	2/BA	97(M)
4.	MUSIC SECRETARY	Smt. RIDAWANBHA NONGBRI	2/BA	161(D)
5.	ASST. MUSIC SECRETARY	Shri. WANLAMBOK N. S. JANA NONGBET	12 Sc	140
6.	SPORTS SECRETARY	Shri. BALDOMER KHYRIEM	1/BA	131(M)
7.	ASST SPORTS SECRETARY	Shri. ROBIN NONGRUM	12 ARTS	38 (M)
8.	DEBATE SECRETARY	Smt. CLARISA KHARMAWLONG	3/B.Com	07(D)
9.	ASST. DEBATE SECRETARY	Smt. ROSALYNE LYNGDOH MAWNAI	11 Sc	33
10.	DISCIPLINE SECRETARY	Shri. PYNKHEMLANG PAKYNTIN Smt. BETRALYNE ANN SWER	3/ BBA 3/BA	08 97(D)
11.	ASST. DISCIPLINE SECRETARY	Shri. JOHN VIANNEY KHARLUKHI	2/BA	183(D)
12.	EDITOR MEMBERS	Smt. MONISHA SONGTHIANG Shri. EASTERSON SOHTUN Shri. BANTEIKUPAR PASWETT Smt. ISHAVELLA SAKRA	1/BA 12 Com 12 Arts 2/ B.Sc	109(D) 76(D) 63(D) 13
13.	SECRETARY – BOYS COMON ROOM	Shri. BANLUMLANG PYRBOT	2/B.Sc	75
14.	SECRETARY – GIRLS COMON ROOM	Smt. LAWANSHISHA KHARBAMON	3/BA	52(M)
15.	REPRESENTATIVES WOMEN'S CELL	– Smt. SARADALIN MARNGAR Smt. BALARILANG WANKHAR	3/BBA 1/BA	04 98(M)



2014

JANUARY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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