

THABA

2021-2022



Jaintia Eastern College Annual Magazines





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Motto
“Education for All”

VISION
*To provide quality and affordable
Education to all sections of the society.*

Objectives

- To impart higher and quality education in rural areas.
- To provide vocational trainings to the educated unemployed youths.
- To impart skills on Information Technology.
- To provide career guidance and counseling.
- To promote environmental awareness.
- To transform the young minds through moral and ethical education based on value system

Mission

The College is committed to serve the society by developing the young generation to face the challenges of this contemporary world and to remain socio-economically alert. Through knowledge-based education, students are sensitized to be competent in the employment opportunities also. Apart from creating an atmosphere to promote all round development of an individual, the college also equip them to become good citizens and to meet the social needs of our nation, not just a mere job seekers. Through various college-activities, an awareness regarding preservation and restoration of the environment is also in the roadmap of the college.

Editor Desk.

By nature, human's life has two aspects viz.: biological aspect and sociological aspect. The former aspect is maintained by food and reproduction, the latter is maintained by education. Education is a companion of life which no misfortune can decrease its versatility, no jealousy can destroy and no one can take it away. For a person who embraces it, it is an ornament, for a society it is a truest friend. At home it teaches, abroad it introduces. In solitude it is a solace, for a genius it gives grace. It chastens vice and guide virtues. Education may cost financial sacrifices but it will repay every cost both in money and life, a hundred fold. We must praise God for giving us Jaintia Eastern College (JEC) so that our youth could attain their higher level of education. It is worth mentioning here that JEC has already been serving for about 30 years as a source of higher education in East Jaintia Hills, Meghalaya. It will continue its service and even more in the future. The ancient sages believes that a king is respected only in his diadem, but a learned man is respected everywhere. It is glad that we don't produce kings or queens from JEC, but many learned men and women.



In its years of service, JEC does not only pour in knowledge into the minds and hearts of the youths but it also drives out what is best in them. One of its ways of doing this is through its yearly college magazine 'Thaba'. 'Thaba' is a Khasi language which when translated into English, it means 'reflection'. So its name suits so well with its purpose. It is in the 'Thaba' and through it that all kind of student extroverts and introverts can expose themselves through their creativeness. They can show their various talents to the world and express their feelings and emotions through the art of writing. It enables them to prove that they not only able to suck in what is good but also to give out what is best.

'Thaba' comprises not only the write-up from the students and staffs but also contains pictures of various memorable and important events of the year.

So take your time and enjoy reading 'Thaba'.

Thank you

Ms E.A. Nongtraw

Principal Message

I congratulate the Editorial Board, the team of teachers and students whose precious efforts has made this edition of '*Thaba*' accessible to us.

Jaintia Eastern College (JEC) is a premier educational institution in the eastern most part of Meghalaya affiliated to North Eastern Hill University, Shillong and recognized under sections 2(f) and 12 (B) of University Grants Commission (UGC) Act, 1956. JEC with the exemplary mission to nurture young men and women who are equipped to achieve success in a rapidly changing world was established in 1992.



We have come a long way from those early years. Today, the JEC community is a leading place for young men and women to emerge as the noble quality of the State. Be it in academics, co-curricular and extra-curricular activities, JEC has proven itself time and again. The year 2021 became a remarkable year in which the Government gave the college's contributions due recognition by bringing it under the People's College Grant-In-Aid Scheme of the Government of Meghalaya. It is also worth mentioning that in the same year, inspite of the challenging times due Covid 19 pandemic, the College was able to prove itself before the NAAC Peer Team who visited the institution on 26th – 27th October 2021 and re-accredited it with Grade 'B' (Second Cycle).

Our faculty members are trained from the best institutions and update themselves consistently and partake in multiple outreach programmes and initiatives and had successfully conducted online classes and assignments even during the Covid 19 pandemic.

The students in the course of their studies came across several outreach programmes that give them access to transform their lives and the world around them.

Education is a continuous learning process and institution must adopt the flexible approach to adapt to the dynamic educational scenario. I also agree with what Machilango said "I am still learning" as after my 30 (Thirty) years of service as head of this institution, I still have many new things to learn which I believe the other faculty members also feels the same especially with the implementation of National Education Policy (NEP) 2020.

Thank you.

Sd/-
Dr. P. Nongtdu
Principal
Jaintia Eastern College
Khliehriat

Chronicles of Departments

THE DEPARTMENT OF KHASI

Asst. Professor J. Lyngdoh HoD

Jaintia Eastern College was established in the year 1992 with Pre-University Course where Khasi is one of the subjects. In the following year (1993), it was upgraded to Three Year Degree Pass Course (Arts) and Khasi (MIL) as compulsory paper. However, Elective Khasi paper was introduced in 1997 as an optional paper, concurrently major/honours paper was introduced in 2005. It is worth mentioning that the affiliating university vide No. CDC/11/JEC (PG)/2019/-949 dated 20th October 2020 permitted the College to start PG Programme in MA Khasi w.e.f. current academic session 2022-2023.

Current Faculty strength and Additional Responsibility:

Sr	Assistant Professor	Qualification	In-Charge
1	Ms. Percia Phawa	MA, M. Phil.	Parent Teacher Committee
2	Mr. Lancaster Nongtdu	MA	Examination Committee
3	Mr. Jamphrang Lyngdoh	MA	Sports & Games Committee
4	Mr. Deibormi Nongpoh	MA, M. Phil	Disaster Management Cell
5	Smt. Rudawanshwa Supooh	MA	
6	Smt. Maximum Sohshang	MA, (Khasi & Linguistic)	

Khasi language as a subject is a link language of the Khasi ethnic tribe in North East India. As a standard language, Khasi has multitudes of importance in the community and also plays significant role to integrate the Khasi and Jaintia people.

Program Outcomes (POs): Some of the program outcomes:

1. Developed knowledge, skills and attitudes of the students.
2. Understanding the Khasi Literature and writing skill
3. Knowing the culture of the indigenous tribe
4. Broaden the critical thinking ability
5. Know the development and preserve of tradition and ethics
6. Developed knowledge of expression and creativity.

Course Outcomes (COs)

Upon completion of the course, it helped students to learn varieties aspects of culture of the indigenous tribe, include customary practices, faiths, beliefs, traditional judicial system, folklores, philosophy, ethics, art, etc. It also helped the students learnt the history of Khasi Literature and development of different genres of literature, know the different themes of literary works of different ages. The student learnt 'Linguistics of Phonetics, phonology, morphology, semantics, syntax and acquired knowledge on different branches of linguistics. The students acquired the basic foundation of literary theory and literary criticism, exploring different literary critics of the world which they applied critical analysis in the different genres of literature as well as helped them to strengthen the Khasi literature.

The students (especially those who are not taking Khasi as Honours subject) in the three years degree course got the opportunity to learn their mother tongue language and also helped the students of Commerce to communicate in daily business activities.

Students learnt the art of drama, the art of fiction and can critically analyze on the work of art of different authors/texts, ethics and creativity. The students learnt global literary authors/texts, and enriched their knowledge of English Language and thinking ability.

Specific Outcomes (SOs)

Made the students to realize the fact that the knowledge and techniques learnt in the course has direct implication on them. And also helped them to develop the Progression of studies, comprehension of various forms of literature, poetry, drama, prose, fiction, etc. apprehended of indigenous culture, developed the knowledge of grammatical system, critical thinking ability, conscious writers and listening, speaking, reading and writing skills.

Career option: Teaching, translation, mass media, tourism, etc

Departmental Activities:

1. Conduct internal sessional test, class tests, assignment, group discussion, assist the college to conduct University End Semester Examination, educational tours, departmental meeting, remedial coaching Classes in collaboration with IQAC. In 2021 at the peak of Covid-19 pandemic, the college normal activity was completely ceased to function, in order to reach out to the students and continue the departmental/academic activity, the department conduct online classes and tests.
2. The Assistant professors of the department, apart from the responsibility bestowed upon them, they are also hold additional responsibility as Member Secretary and Members of various Sub-Committees/Cells for improving the quality of education delivered by them in the classrooms.
3. In order to meet the required outcomes of the department, the quality of education as prescribed by the NAAC from time to time and the vision, mission and objectives of the College and IQAC, the Department conduct/organize and participate in various trainings and awareness programme in and outside the college to sharpen the skills of the teaching fraternity and students.
4. Shri. Deibormi Nongpoh, Assistant Professor, attended International Poetry Festival on 11th November 2021 organized by Bodo Territorial Council, Kokrajhar, Assam on the topic "Poetry Reading" as Poetry Reader.

Placement:

Former students of the department are now serving as faculty member in colleges and other academic institutions both within and outside the district. The passed out students are also engaged in other public and private sectors and service organizations.

Current Enrolments Strength of the Department 2021-2022

- | | | | |
|--------------------|----------|------------|-----------|
| a. First Semester: | Male: 12 | Female: 15 | Total: 27 |
| b. Third Semester: | Male: 08 | Female: 18 | Total: 26 |
| c. Fifth Semester: | Male: 10 | Female: 05 | Total: 15 |

VIth Semester Result Batch 2018: Examination July 2021.

Appeared:	23
Passed:	22
% of passed:	95

Students' Academic Progression:

1. Miss. Ribha Kyndoh MA (Khasi) batch 2017- 2020 at NEHU, Shillong
2. Miss. Rikynti Paslein MA (Khasi) batch 2018- 2021 at NEHU, Shillong.

GLIMPSE OF ENGLISH DEPARTMENT

Shri. Firsterborn Dkhar
Head of English Department

The department of English came into existence since the day Jaintia Eastern College was established in 1992 as a subject in Pre-University Course and subsequently upgraded to Undergraduate Course in 1993. Mrs. Sukla Roy was the founder lecturer.

At present, 5 (Five) fulltime teaching staff associated with the department. Honour Course in the subject was started in 2015 besides teaching Compulsory English paper in Commerce department.

Objectives

- To achieve the vision, mission and objective of the College.
- To facilitate students to achieve their potential capabilities and ensure overall development of individual

Faculty Strength

1. Smt. Affinda G Lapasam
2. Mr. Firsterborn Dkhar (HoD)
3. Smt. Dianghun Shadap
4. Mr. Emidau P Sohsley
5. Miss. Pinky A Lamare

Programme Outcomes (PO)

The main motive upon completing the programme is to ensure that the students are being provided with best quantity and quality of education. The course helps the learners to enhance writing, reading, listening and communication skills. It instills in the learners the freedom of imagination, creativity and critical thinking to make them able to value one's knowledge on subject and culture. The students will be able to cultivate and harvest different walk sections of people (gender, racial and ethnic minorities) and helped them give critical responses from different perspectives. Enhance employability by developing their linguistic competence and communicative skills.

Course Outcomes (CO)

By the end of the course, the students understand poems and equipped themselves with techniques used in fiction as well as to understand the major and minor plots. It helped students to identify the elements of poetry and also encourages them to involve him/her in writing short stories. They acquired knowledge about elements of drama, history of different literary ages, familiarized them with numbers of great writers, criticism, and different schools of criticism of different ages. It enhanced student's critical thinking and enabled them to compare Poems of American Literature with the Indian Writing in English.

Specific Outcome (SO)

By the end of the programme, the students will be thorough in reading works with theoretical basis. They will be capable of interpreting and exploring relationships from the points of view of different people. The students being inspired by fiction will helped open up their minds to stimulate the sympathetic/empathic imagination which will allowed them to see the world through other's eyes as well as to foster intercultural dialogue.

The students learnt to approach and appreciate Indian literature in English and its uniqueness. They developed the capacity to form an idea of the complex nature of literary studies and how they are entangled with other aspects of the social body. The course also enabled students to learn the literary terms and various streams in literary criticism and skills for literary criticism. The students inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations at a broader vision of the world. They also came to know about the evolution of the feminist movement and familiarizing them with the various issues addressed by feminism which they can sensitized the issues like marginalization and subjugation of women. They developed a sensible response to great classics in translation and fine tune analytical skills with a view to achieving a broad, wholesome vision of life.

Courses / papers taught in the Department:

Poetry, Elective English, Fiction, Drama, Language & Hist. of English Lit. Compulsory English (Arts & Commerce), Alt. English (Arts & Commerce), Literary Criticism, American Literature, Indian Writing in English Hons (Option-B).

Career Option:

Teaching, Journalist, Content Writing and Blogging, Creative Writer, Law, Translator, Editor, Civil Services, Motivational speakers, Call-Centre, etc.

Departmental Activities:

- The department conducted tests, sessional tests, home assignment and other extra curricular activities. Assist the college in conducting university examination.
- Conducts monthly departmental meetings, discussed academic and non academic activities, syllabus coverage. Time Table, date for Class & Sessional Tests, Assignment topics, teaching plan and allotment of topics to individual teacher.
- The department properly maintains Teacher Manual-Cum-Record Book and Self-Appraisal for Academic Performance Indicators (API).
- Conduct Remedial Coaching Classes.
- Online classes (if needed) and sharing of study materials, notes, etc. via Whatapps etc.
- Assistant Professors organized and participated in seminars, trainings and workshops in and outside the college

Mentor-Mentee:

Students are grouped in equal numbers and mentors are appointed by the college for Guidance/Counselling, solution to specific problem areas of individual students is resolved.

Future Plan:

The future plan of the department is to start Add on Course/Skill Education.

Current Enrolments Strength of the Department 2021-2022

a. First Semester:	Male: 14	Female: 13	Total: 27
b. Third Semester:	Male: 04	Female: 23	Total: 27
c. Fifth Semester:	Male: 07	Female: 16	Total: 23

VIth Semester Result Batch 2018: Examination July 2021.

a. Appeared:	19
b. Passed:	19
c. % of passed:	100

DEPARTMENT OF HISTORY

Shri. S. Rymbai HoD

The department of History was founded in 1992 as subsidiaries subject to Pre-University Course and undergraduate course respectively. It was upgraded to honour paper in the year 2004. Smt. Mamoni Kharshiing was the founder lecturer. Since the inception, the department flourishes till date under the steadfast leadership of the head of department with wholeheartedly support from the faculty members.

The strength of the Department has 4 (four) fulltime Assistant Professor

Sl.No	Name	Qualification	Additional responsibility
1	Shri. S. Rymbai (HOD)	M.A	Music and Cultural Committee.
2	Smt. R.M Nongtdu	M.A	Classroom Management Committee.
3	Smt. P.S. Phawa	M.A .NET.	Admission Committee.
4	Smt. H. Lapasam	M.A	Programme Officer NSS

Objective of the course:

- The objective of the course is to provide broad knowledge of human history and particularly of the areas and theme as per curriculum/syllabus framed and designed by the affiliating university.
- To introduce the students to the basic concepts of the subject matter of History, familiarize students with the broad socio-economic and political development in the Indian sub-continent.

Programme Outcomes:

The students familiarized with the broad socio-economic and political developments in the Indian sub-continent from the Harappan Civilization till the 13th century A.D. It helped the students to learn the main trends and developments of India economy during the medieval and modern period. The students know the basic concept of historiography and history writing method. The programme helped the students to know the major development of History from 15th century to World War II, and major political, social, economic and scientific development in the contemporary world. It also helped the students to know the beginning and growth of modernization in South East Asia, and North East India.

Course Outcomes:

The students learnt the emergence of the Vedic culture and helped them to understand the Society, economy, polity and religion as reflected in the Rig Veda. Students also learnt the emerged of Mauryan Empire and its culture. They know arts and architecture of various empires including during Ashoka period, Sangam age, Gupta and post Gupta period and Cholas dynasty. It gives knowledge about the Arab invasion and the Delhi Sultanate.

The rise of regional powers and policies of colonial expansions were also learnt by students. They know and learnt about the Resistance to colonial rule, National movement, rise of economic nationalism, Partition of Bengal and Muslim league; Role of Gandhi in the national movement; major trends in historiography from the classical age to the twentieth century; United Nations Organisation (UNO), etc.

Specific Outcomes:

The study of History helped students to earn knowledge of different historical period and with the knowledge about the works done by some historian of that period. The study of history provides the students with standard and upto date knowledge of historical events, impact, war and history. The students also acquired knowledge of the historical events of the Ancient, Medieval, Modern and European history in new aspects.

Career option:

The students who choose history as their honour subject, they can opt as Archaeologist, Meusology Tourist guides, teachers, government servant and competitive examination.

Activities of the Department:

1. The Department conducts regular monthly sessional tests and home Assignment.
2. Presentation of the Assignment in the classroom to see the understanding of the students of the topics concern.
3. The teachers guides the students to use the library, organized group discussion on previous year s question papers and guide them students to answer the right questions.
4. Organized study tours to make the students interest in the subject.

Future plan

1. To start Add on Museology

2. Current Enrolment strength of the Department 2021-22

Students	First Semester	Third semester	Fifth semester	Total
Male	02	02	02	06
Female	11	03	06	19
Total	13	05	08	26

3. Result Analysis Final year (Sixth Semester) students of B.A History Batch 2017 December 2019-20

Students	Applied	No. of students Appeared	No. of students dropout	No. of students passes in VI Semester Exam				Pass Percentage
				1 st	2 nd	3 rd	Total	
Male	-	-	-	-	-	-	-	-
Female	03	03	-	-	01	01	02	66.6%
Total	03	03	-	-	01	01	02	66.6%

4. Result Analysis Final year (Sixth Semester) students of B.A History July 2020-21

Students	Applied	No. of students Appeared	No. of students dropout	No. of students passes in VI Semester Exam				Pass Percentage
				1 st	2 nd	3 rd	Total	
Male	-	-	-	-	-	-	-	-
Female	04	04	-	-	04	-	04	100%
Total	04	04	-	-	04	-	04	100%

EDUCATION DEPARTMENT

Asst. Professor S. Dkhar
Head of Education Department

The Department of Education started since the establishment of Jaintia Eastern College in 1992 at the Pre-University Course and upgraded to BA Pass Course and BA Honours course in 1993 and 2012 respectively. Shri. Namrhen Shylla was the founder lecturer. Despite many shortcomings, the Department carried out its academic and non academic activities successfully.

Objectives of the course:

- i. To bring about overall development of the students by providing opportunities to cultivate the right interests, attitudes and intellectual values for the sustainable development of the individuals, communities and nation.
- ii. To equip the students to continue higher studies in the field of education.

Current faculty strength

Designation	Name	Qualification	In -Charge
Asst. Professor	Smt. Eva Aibok Nongtraw	M.A, B.Ed, NET	Feedback Evaluation Committee
Asst. Professor	Dr. (Mrs) P. A.Shadap	M.A, Ph.D	Research Committee
Asst. Professor	Smt.Theilinda Kyndait	M.A, B.Ed, NET	JECAA
Asst. Professor	Smt. Sophikitbok Dkhar	M.A, B.Ed, NET	Head of Department

Programme Outcomes

The Student after completing course at graduation level in education will develop an understanding of major concepts theoretical, principles in Education and they will have an ability to work effectively in diverse field of Teaching – Learning process. They will be able to employ critical thinking, efficiency in problems solving, effective writing and oral communication skills. It enables the students to use modern library, searching and retrieval methods to obtain information about a topic, or an issue relating to Education. Moreover, they will understand the ethical, historic, philosophic and environmental dimensions of problems and Education issues.

Course Outcome

After completion of the course it will help students to understand the meaning, nature, scope, aims and philosophy of education. It will help the students to comprehend the factors of education and their relationships as view by different Western and Indian Philosophers. The course also helped to discuss the meaning, nature and scope of Educational Sociology, Psychology in education. The students learnt the concept and theories of intelligence and creativity, about personality and its development.

Specific Outcome:

The students after completing the course would specifically understand the need and important of Philosophical foundation of Education and would be able to apply their learning about Psychological and educational Sociological in all the aspect of life in an appropriate way. The students would also learn to identify and apply the different Educational Technology needed in Educational Management and Educational Technology.

Career Options:

Educators and educational administrators, civil services, public policy, Law, Mass Media, Journalism Teaching, Counsellors, Human Resource Management. To be employed in private or government school as teacher.

Departmental Activities:

- Organizes group discussion, discussion on previous years question papers.
- Conduct sessional test, class tests, assignment, result analysis and discuss student's performance in the tests and end semester result. Assigned students to do library work.
- Conduct remedial coaching classes in collaboration with IQAC,
- Assist in conducting external end semester examination.
- Conduct online classes and online tests at the peak of Covid-19 in 2020-21.
- Apart from normal duty, Assistant Professors are given additional responsibility as Member Secretary and Members of various Sub-Committees/Cells.
- Assistant Professors attended and participated in the international and national seminars, webinar training and workshop in and outside the College.
- Besides teaching activity the Assistant Professors of the Department also taken part in other non academic activities conducted outside the college which was regarded as a positive contribution towards the society.

Best Practices:

- Properly maintained Teacher's Manual - Cum – Record Book and Self-Appraisal for Academic Performance Indicators (API).
- Maintain prescribed numbers of Teaching Days and conduct Remedial Coaching Classes after normal class hours to compensate loss of classes.
- Follow-up method for effective teaching learning activity.

Student's Progression:

- Two students Mr. Benedicktion Suiam and Miss. Yowanka Lyngdoh currently pursuing their Master Degree in Education at NEHU, Shillong.
- Miss Rani Dkhar students batch 2014-17 batch employed at DC Office, Khliehriat

Future Plan:

- To open PG Programme in MA Education
- To start Add on Course on "Micro Teaching and Teaching Skills" for the students of fifth and sixth semester from 2022-23.
- To organized training and workshop for the teachers of elementary schools Teachers.

Current Enrolments Strength of the Department 2021-2022

a. 1 st & 2 nd Sem:	Male: 10	Female: 25	Total: 35
b. 3 rd & 4 th Sem:	Male: 13	Female: 19	Total: 32
c. 5 th & 6 th : Sem:	Male: 03	Female: 13	Total: 16

VIth Semester Result Batch 2018: Examination July 2021.

Appeared:	16
Passed:	14
% of passed:	87

DEPARTMENT OF ECONOMICS

Smt. Deogratia P. Bareh
HoD of Economics

Introduction:

The Department of Economics came into being in 1992 as one of the subject at Pre-University Course in Arts and later upgraded to BA Pass Course and BA Honours Course in 1993 and 2015 respectively. The aim of the Department is to impart quality based education to the students of the area and also to provide latest information and knowledge as to make students better citizens not only in the field of economics but in all walks of life.

At present the department has 4 (four) faculty members working in the Government sanctioned post.

Faculty members

1. Smt. Deogratia. P. Bareh
2. Smt. Renuka Pde
3. Smt. F. Dalam Lytan
4. Smt. Dakaru Bareh

Courses / papers taught in the Department:

The course taught that span a broad range of fields which include economic theory, Environmental Economics, Indian Economy, Mathematics for Economists, Advance Economics, International Economics, Statistics, Public Economics and different areas of macro and microeconomics, etc.

The objective of the course:

- To make the students capable of critical economic analysis related to micro and macro variables at Undergraduate level, the Indian economic features including agriculture, Industry and various aspects of economic reforms, international economic principles, environmental economics, etc.
- To generate talents of high profile through various academic programme and to serve the corporate world and government.

Programme Outcomes

The Programme provides students a well-founded educational base as well as well-resourced learning environment in economics. It helps students to structure curricula which support the academic development and they acquired knowhow on methodology of economics as a branch of social sciences to contemporary issues. The programme helps students to choose from a wide range of economic specialization and familiarize them with different branches of economics. It encouraged students of economics for conducting socio-economic researches using mathematical and statistical tools.

Course Outcomes:

The course provides the basic foundation for economic analysis and helped the students able to analyze consumer and producer behaviour and decisions making in the market. The students acquired knowledge to solve the basic microeconomic problems that deals not only with the basic international economics principles but also on the government policies on economics. The course helped the students understand the features of Indian Economy including agriculture, industry and various aspects of economic reform, etc.

Specific outcomes:

The students learnt different development models, interpersonal aspects of economics development and issues related to economy environment interactions, control environmental changes, etc. They also learnt the features of Indian economy, economy of North-Eastern region of India, Mathematic for economist and tools used for analyzing various concepts of economics principles. The students acquired knowledge on basic tools of statistics and methods in analyzing various economic phenomenon in term of consumers, producers and market behavior.

Placement:

Work as faculty members in colleges and other academic institutions both within and outside the district. The passed out students are also engaged in banks, insurance, and other public sector industrial and service organizations.

Enrichment Course (Add on Course/Skill Education):

The Department is proposed to offer one Enrichment/Foundation courses/Add on course/Skill Education in “Fundamental of Tourism” from the academic session 2022-23 for students of fifth and sixth semesters.

In house Activities

- Active participation of students in Paper presentations, Quiz, Creative writing, Debates, and other inter and intra College activities.
- Involvement of students in seminar on contemporary issues, participation in Group discussions related to relevant topics.
- The teachers and students participation in various training and workshops in the college
- Active participation in NSS activities, cultural programmes,.
- Apart from teaching learning activities, Group Discussion Class Room Seminar (with power point presentation) Quiz Competition, Extempore are also organized

Student's progression and Achievement

- Good academic performance of students in University Examinations Miss Looking Pala (Batch 2019-22) ranked first (66%) in the End Semester Examination 2022.
- Miss. Etymon Kyndait (batch 2018-21) currently pursues B.Ed at USTM University, Baridua, Meghalaya.
- Miss. Chemis Bareh (batch 2017-20) self employed. She had started her own Bakery Shop at Dkhiah West, East Jaintia Hills District.

Current enrolment and result for the last three years Enrolment 2022-23

No. of student enrolled in first semester: 06 (Male 04 Female 02)

No. of student enrolled in third semester: 11 (Male 06 Female 05)

No. of student enrolled in fifth semester: 01 (Male 00 Female 01)

Vith Semester Result Batch 2018: Examination July 2021.

2020: 50%

2021: 75%

2022: 75%

Future Plan:

- To start Add on Course on “Tourism and Entrepreneurship” for the students of fifth and sixth semester from 2022-23.

DEPARTMENT OF POLITICAL SCIENCE

Shri. B. Siangshai, HoD

Introduction

The department of Political Science was started in 1992 at Pre-University Course since the inception of the College. Subsequently this discipline offered at B.A. Programme Pass Course. BA Honour course was introduced in 2005. Seats capacity for BA Hons is 50 (Fifty)

Objective

- i. To make the students aware about the basic concepts and principles of political science
- ii. To encourage the students to actively participate in the political affairs of the state
- iii. To encourage the students to become responsible citizens and to contribute to the welfare of the society

Strength of department:

1. The department has four dedicated and committed faculties at present with vast experience in this discipline along with their additional responsibilities are as mentioned below:-

Name	Designation	Qualification	Additional Responsibility
Smt. Jinalin Pyrnge	Assistant Professor	MA	Purchase Committee
Shri. Nishwa Rymbai	Assistant Professor	MA	Coordinator IQAC
Shri. Beket Siangshai	Assistant Professor	MA	Academic Committee
Smt. Ridala Dkhar	Assistant Professor	MA	Grievance and Redressal Cell

2. The department is a permanent affiliation by NEHU
3. Adequate infrastructure for teaching and learning process
4. ICT Classrooms

Courses / papers taught in the Department:

In the undergraduate programme the department has eight papers which deal with various theories, concepts, approaches and ideologies. It also deals with various constitution of the world including the Indian constitution and North East Politics.

Programme Outcome

The learner of the course understands the concepts, theories and principles of Political Science, which enable them to facilitate their career choices and employment opportunities. The course equips the students' with critical thinking ability on social, economic and political order of India and beyond.

Course Outcome

The course provides students a sound understanding of various political approaches, ideological perspectives including contemporary concepts, theories and political discourses. Helps the students understand the function of the state in society. Familiarize students with the main elements and ideological backgrounds of the Constitutions of China, the USA, the UK and Russia. Students aware of the ideals and philosophies of the Indian Constitution, Constitutional rights and duties, governmental institutions, centre - state relations and electoral politics in India.

Students learnt different theories on International Politics, foreign affairs of a nation state and views of some of the most prominent western and Indian political thinkers starting from

Plato to Marx. Students know about India's contribution towards the enrichment in the field of politics and the growth of modern democratic political consciousness in India. Helps students understand the political developments in the North – Eastern Region, and to facilitate their understanding of the different social, cultural and economic processes that influence politics in North East, and the interaction between the North – Eastern states and the Indian Union.

Specific Outcome

The world today revolves around political as well as economic considerations. This course helped students acquired knowledge of Political Science to deal with the above changes. It helps student with the study of political behavior, governance and power, enables them to enhance their knowledge of the basic structures and processes of governmental systems, public policies and political forces that directly impacted their lives, but also help them in analyzing political problems that arises in the state and society. Above all, it aids students in becoming informed citizens by amplifying knowledge on their entitlement to the rights and duties within a state.

Activities of the department

Departmental Meeting: Before the commencement of the class the department hold a departmental meeting to discuss on various academic activities such as allotment of topic and assigning of other duties and responsibilities to all the faculties.

- i. Study tour
- ii. Webinar, Seminars, students presentation
- iii. Debate and group discussion
- iv. Departmental Meetings
- v. Assistant Professors attended and participated Seminars, Training and Workshops, Faculty Development Programme organised in and outside the college.

Publication: Shri. B. Siangshai author and published book name - Political Theory (2017)

Student Progression and Achievement

1. Wasakhi Dkhar batch 2014-17 pursuing and completed PG from NEHU
2. Thyda Imon Sutong batch 2016-19 pursuing and completed MA from IGNOU
3. Fine Chyrmang batch 2016-19 teaching at Jalaphet Bri Sumer LP School
4. Sunita Sympli batch 2018-21 pursuing LLB at Shilong Law College, Shillong

Current Enrolments Strength of the Department 2021-2022

First Semester:	Male: 06	Female: 18	= 24
Third Semester:	Male: 0	Female: 05	= 05
Fifth Semester:	Male: 06	Female: 08	= 14

VIth Semester Result Batch 2018: Examination July 2021.

Appeared:	17
Passed:	16
% of passed:	94

DEPARTMENT OF SOCIOLOGY

Smt. Shida Siangshai (HOD)

The relatively young department of sociology came into being in 2017 to commemorate the Silver Jubilee Celebration of the college on getting permission and affiliation from North Eastern Hill University, Shillong. Smt. Shida Siangshai and Smt. Thywillbedone are the founder lecturers. The Department as a discipline has witnessed significant development within a span of five years. Since its introduction, the subject has seen phenomenal success and continually expanding to cater to the needs of the students. We hope this young department will contribute to the academic achievement of the college in the years to come and we are optimistic that department will continue to strive ahead for excellence.

Objective:

1. To teach students the concepts, theories, and methods of the behavioral and social services.
2. To introduce students to the basic social processes of society, social institutions and patterns of social behavior.
3. To train students to understand and to interpret objectively the role of social processes, social institutions and social interactions in their lives.
4. To enable students to cope effectively with the socio-cultural and interpersonal processes of a constantly changing complex society.

Major areas that will be covered under UG (Sociology) Program Semester wise are:-

- An Introduction of Sociology, Indian Society, Sociological Thinkers, Sociology of Family and Kinship, Economics Sociology, Sociology of Religion, Political Sociology and Methods of Social Research.

Faculty details:

The Department is managed by a team of 4 (Four) dedicated and qualified teachers who are not only actively engaged in imparting knowledge to the students but are also involved with extra-curricular activities namely:-

1. Smt. S. Siangshai (HOD) and Teacher In-Charge Disciplinary Committee
2. Smt. T. Bareh
3. Smt. P. Swer Teacher In-Charge BS&G
4. Smt. R. Dkhar and Teachers In-Charge Legal Care and Support Centre

Career option:

One of the most frequent questions students ask about sociology is, “What can I do with a sociology degree?” The answer is that the career potential of sociology majors is almost limitless. Sociologists are employed by research institutes, administrators, civil service administration, welfare organizations, private businesses, law firms, educational institutions, survey and polling organizations, community organizers, as counselors in secondary school teachers, non-profit organization and beyond. as counselors, secondary school teachers, civil service administration etc.

Departmental Activities:

- The Department is very active in social works programmers, NSS unit and other college activities.

- So while the monological method of teaching continued, it was supplemented with various kinds of practical exposures. Village trips were therefore organized for every batch of students so that students learn how to relate theory with facts, not only that the village exposure helps the students to develop a perspective which they would not have attained otherwise. The Department also provides opportunity for the student to get exposed to the community through social work, cleaning drives, etc.

Future prospects:

1. Recognizing the challenges and as suggested by the NAAC peer team visit in 2021, the College has adopted steps to start a need based Add on course on “ Certificate Course on Industrial Sociology” from the academic session of 2022-23.
2. The department having established itself as a leading one in the college is looking forward to expanding to Post Graduate level; the purpose is to bring in more relevant and innovative courses that have greater prospects.

Programme Outcomes:

Upon successful completion of the program the graduate students would be able to understand basic concepts and theoretical perspectives in Sociology and they know how to use sociological explanation of social behavior. They will understand the method of data collection, analyze and interpret empirical evidence in sociological research and social research. Gain familiarity with and develop core areas of sociological inquiry and helped the students to express sociological ideas clearly and coherently both in writing and in oral presentations.

Course Outcomes:

The course outcomes familiarized the students to basics concepts in Sociology, its origin, nature and scope. It helped students to understand the empirical realities of the Indian Society and the development of Sociology in India. The students learnt about the classical thinkers, institution of family, marriage and kinship in Sociology. The course also helped to examine the interplay between economy and society, to examine the interface between polity and society.

Specific Outcomes:

The specific outcomes helped the student to appreciate the complexity and diversity of social institutions. Developed the skill of writing based on field works and to be able to apply different research method and learnt the relationship of Sociology with other disciplines. The course enables the students to understand the various aspects of caste and tribal societies in the country, helps to understand the theoretical formulations and arguments provided by various thinkers and develop insight to examining social phenomena. It helped the students to familiarize with basic conceptual understanding of the institution of family, marriage and kinship particularly in North East India. The students learnt and exposed to the various dimensions of political sociology such political system, elites and political parties by studying Sociology. As a subject, Sociology helped students learnt an important analytical tool to study and understand social life in the contemporary world.

Performance and Students Progressions

Students have been consistently performing well not only in the sessional tests and examinations but also external examination conducted the affiliating University.

1. Miss Pymlienbabha Gypmad batch 2017- 20 (first batch) pursuing and completed her M.A. in Library Science, NEHU.

2. Miss. Fidalin Suchen Batch 2017- 20 pursuing and completed her Beautician course in Bosco Pnar, Jowai
3. Miss. Luckytwency Rymbai batch 2017-20 completed her PG in Social Work from Martin Luther University, Shillong
4. Shri. Hame-Uri-Sookini Bareh (Batch 2017- 20), NSS volunteer is awarded Best NSS Volunteer from North Eastern Hills University in 2018.
5. Miss. Nehi Sana Batch 2019-22 ranked first (65%) in the just concluded End Semester Examination 2022.

Current Enrolments Strength of the Department 2021-2022

First Semester:	Male: 16	Female: 11	Total: 27
Third Semester:	Male: 02	Female: 04	Total: 06
Fifth Semester:	Male: 02	Female: 08	Total: 10

VIth Semester Result Batch 2018: Examination July 2021.

Appeared:	11
Passed:	11
% of passed:	100

THE DEPARTMENT OF COMMERCE

Shri. B. Papang (HoD)

Jaintia Eastern College was founded in 1992 with an aim to cater Higher Education to the students of the area. The college with its great vision under the dynamic the leadership of Dr. P. Nongtdu, Principal extends their services to the society by the opening of Commerce stream for HSSLC and B.Com in 2009 and 2011 respectively. Subsequently in 2013, the department introduced Honours course in Accounting & Finance and Marketing. This has not only provided options but also widen their opportunities of learning for the students in the district and community as a whole. Further this has broadened the skills and knowledge of the students as the subjects in the specializations are as per the requirements in the current job market.

The Department at present has 5(five) Assistant Professors: –

Name	Qualification	Additional responsibility
Shri. B.Papang (HoD)	M.Com, NET	Career Guidance
Shri. B. Dkhar	M.Com, NET	Students Welfare
Shri. R. Nongtdu	M.Com, NET	Bharat Scout & Guide
Shri. S. Myrchiang	M.Com, NET	P.O. NSS
Smt. S. Suchiang (Part time)	M.Com, B.Ed	

Career Options

The students after graduating become aware and are prepared to face the challenges ahead in their future ventures. Knowing the fact that the current state of the Job Market is so difficult and competitive, the Department had not stayed back but has given its full effort in updating and preparing the young and future minds of the Department by conducting various activities related with career and job enrichment. The following are some selective few career options for students of Commerce:-

- Students can choose a career such as Manager, Accountant, Management Accountant, cost Accountant, Bank Manager, Auditor, Company Secretary, Teacher, Professor, Stock Agents, Government employments.
- Students may also opt to choose a career in professional courses such as C.A., C S, CMA, and appear competitive exams like MPSC, UPSC, SSC, IBPS etc.
- Students gain thorough systematic and subject skills within various disciplines of finance, auditing and taxation, accounting, management, communication, computer.
- Students also get the practical skills to work as accountant, audit assistant, tax consultant, Banking Sector and computer operator.
- Students learn relevant Advanced accounting career skills, applying both quantitative and qualitative knowledge to their future careers in business.
- Students may also continue their higher education and continue in the field of research in finance and commerce.

ACTIVITIES OF THE DEPARTMENT:

Assignments and Test:

Assignments and test are conducted on a regular basis for the students. This develops in them a sense of problem solving and also prepare for the Semester Examinations.

Presentation:

The Department of Commerce makes it's a regular practice to conduct one Department Seminar every semester. This has resulted to the improvement of communication skills and develops confidence of the student.

Quiz and Group Discussion:

The Department with a vision to make students involve and create a sense of participation conducts other activities such as quiz, group discussion and various competitions that the students can participate and express their views on any given topic.

Ad and Skit Contest:

It is an activity where the students are provided a platform to act and present a skit on various topics of commerce. Their acting provides a practical understanding for the other students attending. This activity provides a opportunity for all the students to express themselves and develop a skill of presenting themselves. This activity also teaches them about the importance of team work.

Seminar/Webinar/Workshops:

To prepare, guide and equip the students of the department with various skills and knowledge, the department conducts seminar, webinar and other programmes on various topics such as Career Guidance, soft Skills and Entrepreneurship in tourism sector, etc. These programmes has not only motivated and shaped the students but also develop in them the required skills in today's competitive job market.

Industrial Visit & Field Trip:

To provide on field experience and exposure for the students, the department organizes Industrial Visit/Field Trip for the students. In the past academic sessions, the department had visited various cement plants in the district and also outside the district. During the visit, they interact with different working staff and managers of the various departments of the Companies and gain practical understanding on various topics. The department also visited various tourist spots in and outside the district of the state. From this the students learn about various business/entrepreneurial opportunities in the various sectors.

Live Lectures/ Movies/ Case Studies:

A Movie/Case Study/Live Lectures session is conducted to discuss on various practical cases such as *Scam 1992*, *Cases on Kingfisher* and other important cases. This activity provided them knowledge about the application of Commerce and Business in the real world. This will expand their knowledge by seeing and hearing. They also learn about the current issues in the business world today.

Programme conducted/attended

1. Webinar conducted by the Department of Commerce in Collaboration with Admission India on the theme "A Roadmap towards your academic progression (academic counseling and employability guidance)" on the 9th August 2021.
2. A Seminar conducted by the Department of Commerce in Collaboration with Admission India on the theme "A Roadmap towards your academic progression through Academic counseling" on the 26th November 2021.
3. The Department attended One Day Workshop on National Education Policy 2020: "Challenges for Higher Educational Institutions" on the 7th March 2022.

4. An Awareness Program on “Drug Abuse, Crimes against Women and Children and Road Safety” attended by the department on the 19th May 2022

Programme outcomes:

The programme provides knowledge, skills, training and exposure to students to be employed in Industries, Banking Sectors, Insurance Companies, Financing companies, Transport Agencies, Warehousing etc. The students developed skills like Marketing Manager, Selling Manager, over all Administration abilities of the Company and independently start up their own Business and be entrepreneur. They also acquired capability to make decisions at personal & professional level. Moreover, they acquired knowledge of different specializations in Accounting, costing, banking and finance with the practical exposure helps the students to stand in organization.

COURSE OUTCOMES:

Financial Accounting:

Students learnt principles and concepts of Accountancy, gain Knowledge in the practical applications of accounting, basic concepts of Partnership Accounting, and allied aspects of accounting. Students also get thorough knowledge on the accounting practice prevailing in partnership firms and other allied aspects.

Principle & Practice of Management:

Students attained management knowledge and skills, basic concepts and trends in Management, Leadership and Motivational Skills. Students are prepared to be employed in the field of Management.

IT in Business:

Students are familiar with computer environment & operating systems, accounting packages like tally. Students also developed skill and knowledge among students in applications of internet in education of commerce.

Business Statistics:

Students understand different concepts of population and sample. Students are familiar with Calculation of various types of averages and variation, applications of matrices in business. Students learn basics of research tools and also learn to estimate the relationship between two variables and to use frequency distribution to make decision.

Auditing:

Students learnt about the importance of Auditing and its requirements, develop the knowledge in the field of Auditing and attain skills and knowledge about the role and powers of Auditor.

Financial Management:

Students learnt about the Working Capital and its importance in business. Students learn about various Concepts and theories in Financial Management. Students develop knowledge and different sets of skills in managing finance in business.

Cost & Management Accounting:

Students attain knowledge and skills on the methods of costing, the technical expertise in maintaining the books of accounts, maintaining the books of accounts for further reference, gain experience and practice different costing methods and acquire skills on the decision making process in costing.

Corporate Accounting:

Enlighten the students on the accounting procedures followed by the Companies. Student developed skills about accounting standards, awareness on the valuation of shares, Impart knowledge about holding company accounts, amalgamation, absorption and reconstruction of company.

Direct tax laws & Practices:

Students attained various fundamental concepts of taxation and different aspects of tax, understand Income Tax system properly, and can get the knowledge of different tax provisions. Students also gain knowledge about preparation of Audit report, Submission of Income Tax Return, Advance Tax, and Tax deducted at Source, Tax Collection Authorities under the Income Tax Act, 1961.

Financial Services:

Students acquired knowledge about financing the enterprises and investment techniques; attain information about the techniques and sources of Finances for the startups, acquire knowledge about Banking & Insurance Services, Depository Institutions, Market related financial services. Students also are updated with recent developments in the market such as merger, acquisition, venture capital, factoring, leasing and Asset reconstruction.

Achievements:

1. The Department achieving good results in Semester examinations, the department achieves 100% Pass percentage the semester examination every year. Some of the good performances by the students of B.Com are mentioned as under:
 - Mr. Suraj Sinha, secured 90 Marks in Direct Tax Laws & Practices and 90 Marks in Enterprenesurship Development in Bcom 6th Semester Examination 2021.
 - Ms. Rabina Kumari, secured 90 Marks in Direct Tax Laws & Practices and 90 Marks in Enterprenesurship Development in Bcom 6th Semester Examination 2021.
 - Mr. Surajit Chanda secured 87 Marks in Direct Tax Laws & Practices and 87 Marks in Enterprenesurship Development in Bcom 6th Semester Examination 2021.
 - Mr. Mehimaya Sutnga, Secured 88 Marks in Financial Management and 80 Marks in Auditing in B.Com 4th semester 2021.
2. Surajit Chanda – Batch 2018-2021 in his course of his study created an online shopping website and it's the first ever in the district. The student now is also a Business Development Manager of SR Group of Company.
3. Bishnu Pada Dey – Batch 2018-21 started a Laundry & Ironing Service business – “LAUNDRYERS” in East Jaintia Hills District, Meghalaya. It's the first ever service in the District.

Student's enrolment during the current session:

a. First Semester:	Male: 12	Female: 07	Total: 19
b. Third Semester:	Male: 06	Female: 05	Total: 11
c. Fifth Semester:	Male: 13	Female: 08	Total: 21

VIth Semester Result Batch 2018: Examination July 2021.

Appeared: 14
 Passed: 14
 % of Passed: 100

Campus Dynamism

Grievance Redressal Cell (GRC)

**Ms Ridala Dkhar,
Department of Political Science**

Introduction

Grievance Redressal Cell (GRC) is a vital part of any administration. It is the responsibility of the College to provide a secure and contented environment to all its Staffs and Students. The GRC has been formed in the College as per the UGC guidelines to redress the grievances of both staff and students. Since the inception, the Cell has been under the direct purview of the Cell under the leadership of the Principal.

The students, teachers and other stakeholders submit their complaint or personally approach to any member of the GRC/Principal) or they submitted through online (College website) or suggestion boxes installed at different visible point in the College premises.

The grievances received/collected from suggestion boxes are forwarded to the concerned Member Secretary of the GRC who look in to the problems depending upon the seriousness of the issue and brought it to the meeting for discussion and redress.

The Cell has been continuously striving to take the best efforts possible to create a harmonious and conducive atmosphere to everyone in question.

Objectives

The objective of GRC is to help students and faculty lodge complaint regarding infrastructure, ragging, quarrels, sexual harassment, etc. Moreover, GRC work together with Internal Complaint Cell (ICC) and Anti Ragging Cell to uphold the dignity of women students and female teachers.

Composition of College Grievance Redressal Cell

- | | |
|---------------------|--|
| 1. Chairperson | : Dr. P. Nongtdu. Principal |
| 2. Members | : Shri. S. Rymbai, Department of History |
| | : Ms. D. Shadap, Department of English |
| | : Shri. B. Dkhar, Department of Commerce |
| | : Three nominees from student's representatives |
| | : One from parents |
| 3. Member Secretary | : Ms Ridala Dkhar, Department of Political Science |

Activities 2019-2020

The Grievance Redressal Cell (GRC) through online orientation has highlighted to the fresher's regarding the presence of the GRC and its purpose and encouraged them to participate in the overall development of the college through valuable suggestion by utilising the means (suggestion box, college website)

2) Received suggestion from the students for the need to arrange presentation as it facilitated them to improve their communication skills and boost their confidence.

In this regard, notification in the college Notice Board were put up and informed all the respective department to arrange the presentation by students of each semester.

3) However, it is worth mentioning here that prior to this, three departments ie, commerce, History and Environment studies had already taken this initiative and organised presentation by students from time to time. Nevertheless, it is advised that other department too should take this initiative and response to the requirement of students

Activities 2021-2022

- 1) The GRC on 10th December 2021 has visited each semester classroom and acquainted them about the GR and its function. Also encourage the students to raise their grievances complaints if any by writing in a plain paper and drop them in a suggestion box or through online mode by using college website.
- 2) Received complaints regarding the performance of the teacher in classroom lecture0 teaching and non- completion of course in time
- 3) The GRC, through the authority of principal has intimate the concern teachers individually for future improvement with consideration for weak students during the course of delivering lecture. Also suggest them the concern teacher to complete the course for the semester at least two week before the end semester.
- 4) Received two write up from the outgoing student with regard to the expression of thankfulness to the principal, the teaching faculty, particularly economic department for their endless support and taking care of the student's educational need especially during online class.

LIBRARY

Smt. W. L. Bamon, Librarian

“A Good Book is the best of friends, the same today and forever” - Martin Tupper

The Library of Jaintia Eastern College Khliehriat was established in the year 1992 the same year when the college came into being. The primary motive of the library is to provide information to the library users and supplement their knowledge. It is located on the second floor of the main building.

Since its inception subject-wise numbers of text books has been added to the Library. However, the data entry in the Accession Register has been done only from the 2003 onwards. To begin with, the library has a collection of 861 books which has now grown up to 11,031 text-books and 60 bound volumes of national and International periodicals.

Library Staff:

- | | |
|--------------------------------|---------------------|
| 1. Smt. W. Bethelda. L. Bamon: | Librarian |
| 2. Ms. Mericia Suna: | Assistant Librarian |
| 3. Smt. Maybe Dkhar: | Office Staff |

Rules and Regulation: The library has its own Rules & Regulations

Library facilities for students and teachers:

- Home Lending
- Reference Service
- Newspapers
- Photocopy Facility
- Book Bank Facility
- Broadband internet connection, Wi-Fi facility and online journals via INFLIBNET.

Library Hours:

- Working days Monday to Saturday (Holidays closed); Working Hours of the Library from 9.00 a.m to 4.30 pm, on all working days.

Membership:

- Students, teachers, non-teaching and other members of the staff of the College are entitled to become member of the library.
- Visitor or guest member from academic or research institute is allowed to use the library for a short period of time only with the prior permission from the Librarian. No borrowing facility is available to the visitors. Guest member is required to produce proof of identification.

National Service Scheme (NSS)



Miss H. B. Lapasam, P.O. NSS

The National Service Scheme (NSS) is a voluntary organisation of young people in the college, working for a campus-community linkage with a motto, “Not me but you”. It is a Government sponsored public service program under the Ministry of Youth Affairs and Sports, Govt. of India launched in the year 1969. It aimed at developing student’s personality through community service and it also underlines that the welfare of an individual contribute on the welfare of society on the whole.

“Giant Rath Wheel” is the symbol of NSS. The wheel stands for continuity as well as change and implies the continuous striving of NSS for social transformation and enlistment.

The NSS unit of Jaintia Eastern College, Khliehriat was established in 1993 (28.06.1993) with 36 students volunteers under the dynamic leadership of Dr. Davidson Diengdoh, Programme Officer (PO). As a founder PO, he worked tirelessly to bring up the unit as it is today. Miss H. B. Lapasam, Assist Professor of History department joined the unit in 2019 as Additional Programme Officer and later in September 2021 she took over as Programme Officer on the retirement of Dr. D. Diengdoh. Despite of her busy schedule in the departmental activities, she is very active and keen to work to carry out the NSS unit and its activities.

At present the nss unit of jec has 180 active NSS volunteers with 1 (One) Programme Officers and 2 (Two) newly appointed Additional Programme Officers (Shri. Jamphrang Lyngdoh and Shri. Samdy Myrchiang appointed with effect from 1st July 2022).

The unit is regularly and actively participated in various programmes conducted by NEHU, NSS, Cell, district administration and other agencies. Besides conducting regular activities, programme on preservation and conservation of environment, observation of importance days, trekking, etc. are also conducted. Special campings at adopted villages are conducted annually as to make student aware about the present needs of the communities. Moreover, to enable student volunteers to have direct interaction with the community situation. Furthermore to pave ways for students and non-students youth to work together, thereby developing their character, social consciousness and commitment, discipline and healthy and helpful attitudes towards the community.

Special Camp 2020-21

Like precedent year, special camp is also conducted during the year 2021. The NSS unit conducts 7 (Seven) days Special Camp at Mukhaialong village (An adopted village), East Jaintia Hills, Meghalaya from 12th to 18th December 2021 which was attended by 50 (Fifty) student volunteers (25 Male and 25 Female students volunteers) along with 1 (one) Programme Officer and 2 (Two) resource persons.

Mukhaialong village is 15 km to the west of district headquarters with 492 houses inhabited by 2265 persons. It comprises 1 (One) Private Secondary School, 1 (One) SSA Upper Primary Schools, 8 (Eight) Lower Primary Schools (1- Govt: 3-Non Govt: 3- SSA: 1- JHADC), one

Community Halls, One Health Sub-Centre and Branch Post Office with good road connecting village to district headquarters.

On reaching the village, the NSS volunteers are warmly welcomed by Shri H. Phawa Headman and his executive members. Subsequently the inauguration of the Special Camp was done by Dr. P. Nongtdu Principal of the College at 3.00. P. M. In his inaugural address, he elaborates about the aims and objectives of the NSS Special Camping and mentioned the need for the student service to the society and importance of students' role in development of village through community service. He also expressed his thankfulness to the village headman for hospitality, Coordinator of NSS Cell NEHU, Shillong for financial support and Miss H.B. Lapasam, PO for making this camp happened. Shri. H. Phawa village headman while chairing the meeting, he welcomed the NSS unit and expressed his thankfulness to the Principal of JEC and his team for adopting the village for community service. The inaugural meeting concluded with a vote of thanks from Shri. T. Sana, Secretary of the village.

Contributions of Special Camp

The activities were taken during the Special Camp viz: Yoga training, white washing of community hall, guard wall of village roads, marking (Painting) of speed breakers, cleaning drives in and around the village. "Poster Campaign" was also organized in order to prevent against Covid 19 and other health issues. The appealed was made to the villagers to vaccinate, to wear face mask in or outside their home and frequently hand wash with soap, etc. to prevent spread of this deadly disease. For promotion of eco-tourism and preservation of environment, etc. the adventure activities undertaken in this camp include trekking to Myntdu river and sacred forest located near the village

Besides social work, awareness programme on "Constitutional Rights of Women and Child" is also conducted and Advocate Presiding. N. Swer delivered a lecture as a resource person. In his lecture, he spoke at length on various day to day rights and issues that deal with safeguarding Women and Children. While Dr. P. Nongtdu shared his expertise "On the importance of protection and conservation of the environment and Wildlife" as a resource person and a special lecture on "Women Empowerment" was delivered by Ms. H. B. Lapasam, Programme Officer NSS as resource person in this Special Camp held at Mukhaialong village.

Issue raise during the camping

Issue aired by the villagers during home visit organized during special camp are problem related to health care, drinking water, poor power supply, no scope for regular income generation except MGNREGA scheme, etc.

On the last day of the Special Camp, the exit meeting was organized by the village durbar, Shri. H. Phawa headman of the village expressed his gratitude to the NSS unit of JEC and students for their wonderful performance during the camp. Lastly he expressed his thankfulness to the villagers for their support and cooperation during the camping. Thank You

Benefits of being a NSS Volunteer

A NSS volunteer who takes part in the community service programme and being an active member would have the exposure and experience to the following areas:

- An accomplished social leader
- An efficient administrator
- A person who understands human nature and their surroundings

Jai Hind

JAINTIA EASTERN COLLEGE

National Cadets Corps NCC



Shri. E. P. Sohsley CTO

The National Cadet Corps (NCC) is the youth wing of the Indian Armed Forces with its headquarters in New Delhi, India. The NCC was inaugurated on 15th July 1948 with 20,000 cadets. In order to provide equal opportunities to girls students, in 1949, the Girls Division was formed. Col (later retired as Chief of Army Staff) Gopal Gurunath Bewoor was the first Director of the NCC. The motto of NCC is “Unity and Discipline”.

NCC is open to all students on voluntary basis. This organization comprising the Army, the Navy and the Air Force also known as a Tri-Services Organization which engaged in developing the youth of the country into disciplined and patriotic citizens.

The soldier youth foundation in India is a voluntary organization which recruits cadets from high schools, higher secondary, colleges and universities all over India. The Cadets are given basic military training in small arms and drill. Presently it has around 13 lakh cadets on its rolls.

The NCC aims at developing character, comradeship, discipline, a secular outlook, the spirit of adventure and ideals of selfless service amongst young citizens. Further, it aims at creating a pool of organized, trained and motivated youth with leadership qualities in all walks of life, who will serve the Nation regardless of which career they choose. Needless to say, the NCC also provides an environment conducive to motivating young Indians to join the armed forces.

The three colours in the flag depict the three services of the Corps, red for the Army, deep blue for the Navy and light blue for the Air Force. The letters NCC and the NCC crest in gold in the middle of the flag encircled by a wreath of lotus, give the flag a colourful look and a distinct identity.

Establishment of NCC in Jaintia Eastern College

The National Cadet Corp (NCC) in Jaintia Eastern College was established on the 25th Oct 2021 and two Assistant Professors namely Shri Emidau P Sohsley and Miss Affinda Gretty Lapasam were appointed as Caretaker Officer (CTO) of Senior Division (Boys) and Senior Wing (Girls) respectively. At present the NCC cadet strength of the College is 95 (Boys: 45 Girls: 50)

Activities Organized and participated

1. The CTO's had attended the programs for selection and appointment of ANO's on 21st April 2022 held at NCC Group Head Quarter, Laitumkhrah, Shillong.
2. Two Cadets (a) Cadet Pynhunlanghi Sutong and (b) Cadet Sebastian Dkhar attended the National integration Camp in Mysore held from 12 to 23 July 2022.
3. Puneet Sagar Abhyan was organized on 16th Aug. 2022 at river *Kylla Moojem* in the presence of Subedar. Krishna Kumar. Havidar. B.B Chetri and Havildar. Satu Hoshi.
4. Cadet Pynhunlang Sutong attended Basic and Spl to Corp Trg at 101 area Shillong from 16th to 30th Oct 2022.
5. Regular drill practice

IQAC AND QUALITY HIGHER EDUCATION

Mr. Nishwa Rymbai
Coordinator

Introduction:

The University Grants Commission (UGC), New Delhi instructed that all higher educational institutions in the country shall be assessed on its quality and performance by National Assessment and Accreditation Council (NAAC), Bangalore, an autonomous body. It further urged that, the IQAC would have to be established in the college for quality enhancement and it will constitute part of the institution's system and work continuously towards realization of the goals of quality enhancement and sustenance. As a matter of fact, to achieve quality education at the College, the IQAC was established in April 2014. Since then, IQAC has become an internal mechanism that facilitate for achieving the objective of quality education in the College.

The Committee:

The IQAC, in order to plan and facilitates the different functions it had to perform to fulfill the set objectives is backed by a vibrant team of members which are appointed by the Governing Body of the College. At present the IQAC composed of the following members (2021-2026):

I. Head of the Institution:

Dr. P. Nongtdu, Principal	-	Chairperson
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II. Coordinator

Shri N Rymbai, Asst. Prof. Deptt. Of Political Science	-	Coordinator
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III. Nominee from Management

Rev. F. S. Rymbai, President, Governing Body	-	Member
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IV. Teaching Staff

1. Shri F. Dkhar, HOD, Department of English	-	Member
2. Shri J. Lyngdoh, HOD, Department of Khasi	-	Member
3. Shri S. Rymbai, HOD, Department of History	-	Member
4. Shri B. Papang, HOD, Department of Commerce	-	Member
5. Smt. S. Dkhar, HOD, Department of Education	-	Member
6. Shri B. Siangshai, HOD, Department of Political Science	-	Member
7. Smt. D. P. Bareh, HOD, Department of Economics	-	Member
8. Smt. S. Siangshai, HOD, Department of Sociology	-	Member

V. Nominee from Senior Administrative Official

1. Shri Mihsalan Pala, Head Assistant	-	Member
2. Smt. W. B. Bamon, Librarian	-	Member

VI. Nominee from Local Society/Student/Alumni

1. Shri L. Bareh, Headman, Khliehriat West	-	Member
2. Smt. Enamika Iakai, (B.A. student)	-	Member
3. Shri Dephos Dkhar, (B.Com student)	-	Member
4. Shri Shembha Lamare, President, JEC Alumni Association	-	Member

VII. Nominee from Management/Industry/Local Community

- | | | |
|--|---|--------|
| 1. Shri C. Rymbai, Member, Governing Body | - | Member |
| 2. Shri D K Bansal, Star Cement Ltd, Lumshnong | - | Member |

Objective of IQAC:

The prime objectives of the IQAC include:

- To develop a framework for conscious, consistent and catalytic action to improve the academic performance of the college.
- To coordinate and promote measures for enhancing the functioning of the various sub-committees towards institutionalizing the best practices of the institution.

Role & Function of IQAC: The IQAC is expected to perform the following role and functions:

- a) Development and application of quality benchmarks.
- b) Set up the parameters for various academic and administrative activities of the college.
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participating in the teaching and learning by the faculty and students.
- d) Collect and analyses feedback from all stakeholders on quality related institutional processes.
- e) To disseminate the information on various programmes for quality enhancement to all the stakeholders.
- f) To organize inter and intra institutional workshops, seminars on quality related themes and promotion of quality education.
- g) Documentation of the various programmes and activities leading to quality improvement.
- h) To act as nodal agency for coordinating quality related activities including adoption and dissemination of best practices.
- i) Develop and maintain the institutional database for the purpose of maintaining and enhancing of quality.
- j) To periodically conduct Academic and Administrative Audit.
- k) To prepare and submit the AQAR as per NAAC's guidelines.

Quality Assurance @ Jaintia Eastern College, Khliehriat:

With the establishment of IQAC in the College, there has been lots of development that had taken place. The broad framework laid down by NAAC had placed tremendous challenges for the college and it had been trying its level best to fit those parameters. The journey is rather very tough and it requires lots of efforts. To achieve the goal of making the college an accredited one, all the stakeholders including the Governing Body, the Principal, the Teaching and Non-Teaching faculty, the students and their parents and the local community had been placed on the same boat with a very clear objective. With this combined efforts, the college was accredited Grade "B" with 2.50 points on a 4 points grading (CGPA) in 2016 (First Cycle) by NAAC, Bengaluru. Furthermore, in 2021, in spite of many hindrances (due to revised NAAC Framework, renovation works going on in many parts of the college building and the impact of Covid-19 pandemic) the college with its strength in many fields, had been able to satisfy the NAAC Peer Team and the Executive Council of the NAAC, both in principles and practices that they have no hesitation to award the college, with Grade "B" again and with 2.44 points on a 4 points scale (CGPA). All these had been possible due to the fact that the college had the commitment of the administration and the faculty members and the focus it had on provision of academic flexibility,

evaluation process and reforms, extension activities, student satisfaction survey, student support and progression, research publication and awards, and best practices.

Locating in the rural area, the college had certain advantages and disadvantages. The administration had also been able to analyze and made best use of the available resources, potentialities and credentials throughout the assessment and accreditation process.

Certain remarkable developments that are worth mentioning as the assets of the college's in its journey of NAAC accreditation include the implementation of Teachers' Manual cum Record Book, the installation of ICT based classrooms, the college Library which contains good collection of books, journals, references, etc., the calm and green campus which is conducive for learning, the leadership of the Principal, the combined efforts of faculty members, the keen interests of the management in providing quality higher education, the college's computer laboratory with good number of computer sets and internet connection, the spacious classrooms, faculty strength, the extension activities undertook through college NSS and RRC units, the lesson delivery and evaluation system and so on.

Expectations:

In the last two cycle of assessment and accreditation, viz. 2016 (1st Cycle) and 2021 (2nd Cycle), Jaintia Eastern College had been able to emerge and set its position as one of the leading rural college with potential for excellence in which the college was graded by NAAC with "B" Grade in both the assessing period though with a negligible points of difference comparing the two cycles which the college had undergone through. We are proud to mention that in both the assessed cycles, the college had been utilizing to the maximum, the minimum available resources while responding to the NAAC parameters related to the Qualitative and Quantitative Metrics.

Recently, in order to make the assessment process simpler, the NAAC had either deleted or merged certain Quantitative and Qualitative Metrics for the conveniences of the higher educational institutions in the nation. Pertaining to the Affiliated colleges, w.e.f. June 2022, the number of Metrics on the 7 (seven) criteria of NAAC's assessment had gone down from 96 Metrics (60 Quantitative Metrics + 36 Qualitative Metrics) to 55 Metrics (34 Quantitative Metrics + 21 Qualitative Metrics).

Therefore, as we are moving forward in the journey of delivering the best higher education to our beloved students, certain aspects which our institution would have to positively ponder upon include: beautification of the college campus, construction of college auditorium, improve the existing solid waste disposal system, provision for water harvesting system, green energy initiative, improve the college canteen & cafeteria, provision for departmental rooms, provision for office rooms for all the cells, increase the number of ICT enabled classrooms, opening of Science Stream of study, establishment of a Research Cell, publications of research papers, provision for sick room, etc.

With the efforts from the side of management and other stakeholders, it is strongly believed that the college will be able to make arrangement for the said facilities which will definitely push up the score in the upcoming cycle of accreditation.

Conclusion:

To deliver quality education, it requires the continuous quality consciousness by all the stakeholders including the administration, the teaching and non-teaching faculty, the students and parents and the community as a whole. The collaborative efforts of all those connected with the institution will act as stepping blocks for the growth and development of quality education in the college. We also believe that with the changes in the educational scenario as a result of the implementation of the NEP 2020 the college also would have to re-structure its plans and policies so as to enable the system to deliver its best to the youths of the area.

Teacher's reflection

KA KYLLA-KTIEN (TRANSLATION) BAD U NONGKYLLA KTIEN

Asst. Professor M.Sohshang
Department of Khasi

Ka kylla ktien

Ka jingpule ĩaka ktien ka long kaba donkam bha khamtam ha kane ka juk ba mynta. Ka ktien kum kawei na ki tnat pule, ka pule bniah ĩaka rukom pyrkhat u briew (Human cognition) kaba paw haba thoh ne ha ka kren ka khana ka ban ĩa sngewthuh markylliang (Communication). Ka ĩathuh ne pynpaw ruh ĩa ka jinglong tynrai (Identity) jong kano kano ka jaitbynriew¹.

Ka kyntien »translation' ka dei ka ktien *English* kaba mih na ki artylli ki kyntien jong ka ktien Latin »trans' bad 'ferro' kiba ka jingmut ka long 'ban rah sha shiliang', kaba thew ĩa kaba »rah' ĩaka jingthoh na kawei ka jait ktien sha kawei pat. ĩa ka kyntien 'translation' ha ka Khasi dei ka kong B.War kaba la jer nyngkong da ka 'kylla-ktien'².

Ka jingmut jong ka kylla-ktien ka thew sha ka jingpynwan ĩa kano kano ka jingthoh na kawei ka jait ktien sha kawei pat. Kane ka pyni baka kylla-ktien ka trei kam halor ki ar jait ki ktien, kata, ka 'ktien tynrai (Source language) bad ka ktien thmu (Target language)³.

U Nongkylla ktien

Ka kylla-ktien kam lah ban long khlem da don u nongkylla ktien. Ka jingitynnat ne ka jingsniew dur jong kano kano ka jingthoh (Kylla-ktien) ka shong eh ha u nongkylla ktien. Ka kamram jong u nongkylla ktien ka long ban wad ĩa ki jingthmu (Intention) jong u nongthoh ka dular tynrai bad ban pynpaw haka ktien thmu. Kumta u nongkylla ktien u long kum u mawsawa jong ka jingthoh tynrai⁴. U nongkylla ktien u hap ban bat bha ĩaka dur ka dar, ka jingmut, ka rukom bad ka mynsiem jong ka dular tynrai. U dei ruh ban pynbiang katkum ki aiñ ki kyndon jong ka *grammar* bad ka jingkit jingmut ha ka ktien thmu. U nongkylla ktien u hap ban long kynrad ha baroh ar tylli ki jait ktien, ka ktien tynrai bad ka ktien thmu. U dei ban long u ba riew spah haka liang ki kyntien khamtam ha ka ktien thmu. U nongkylla ktien u hap ban tipbha ĩaka kolshor jong baroh ar ki jait ktien. U dei ban pyndonkam da ki kyntien kiba lah ban sngewthuh da kiba bun, ym da kiba kyllaiñ bad bajwat khnang ba kan wanrah ĩaka jingsngewthuh kaba shai ha ki nongpule. U dei ban kiar na kaba pynkylla kyntien – pa - kyntien. U dei ruh ban don ka jingkitkhlieh ĩaka kam kylla-ktien jong u bad u dei ban sngewthuh ba ki kyntien bad ki jingthmu kiba u pyndonkam haka kylla-ktien kidei ki jong u.

Ka kylla-ktien ka long ka thymmei jingtip shaphang kiba bun kiei kiei. Ha kane ka liang ka long ka atiar ban pynsaphriang ĩa ki jingtip kiba har rukom kiba don ha ka pyrthei solonsar. Khlem artatien, u nongkylla ktien u dei ban kynmaw ĩaka hok u nongthoh jong ka dular tynrai khamtam ĩa ki symboh pyrkhat, ki jingmut, ki phang bad ki seng pyrkhat kiba u la jied ban pynrung ha ka jingthoh jong u. Ka jingkhraw jong ka kylla-ktien ka shong eh ha ka jingtbit jong u nongkylla ktien ban pynlong ĩa kata kaba kaba jop.

¹ Kharmalki, Prof. A. *Ka nongrim ka pule ktien bad ka hikai ktien*. Shillong: Lianmeroschse, 2006.

² Mawlong, R.M. *KA KYLLA-KTIEN HA KA LITERASHOR KHASI - Ka jingbishar Bniah ia ki Katto Katne ki Sawangka kiba la Kylla Sha Ka Khasi*. Shillong: Don Bosco Publication, 2016.

³ War, Prof. B. *Ka Kylla ktien bad ka Literashor Khasi (Translation and Khasi Literature)*. Shillong: Printing House Umsosun, Shillong, 2016.

⁴ War. B. *Ka Kylla ktien bad ka Literashor Khasi (Translation and Khasi Literature)*. Shillong: Printing House Umsosun, Shillong, 2016.

REFLECTION FROM A NEWLY ORIENTED VENTURE

Shri. J. Lyngdoh,
Asst. Professor Khasi & P.O
NSS Unit, JEC, Khliehriat

Learning is a continuing process. In this brief write-up, I want to share specifically on my experience where I was just recently started to venture henceforth. To start with, I expressed my gratitude to Dr. P. Nongtdu, Principal for appointing me as Programme Officer of National Service Scheme (NSS) unit of the College and also expressed my sincere gratitude to the Coordinator of NSS. Cell, NEHU, Shillong for recommending my name to attend the orientation programme for Programme officer of NSS from 4th – 10th August, 2022,

The Programme for NSS Programme Officers' was jointly organized by *Indian Institute of Entrepreneurship* (IIE), Lalmati, Guwahati and the *Regional Directorate of NSS*, Guwahati at IIE, Guwahati. The programme was sponsored by the *Ministry of Youth Affairs & Sports*, Government of India.

Fourty two Programme Officers of NSS from different states of North-East India, viz. Meghalaya, Manipur, Mizoram, Nagaland and Sikkim had participated in the programme.

The activities of Orientation Programme for NSS Programme Officer held in Guwahati are details below:

Date	Topic	Resource Person
04.08.2022	➤ Ice breaking, History & philosophy of NSS	➤ P.Kr Sharma, Ex-Faculty IIE, Trainer & Motivator ➤ Dr.RanjanKakoty, Director Students' Welfare & P.O NSS Cell, Guwahati.
05.08.2022	➤ Aims, objective & motto of NSS ➤ Organizational structure, roles and responsibilities of NSS functionaries at different level ➤ Process of village adoption programme and special camping, survey	➤ Sunil Kr Basumatry, Former Regional Director NSS, Regional Directorate, Guwahati. ➤ Depak Kumar, Regional Director NSS, Guwahati.
06.08.2022	➤ Participatory Rural Appraisal ➤ Swacch Bharat Mission & NSS ➤ Flagship programme of Govt. of India & State ➤ Group work: NSS Calendar, Presentation & discussion on NSS activities	➤ Dr. RatnaBhuyan, Asst. Professor National Institute of Rural Development & Panchayatiraj, NER, Guwahati ➤ J. C. Kalita, Ex-Faculty Member IIE ➤ Ms. Pulvi Malhotra, UNICEF ➤ Dr. Ranjan Kakoty Director Students Welfare & PO NSS Cell, Guwahati.
07.08.2022	Field visit to Jupangbari, Borduar, Kamrup, Assam	
08.08.2022	➤ Accounting system, NSS in social media, importance of skills for youth, role of youth in promoting gender equity, NSS & Red Ribbon Club	➤ Mr. Omar Faruk, Internal Auditor, Directorate of Sports & Youth Welfare, Guwahati, Assam ➤ Biplab Baruah, DEO, NSS, Regional Directorate, Guwahati ➤ Ms. Ratna Singh Bharwaj, Ward Councilor, Guwahati, Assam
09.08.2022	➤ Disaster Management, leadership in youth groups, entrepreneur & entrepreneurship, youth & skill development	➤ Dr. Mirza Mahammad Irshad, State Project Manager, Guwahati, Assam, ➤ Mr. Deepankar Bhattacharjya, Chief Operating Officer, Zemidi, Guwahati, Assam
10.08.2022	➤ Importance of understanding the cultural heritage, management of NSS, units, financial, expenditure for regular & special camps activities.	➤ Mr. JWR Sangma, Youth Officer, NSS, Regional Directorate, Guwahati ➤ Dipak Kumar, Regional Director, NSS, Guwahatu
10.08.2022	Valedictory Function & distribution of certificate	

The Orientation Training Programme conducted on the above said dates has immensely benefited the participants. As a newly appointed Programme Officer of NSS unit of Jaintia Eastern College, Khliehriat I learned many things with regard to NSS activities in and outside the College campus. The knowledge acquired from the orientation has great impacted upon each trainee with varieties of resources and perspectives. Personal and social development was tremendously bearing its fruit upon each individual. Moreover, skills, brotherhood, regional and national integration was newly inherited and built. Besides what have having said, the whole personality and development doesn't stay, but grow.

Thank you

MY EXPERIENCE DURING THE ORIENTATION TRAINING PROGRAMME FOR NSS PROGRAMME OFFICERS

Shri. Samdy Myrchiang
Asst. Professor & PO. NSS JEC, Khliehriat

I am very grateful to our dear Principal, Dr P.Nongtdu for appointing me as Programme Officer of National Service Scheme unit of the College. I am also thankful to the Coordinator, NSS Cell, NEHU, Shillong for recommending my name to attend the Orientation Training Programme. I felt its a great privilege to have attended the most astounding training session – Orientation Training Programme (OTP) for National Service Scheme (NSS) Programme Officers (PO) held at IIE, Lalmati, Guwahati, North Eastern Region from 4th to 10th August, 2022.

After being appointed as PO of NSS Unit of JEC, I was reluctant at first and very upset. Later on, I realized, why not take this opportunity? After getting the motivation to attend the OTP, I was eagerly waiting for that day to come. Finally, as the day for our departure came I got our requirements packed and set up for Guwahati on 3rd August 2022.

As soon as we reached Guwahati, we are exposed to this inevitable burning hot climate. For a moment, I reason myself how am I going to survive for a week's stay here. But sooner than later, it could not give me any moment to think about the training programme since my mind has got stolen away by the unfavourable climate. On reaching IIE campus, we are cordially welcomed by the organizer and the IIE Staffs took us to room for our stay. Later on we completed all the registration formality and respite.

On the first day of of the training, the moment we entered the training hall, to my surprise, it looks exactly like a cabinet meeting hall packed with around 45 POs coming from different states of North East India. Without a second thought, we entered the hall and attended the lectures and presentation delivered by the resource persons and experts on various themes and topics related with NSS.

The benefits that I got from this training program are very helpful especially to me as newly appointed PO. The training we received ranging from the knowledge about what really is an NSS organization, its role and responsibilities towards helping the villages/ community by providing awareness, pocket size schemes, knowledge about health and sanitation, self-employment, ideas and opportunities, etc. We also acquired knowledge and information about promoting and developing a community through flagship programmes adopted by Government of India like Bharat Nirman program, Pradhan Mantri Gram Sadak Yojana (PMGSY), Deen Dayal Upadhyaya Grameen Kaushalya Yojana, Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA). The training also helps me to gain skills in dealing with the society. The experts and resources persons coming from different background also delivered lectures on the aims, objective and motto of the NSS, special camping and activities to be taken during the camping.

During the training, the organizer took us to rural village of Assam to witness the social activities carried on by NSS Unit at Jupangbari, Kamrup, District, Assam. Through this visit we witness that adopted village is being developed gradually by the NSS volunteers and other stakeholders. Further, during the taining programme, we got a chance to observe and honor the unsung national hero's thereby watching videos, etc. We also discussed in group about our field trip and evaluate our findings. Thereafter valedictory function where organized and distribution of certificates to all participants.

Lastly, my gratitude goes to Indian Institute of Entrepreneurship (IIE) for hospitality and their kindness to host the programme.

Thank you

SHARING EXPERIENCE OF RECENT NAAC PEER TEAM VISIT TO OUR COLLEGE

Miss. M. Suna
Assistant Librarian

As part of the National Assessment and Accreditation Council (NAAC) Bangalore, Second Cycle of accreditation to evaluate the college, a three-member peer team and one NAAC observer led by Prof. S. C. Bagri, Vice Chancellor of Garhwal University, Chauras Campus, Srinagar, Dr. Poonam Bawa, (Member Coordinator), Prof of the Political Science Department, Jaya Narayan Vys University, Jodhpur, Dr. D. Siva Kumar, Principal, C. K College of Education, Chellangkuppam (Member) and Dr. Hanumanthappa M, Department of Computer Science, Bangalore University (NAAC Observer) visited Jaintia Eastern College (JEC), Khliehriat on 26th and 27th October 2021.

As per the scheduled, the NAAC Peer Team visited College Library on 26th at 2.00 P.M to 2.25.P.M and attended each and every corner of item that mentioned in Self Study Report (SSR). They raised several queries and made some oral recommendations. The details with our responses are as under:

Questions and replies by the Librarian to NAAC Peer Team

1. How many students visit to Library?

Our Response: Around 20 to 25 per day

2. How many faculties visit to Library?

Our Response: Around 7 to 10 per day

3. Are donated books all text books?

Our Response: No.

4. What is the process that you issue books?

Our Response: Manually Circulation Register maintained, Barcode scanner and Library Software to be installed soon. (They checked Issue & return registers, Accession register).

5. Do you have INFLIBNET Membership?

Our Response: Yes.

6. Does faculties using INFLIBNET resources in large scale? With statistics?

Our Response: 3% Faculties using INFLIBNET. The statistics are available with College Admin: Mr. Firsterborn Dkhar (The Inflibnet recognizes System Admin as College Admin who took up the upload of students and faculty email Ids

7. How many books issued for students?

Our Response: Three books per student. They need not to wait to take the books till the completion of class hours. They can take books on their Library ID Card at any time during the class hours which are purely on temporary basis for a period of seven day.

8. How can you replace if the students lost a library book?

Our Response: They will have to purchase same title and author failing which, the library is taking responsibility to purchase the same and students are to pay the same amount incurred.

9. How can you identify the students while issuing the books?

Our Response: Through their Library Card.

10. Where is Indian fiction?

Our Response: Location showed. Explaining the maintaining titles in alphabetical in fiction area, as the students are used to enquire the books by title rather than authors.

11. What about your library budget?

Our Response: Depending upon the requirement of books & periodicals from time to time, the amount will be sanctioned on the recommendations of Library Committee by the Management.

Oral Recommendations made by NAAC Peer Team

- a) Students and faculties presence in Library to be increased.
- b) Approach Alumni to donate books
- c) Library Rules to be pasted at Front Gate of Library
- d) Students and faculties Statistics of INFLIBNET need to be increased
- e) Xerox Register for Students

Over the course of the two days, the team visited all the departments, Computer Lab, grounds and other facilities of the college and gave feedbacks and suggestions for further improvement. Separate meetings with the alumni, parents and students of the college were also convened in connection with the NAAC visit. The visit ended with a grand cultural programme by the students on the evening of 27th October 2021, showcasing the unique culture, traditions and folk arts of Meghalaya, which was greatly appreciated by the NAAC peer team.

Lastly, as per my experience, NAAC Peer Team is not inspecting team. They are a PEER Team appointed by the NAAC, Govt. of India. They will visit the areas, documents as per the SSR duly filled by the College long before they visit. They were very courteous and cooperative at all times. Being Librarian, we may have certain limitations. We will have to go ahead in a positive manner.

Alumni speaks

Q1. Sir/Madam please introduce your self

I am Shri. Deibor Suchiang, Waheh Shnong Lad Rymbai Dongwah, P.O. Lad Rymbai East Jaintia Hills, Meghalaya.

Q2. What are some of the fondest momeries of your time at JEC?

I am nostalgic to say that the environment in the college encapsulate it's motto "Education for All", with the intention of the torch bearers of the college. I'm glad I graduated from JEC because the humility, sincerity and dedication of the teaching and non-teaching staff. It has shaped me to grow and contribute in the society in a humble way. Hence, humility, sincerity and dedication of everyone at JEC is my fondest memory of the college.

Q3. To what extent has your stint at JEC influenced your life and work ethics?

I was elected as General Secretary of JECSU which influenced me to frequently intouch with principal and teachers on behalf of student grievances and other work. From there I tried to incorporate the valuable lessons learnt at JEC as students as well as a student leader in my daily engagements. Which take me now to become headman of my locality a part from other social activities in and around the district.

Q4. What are some of the life – altering lessons that you have learnt from your chosen occupation

I am involved in providing services to my fellow villagers. It is fair to say that it is a platform to help the needy and to facilitate growth and progress in the village and its surrounding.

Q5. What inspired you to take up your present occupation as your career?

I like to lend helping hands to the needy in my smallest capacity.

Q6. This is a Digital generation. You are someone who missed the digital learning in the College. What have you done to overcome this issue?

I try and learn the digital applications by seeking help of a digitally sound person and through hands - on experiences

Q7. How did you network with your classmates?

We meet in college campus and through social gatherings and alumni get together.

Q8. Did you find any difficulties in the profession that you have chosen?

I am eager to help. Therefore, I don't have any hesitancy in facilitating a helping hand.

Q9. JEC has re-accredited Grade 'B' (2nd Cycle) by NAAC in 2021. Would you like to offer any comments on that?

I believe in improvements. We can grow and achieve more.

Q10. What is your message to the upcoming generation?

Keep working hard through punctuality and discipline to achieve your dreams. When you achieve success, try to lend a helping hand to the most immediate person.

Students Feedback:

Jovinian Dkhar. B.Com Batch 2014-17: "All the teachers grind and struggle for their students like no other College has done".

Augustine Niang B. Com Batch 2016-19: “For me life at JEC College is the time when the teenage years end and we all dive deep into the ocean of a new beginning and possibilities”.

Maya Shulet B. Com Batch 2016-19: “JEC taught me (An Investment in Knowledge always Pays the Best Interest)”

Alia Syiemlieh B. Com Batch 2016-19:

“Earlier JEC was my last option. But, later I realized JEC turned out to be the Best College”

Batskhem Tlang B. Com Batch 2017-20: “Choosing JEC was the best. The college has molded my personality and clarified my vision of the future. JEC gave me a platform that I will cherish always”

Surajit Chanda B. Com Batch 2019-22:

“It was my immense luck and fortune to be the part of JEC where I can grow. The entire Faculty and Department leaves no stone unturned to shape one’s future. My three years at JEC have been a wonderful experience of learning with prolific exposure to outside. Huge respect, love and devotion for the entire faculty members and department. It’s their efforts that make me to count myself as a better professional”

Manisha Magar B. Com Batch 2015-18:

“My overall experience to date has been amazing and the college is having an amazing infrastructure. JEC has provided me with a number of opportunities to grow and explore my skills. The emphasis on sports along with education always helped me a lot. I have always found a positive and healthy environment and the faculty are highly supportive. Most of my doubts were cleared after the classes get over. I like to thank everyone especially our Principal and Vice Principal for all the love and support.”

Florilegium

Tell me That you Love me Again and Again!

**Affinda Gretty Lapasam
English Department**

Let my arms be hung over your shoulder
Let your love be the only thing I have.
Wrap me in your arms
Pull me closer onto your bosom
Let me feel the warmth of your heart.

Whisper love into my ears
Say things straight from your throne of Grace
Let the secret be made known to me
As we sit together just you and me
Let there be communion of pure affection.

Say 'hello' if I'm far,
Come to me when I'm late,
Stick around when I lose my mind,
Wipe my fear, remind me that you're near;
Tell me that you love me again and again!

RUSSIAN AND UKRAINE WAR: HISTORICAL BACKGROUND

JinalinPyrnge
Political Science Department

With the collapse of the Soviet Union in 1991, Ukraine became an independent state, formalized with a referendum in December 1991. Poland and Canada were the first countries to recognize Ukraine's independence. At that time Ukraine had the 3rd largest atomic arsenal in the World and it had little to fear from Russia, especially given the fact that in a 1991 referendum, more than 83 % of Donbas residents and 54% of Crimea residents voted to have Ukraine secede from the USSR. Even the Russian speaking Ukraine's supported Ukraine's independence and following years of military and economic decline during the cold war, Russia seemed to be a toothless power on the international stage.

At that time Russia was too weak and still too dependent on western loans, to do anything except complaint and watch warily as North Atlantic Treaty Organization (NATO) increased its power. On the other hand, NATO pushed eastward, bringing into the fold most of the Eastern European nations that had been in the communist orbit. In 2004, NATO added the former Soviet Baltic Republics, Estonia, Latvia and Lithuania. Four years later, it declared its intention to offer membership to Ukraine someday in the future, which came as a warning to Russia.

However between then and 2014, Russia ramped up its global standing and emerged as a considerable military power once again.

In 2008, in Bucharest, NATO countries met and delivered a promise that Ukraine will become members of NATO. And Russia had seen this NATO's expansion as an existential threat, and the prospect of Ukraine joining the western military alliance a hostile act.

As Ukraine veered towards the west, Moscow grew increasingly concerned that their strategies interests in Crimea were being threatened. In 2014, the Ukrainian President Viktor Yanukovich rejected an association with the European Union in favour of closer ties with Moscow but their resulted to his removal from power the same year. Russia in turn responded by annexing Ukraine's Crimean Peninsula and supported Luhansk. These groups declared independence in May 2014 as the Donetsk People's Republic and the Luhansk People's Republic. Together, these regions are known as Donbas.

Ukrainian forces tried to retake the lost region, but they could not overcome the Russian challenge. So a peace-deal known as Minsk-1 was signed to restore normalcy. But it was short lived. A full scale fighting began in January 2015 so another peace deal known as Minsk-2 was signed. Separatists got control of large swatches of Donbas region after the peace deal. But the regions continued to be tense despite the two peace deals. Efforts to reach a diplomatic settlement and satisfactory resolutions have been unsuccessful.

Though the Minsk agreements established a ceasefire, still Russia continued to adapt a series of unconventional tactics against Ukraine including cyber-attacks, funding and arming irregular militias and spreading mass disinformation. Russia also installed puppet governments in Donetsk and Luhansk creating military dictatorships in the occupied territories which were initially run by Russian citizens.

Is there any explaining Putin's thoughts process? There are objective and subjective factors objectively, he was not wrong to think that Ukraine was integrating further and further into the west. The European Union-Ukraine Association Agreement that he had so fiercely opposed in 2013 had been signed in 2014 and gone into effect in 2017. NATO, too, was its way. Putin's

attempt to exert control over Ukrainian's politics had failed and even backfired. As Ukrainians who had been lukewarm towards going less in Putin's favour.

Subjectively Putin must also been emboldened by what had happened in Ukraine in 2014 Crimea had surrendered to Russia without a shot. Another important factor was Putin never believe that Ukraine was a real country. He don't see any reason why Ukraine should be independent. But Ukraine refuses to submit to his will and conclude that it was an independent entity.

So in late 2021 the Russians began building their military presence around Ukraine under various presents. Thousands of troops were havoring on the border in December, virtually encircling the country and stoking tensions. According to the most recent estimates, nearly 20,000 Russian troops were on the border before the invasion. United State (US) intelligence officials warned that Russia may be planning an invasion for early 2022.

Before Russia launched the current invasion, in December Russia presented NATO and the United States with the set of written demands that it said were needed to ensure its security. Foremost was guarantee that Ukraine will not be allowed to join NATO, the granting of autonomy to the Donbas and recognition that the conflict in Ukraine is a civil war. But the west dismissed their demands and warned Russia they would impose severe economic sanctions if Russia invaded Ukraine.

In late February 2022, the United States warned that Russia intended to invade Ukraine, citing Russia's growing military presence at the Russia-Ukraine border. Russian President then ordered troops to Luhansk and Donetsk in eastern Ukraine, partly controlled by Russian-backed separatist, claiming the troops served as peace keeping functions. On 22nd February 2022, Putin said that the Minsk agreements were no longer valid. And on the morning of 24th February 2022, Putin announced that Russia was initiating a "special military operation" in the Donbas and launched a full-scale land, sea and air invasion of Ukraine.

The current conflict has severely strained United States - Russia relation and increased the risk of a wider European conflict. Tensions are likely to increase between Russia and neighboring NATO member countries that would likely involve the United State, due to alliance security commitments. As of now, Europe seems united against what they see as unprovoked Russian aggression, but for how long.

SELF-DISCIPLINE

Theilinda Kyndait
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It gives me immense pleasure to contribute in the Annual Magazine “Thaba 2022”.

I would like to share my thoughts on “*Self-discipline*”. Self-discipline is one of the most important qualities that one must have in every walk of life.

As Napoleon Hill said “*Self-discipline begins with the mastery of your thoughts. If you don’t control what you think, you can’t control what you do. Simply, self discipline enables you to think first and act afterward.*”

Self-discipline is an art of exercising maximum control over one’s life, the choices one’s make and the decision one’s take in one’s life.

To be self discipline one must also have the following habits:

Set Goals:

It is very important to have a clear set of goals. It gives us a clear idea about what needs to be achieved in a set timeline. It also helps to strategize, differentiate and prioritize important task of our daily lives. Therefore, self-discipline helps us to set preferences and make planning for every goal in our life.

Control our thoughts:

It is very important for us to have control of our thoughts as our thought will lead to our action. If our thoughts are good then it will give a good result in our action. So we must have our thoughts in control and also our actions.

Freedom from Laziness:

Self discipline helps to overcome laziness and procrastination from our life. As procrastination is also a step to laziness. As H.A Dorfam quoted “*Self-discipline is a form of freedom. Freedom from laziness and lethargy, freedom from the expectations and demands of others, freedom from weakness and fear-and doubt*”

Time Management:

Time is the most valuable thing that one must understand. It cannot be rewind nor forwarded. The future result is the outcome from the way we perform in a given time. A person who values time is a person who is self-discipline. Time management is the core discipline that largely determines the quality of our life.

Punctuality:

A discipline person is more punctual than other person. Such a person is more likely to take control and responsibility for his or her life. He or she can set goals and take concrete steps to achieve them.

As Marvin J Ashton said “*Being on time to appointments and meetings is phase of self-discipline and an evidence of self-respect. Punctuality is a courteous compliment the intelligent person pays to his associates*”.

Work life balance:

“*Invest in your work life balance. Time with friends and family is as important as times at work. Getting that out of balance is a path toward unhappiness.*” – Stephen Gillett.

A person who practices self discipline can maintain work life balance. He makes good use of his time. Working without any distraction helps in completing the task quickly. He can also devote enough time to his family. He focuses on one thing at a time.

Healthy habits:

People who lead a discipline life always sleep on time and have adequate sleep. This will make them wake up fresh and healthy the next day. They understand the value of exercise and practice regularly. They have complete control on the way they eat, sleep, and they also avoid temptations.

“A Healthy outside starts from the inside” – Robert Urich

The World Health Organization (WHO) recognizes the value of human behavior in managing pandemics (Covid-19) through self-discipline. Contemporary research says that people’s conscious choice, awareness and control over their desires combats 75% of infections. Apart from it, lockdown and shutdown have increased the pandemic stress related to career, relationship, fear of contamination, health issues and child’s exam issues. So, one of the best techniques to control and overcome stress and depression is self-discipline.

Therefore, Self-discipline is our strength, power, energy, way of life and everything. Contrary to common belief, self-discipline does not mean being harsh toward ourselves, or living a limited, restrictive lifestyle. Self discipline means self control, which is a sign of inner strength, and control, actions, and our reactions.

MONEY IN POLITICS (MIP)

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Money during election campaigns has been highlighted to be one of the major affecting factors particularly amid voting inclination where voters cast their votes to the candidates who gives them a few cash, guarantees, endowments, or a few other motivating forces.

In a representative democracy like India, elections are the only method through which the people's representatives are elected to the legislature. The election process therefore occupies significant aspect in the progress of the country.

However, the responsibility to ensure the purity and impartiality of the electoral process lies not only on the government, the Election Commission and the political parties but most importantly it is the voters who should take a lead in preventing the use of money power and instead vote the most ablest representatives who have the visions for the overall development of the state.

A political leader is a public servant who works for the betterment of the society. He/she is elected by the members of the society by casting votes. A political leader requires 'statesmanship'; as opposed to just being a 'politician' – this means having the integrity and willingness to stand up for what is right, even if it means resigning a position in government or losing an election.

The former Chief Election Commissioner N. Gopalaswamy confessed that Election Commission has been able to contain the role of muscle power in elections but it could do nothing to contain the role of money power in elections. The conduct of free and fair elections depends much upon the performance of the three elements. These three elements are independent electoral machinery; the political parties or candidates; and the people/or the electorate.

It is no more a secret that media coverage of elections today does not focus on real issues affecting millions of people and instead is led by sensationalism and glamour. Since the first election things have dramatically changed and so have media reporting of elections.

We tend to forget the real and basic ethics of election coverage. It will be relevant to advert to some of the findings made by 'Centre for Media Studies' which has been doing excellent work of studies and research in media functioning in India. One of such studies and research by CMS has revealed a disturbing phenomenon about money power controlling the election process.

According to a survey by the Centre for Media Studies (CMS), the general election witnessed an outlay of something like 100 billion rupees (two billion dollars). Of that total, about 20 billion rupees will be spent by the national Election Commission and state government on organizing the actual polling, which will be held in five stages and requires a mammoth security operation. The rest will be spent by official parties and individual candidates, with the CMS estimating that as much as 20 billion rupees has been earmarked for "unofficial" cash purchases of individual votes on the event of balloting.

Shri S. Narayan, a former finance secretary, said he expected actual election spending to be "four or five times" that of the 100 billion rupees estimated by the CMS. "Perhaps this will be the election that will see an all-India display of money power as never before."

At the annual conference on 'Money Power in Politics' organized by Indian School of Business, Venkaiyah Naidu the Vice President of India said, "Voter should realize that casting the vote for a few thousand is the highest form of moral compromise and it is against democratic ethics. If a citizen sells his vote then he forfeits the right to take on the government he voted for."

He also stated that it is imperative and important to make the voters aware the power of their votes.”Electoral reforms should be brought in to break the vicious cycle of corruption and erosion of the quality of our democratic polity. Effective campaigns need to be undertaken to educate the voters about the virtue and power of their votes and adverse implications of compromising voting.”

The Vice President also emphasized that people should vote on the basis of four C’s - Character, Caliber, Capacity and Conduct of the Candidate.

“If you vote according to that then nobody will need to spend much money. But unfortunately, certain politicians and political systems have developed other four C’s to rephrase the original four C’s - Caste, Community, Cash and Criminality,” he added.

Mark Skousen says, “We shall never change our political leaders until we change the people who elect them.” Hence it is important as citizens to elect the right leader who can create transformation.

Therefore, if we want to see the transformation, the kind of transformation which brings smiles to the citizens we should vote and elect the good political leader who can translate the dreams of people into reality.

A good political leader is one who is capable to make and take right decisions, committed to work for the benefits of all, has the ability to rectify and solve issues and most importantly who can stand up for the cause of the people. A political leader should not concern about his interest but rather work for the interest of all. He should always work for the growth and development of the society.

Political leaders are always on top of everyone’s mind because they are the ones who represent the voice of the people. According to *Franklin D. Roosevelt*, “The future lies with those wise political leaders who realize that the great public is interested more in Government than in Politics.”

Voters should elect leaders based on their ability and capability to make a difference and bring positive changes in the society, because the people are looking for such a competent leader.

In India, most of the political leaders lack the basic and important leadership qualities such as accountability, accessibility, transparency and integrity. Competent and efficient leaders are essential in the legislature because they are the policy and decision makers, because a good policy and a good decision can change the lives of people.

Research however, revealed that while it was evident that elections were indeed dominated by money, violence and patronage, voters were nevertheless able to preserve a sense of citizenship in their individual act of casting a vote. When asked directly what the vote meant to them, voters focused on the actual experience of voting and explained that they considered the act of voting a rare and precious performance of a highly personal civic duty that allowed them to experience political equality and democratic values that were otherwise invisible in everyday life. Performed citizenship of this sort was as much an interior state as it was a public duty, and signified individual dignity and selfhood that was prior and foundational to any future claim making as citizens. It was for this reason that they considered elections as precious and sacrosanct events, despite their association with the venality of politicians, money and its practices. While they acknowledged that they usually had to vote for someone, their decision to vote at all was because the act of voting in itself held meaning.

While all of the ‘money’ factors were in evidence in the Why India Votes study during the 2009 nation elections, when the research question ‘why do you vote’ was posed directly to voters,

people offered a variety of additional explanations. A frequent immediate riposte was the counter question ‘why would you not vote?!’ after which an often-cited reason for voting was the assertion that it was the most accessible way of being recognized by the state. As people put it, the very presence of their name on an official voters list confirmed that they existed on the official landscape, a sort of bureaucratic existentialism. As one person explained, ‘Once we vote our name gets recorded in the government’s register and because of this we are accepted as the citizens of this village by the Government. And then only will everyone in the wider society know that we are the citizens of this village. While people knew in theory they were Indian citizens, it was the procedure of voting involving identity cards, lists and indelible ink that made concrete the immaterial nature of this citizenship.

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From Tap to Sealed: An unpleasant Evolution

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“Tap” is a vocabulary, very common and popular in the 21st century. The focus and the aim of tap is to explore the unexplored, discover the undiscovered and unveil the hidden treasures. This includes natural beauty, natural resources and even human potentials. With this aim, to tap the untapped many programs, exhibitions were organized by different governmental departments and even private companies to draw the hidden brains to utilize for various purposes. However, it is not only the brain that needs to be tapped but even talents to entertain the human quest for leisure, pleasure and entertainment. Hence, there is a mushrooming of reality shows and programs to tap to potential entertainer like singers, dancers, actors, designers, chef etc. The various platforms set up to tap the untapped human resources and human potentialities are highly appreciated and applauded as they open the door of opportunity to many people. In this endeavor to tap the untapped, humans are not contented only with tapping the untapped human potentiality. There is an attempt to tap the untapped natural resources in the name of development. Hence, many mining industries have flourished to extract the natural resources. No doubt there is a aphorism for “sustainable development” but the question arise how far it is truly followed?. Even a common man observation is enough to demonstrate that there a rampant exploitation of natural resources all over the world. Meghalaya as a whole is not spared from this exploitation of natural resources. It is well known that Meghalaya is very rich in natural resources like coal, limestone and others. For many centuries this has remained as untapped natural resources. However, with an aspiration to utilise these resources, there is a need to tap these untapped natural resources of Meghalaya. In the desire to make these natural resource useful, for various developmental purpose, the resources are extracted. Unfortunately, in the process of extraction, the environment and its components cannot be spared from exploitation. Among the components of environment water is the most affected.

Meghalaya is actually one of the wettest places on earth, as it has received enormous quantity of rain every year. It is also a land blessed with dense forest and plenty of water resources. Few decades back, the people of the state can access to a clean drinking water, almost everywhere, there is no doubt in peoples mind, that every water that flow is pure, fresh, clean and drinkable. However, with the tapping of untapped natural resources both by mining industries and private individuals, most of the people of Meghalaya have paid their undeserved price. In many places in Meghalaya where untapped natural resources are tap, although there is no scarcity of water, but the water available is unfit for consumption as it has become extremely polluted. In such a scenario, the people of the state have no options but to turn into a sealed water bottle. There is no doubt that mineral water industries have provided employment for some and even profitable business opportunities for others. But, as the people of the state, few decades back, we enjoy our pure drinking water from the streams and tap of overflowing water without any cost. The tapping of untapped resources in the state has come at a costly price for the citizens and the living creatures as a whole. Water, a free and priceless gift of nature for us, has been turn into a costly commodity in a sealed bottle. For those who can afford the sealed water, it may not be a problem, but for the poor it has come at a costly price, where in future clean, pure water will not be for all but a luxury commodities for some. There is no doubt that it has become a luxury product for other living beings, many rivers and streams in Meghalaya have become barren or dead water, as aquatic life cannot afford to buy sealed water bottle.

DEPRESSION

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Depression (major depressive disorder) is a very serious and common medical illness that negatively affects how one feels, think and behave. It is also one of the biggest challenge that one can fight against if and when one falls into it (even though visiting a psychiatrist for a psychotherapy can somewhat be beneficial to some extent only). It is an incurable illness since the sickness is in the minds (mental). Nobody is free from anxiety, stress and tensions, but excess of it leads to mental disorder.

This deterioration in mental health has been a matter of major concern for many of the psychologists and scientists for long. On top of that, with the current situation of the pandemic (covid 19), it has made the matter of concern worst (it's almost like adding fuel to the fire)

As per the survey conducted by the UNICEF and Gallup in early 2021, with 20,000 children and adult in 21 countries found that the young in India seem reticent to seek support for mental stress. Only 41 percent of 15-24 years old in India agrees to get support for mental health problems (source: economic times updated on October 6th 2021).

According to World Health Organization (WHO) the availability of psychiatrists in India is still very low to appropriately address the issue. India has 0.2 psychiatrists per lakh population, which is very low as compared to most countries in the sub-continent.

Therefore, the surroundings and environment that surrounds us will play an effective role in combating depression. There will be nothing to lose when and if we offer a lending ear to whoever needs it. And to them-the victims, there's no need to be afraid/ashamed of the tensions and stress that has been polluting the minds all these while. One sweet smile and one comforting word a day can keep mental stress away.

Post Covid 19 Pandemics price rise in Jaintia Hills District

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The Covid 19 pandemics had left many people with depleted economics resource with less opportunity for income generation. The whole lot of people in the nation contended with a spike in prices of essential goods such as edible oil pulse etc. across India. Apart from the increasing of petrol and diesel price, prices of other kitchen goods also have sky-rocketed during and after the second wave of the Covid 19 pandemic. According to India Today report⁵ in the last one year, prices of essential food items have increased by 40 to 100 per cent. This is making it very difficult for families to make ends meet. For example, the rises in price of mustard oil was Rs 110 to 120 per kg in 2020 and Rs 185 to 200 per litre in 2021 and refined oil is now being sold for Rs 150 to 200⁶ per litre.

India Today's journalists spoke to several families, wholesalers and experts across the country to understand the ground reality of this issue. It was reported that the rise in the cost of cooking gas and now the spike in prices of edible oil and pulses had made their kitchen budget go awry. Therefore, it was argued that the government should curb the rise in prices of essential commodities.

The wholesale market across the states in India reiterated that the price of edible oil in India has spiked because most of it came from abroad. Due to global inflation, India too is facing high prices of oil. The main reason for the increase in oil prices is the decline in import of palm oil from foreign countries. The demand for mustard oil continued to increase during the pandemics and this led to inflation. Soya bean oil also stopped coming from outside.

The pandemics-induced lockdown has left the common people with no choice but to dip into their savings to make ends meet. With a rise in price of essential goods it is becoming impossible to manage.

The lockdown had a huge impact on small business men which had made them to dip into their saving and it had became difficult to manage the household budget.

Due to the pandemics and prolonged lockdowns, the immune system of the economy has weakened. There could well be an onslaught of economic black fungus soon. To set the country out of the effect of the Covid-19 pandemic, the government needs to set up an economic think tank comprising of experts and not bureaucrats to devise solution for the welfare of the common man."

⁵ India Today accessed 18.08.2022 website; <https://www.indiatoday.in/india/story/pandemic-spike-prices-essential-items-difficult-common-people-1812561-2021-06-09>

⁶ India Today accessed 18.08.2022 website; <https://www.indiatoday.in/india/story/pandemic-spike-prices-essential-items-difficult-common-people-1812561-2021-06-09>

CAN INDIA MANUFACTURE LIKE CHINA

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India and China are the two giants and oldest civilization of Asia as well as the most populous countries in the world. We often see people comparing these two be it in the military, economy or any other field of comparison. Both of them have excelled at their own different capabilities. We all know China's manufacturing capabilities until it becomes the world's factory. But now the question arises "Can India really manufacture like China?" Well let's find out.

Prior to Industrial Revolution, these two giants of Asia are already considered as the biggest economy in the world. But both these countries suffered economically in the colonial period due to the influence of western economic powers in their capitalism. However, the other East Asian countries like Taiwan, South Korea, Singapore and Hongkong followed the "Socialist Economic Structure" resemblance to economy system of United Socialist Soviet Republic (USSR) have expanded their economy by opening to foreign investors and used their cheap labour for low cost manufacturing of goods. China also started to adopt the "Socialist Economic Structure". But this system was a failure to China where millions of people lost their lives due to "Great Leap Forward"* for China's economy.

In 1991, China opened many factories so as to lift up its economy. Many foreign investments flooded in the country from electronics to textile which started to be made in China. The Western market flooded with Chinese product made huge profit for Multi National Companies and the country became the world's factory. Soon with some export grant and with the average growth of 10% per year, China became the second largest economy in the globe. Similarly, India also realizes that they cannot sustain in its Socialist Policy for its economic growth after the fall of USSR who at that time was the biggest trading partner of India. Then in 1991 India also set up its economy and also became the export hub. But what India is exporting is not cheap manufacturing goods which include the high skill IT services like Software and business process outsourcing.

In the post 1991 reforms, the Government establishes a corporation called Software Technology Parks of India. This corporation provided Satellite links to major Information Technology (IT) developer enabling them to transmit the work done in India directly abroad. The huge restriction on overseas business was lifted and foreign Investment was welcomed. As a result the IT industry in India became free in the business of outsourcing gave momentum. Today, the IT industry accounts for 8% of India's Gross Domestic Product (GDP) playing a very important role in the Indian economy. As the IT business boomed in India, low manufacturing did not get the momentum that was required. We are all aware that IT section job are mostly limited to the English speaking people. To be mentioned the people with high skill sets are looking at the need to set up labour intensive industries. We also know that India has a huge industry of manufacturing but it is still substantially behind China's capability.

So the question arises why exactly India lacks behind in manufacturing. The problems of India's manufacturing section include lack of infrastructure such as road and rail network, poor transportation of goods, inadequate power supply, etc. On the other hand China offers integrated infrastructure like the large ports and highways, top quality labour and sophisticated logistic all of which are critical factors to meet strict deadlines that international companies operate. Another major reason why India is not the choice for international companies is because the country does not have free trade agreements with many other nations. India has spent more time on negotiation for free trade agreement with the United State (US) and European Union (EU). Last year (2021) India pulled out from the Regional Comprehensive Economic partnership Agreement (RCEPA). Due to this the country is not well integrated with major global supply chain. At present India has opened for foreign investment

with the import tariff having been increased since 2018. Import process is complicated and time consuming. Some experts commented that this had made India to be a failed Socialist Model before 1991.

On the bright side, the Indian Government had increased the manufacturing capacity by offering subsidy through scheme like Production Link Incentive from electronic manufacturing to textile and from automobile industry to Pharmaceuticals. India also offered generous subsidy to various industries in order to boast the manufacturing capabilities. As these industries grow, the country can take advantage of the population which is said to suppress China over the next decade as China's population is getting older and it is declining. Another good thing is that India's median population is still below 30 years and they still probably have three decades before its population starts to get older. If India uses this opportunity then in the coming decades more than 500 million people could enter the middle income class category and this could be the largest growth in the world's middle class.

The Indian start-up culture could help in the growth of the economy. The year 2020 saw the birth of maximum Indian unicorn with 44 unicorns coming in that year. According to Hongkong and Shanghai Banking Corporation Limited (HSPBC) research in the last five years India's internet start-up has got an investment of \$60 Billion of which \$12 Billion of investment came in 2020 alone. This start-up is happening because of the digitalization of the country. India's internet penetration rate is increasing rapidly. Today the country internet penetration has reached 50% and just five years ago it was only 27%. The increasing use of the internet is not just helping the start-up but also big institutions and small businesses. According to a research in 2015-16, internet contributed 56% of the GDP. This has increased to 16% in 2020 and in terms of dollars in 2020 this contributed nearly \$530 Billion, out of which \$270 billion came only from the mobile application. It is estimated that by 2050, 10% of India's private consumption goods could be accessed through the internet so with the few Government subsidy and digitalization it is expected that it would be enough for India to attract foreign investment. But that might not happen because China's ways of capitalizing low cost labour for manufacturing may not work for India and that is because of atomization in various industries.

What India needs to do is to undertake broad structural reforms, improve its infrastructure and most importantly use the changing geo-political shift to modify its trading relationship with the rest of the world. If India could place things right it would not be impossible for India to positively change its heights in manufacturing trades by the end of the decade. So what we can do now is to wait and watch.

The **Great Leap Forward of the people Republic of China was an economic and social campaign led by the Chinese Communist Party (CPP) from 1958-62 for reconstructing the country from an agrarian economy into a communist society through the formation of people's communes.*

NATURE IN KHASI ETHICS AND RELIGION

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The Khasis didn't have a script of their own until 1841. After the arrival of Rev. Thomas Jones, a Christian Missionary to this beautiful hill he introduced the Roman scripts to be used in Khasi literature as the Roman alphabets resonate the sounds used in Khasi language. The absence of written literature has not impoverished the Khasi culture but they have in their circulation many beautiful folktales and morally stories which had been handed down by oral tradition from one generation to another. However with the availability of scripts, today they are preserved preciously in black and white. Prior to that, moral lessons were being taught to the children by the elders' never through written books but verbally, by means stories and parables (*Ki Puriskam and Khanatang*). These stories are mostly based on the things of nature on birds, animals, plants, trees, rivers and mountains.

This pedagogical approach of the Khasis is quite commendable and has an authentic psychological basis. They are worthy of admiration and call for a deeper study and research. The Khasis, employ a very effective method of teaching morals by means of stories which are very much liked and sought after by the young and old alike. The impression they leave in the listener's minds is permanent and indelible. At other times they teach also by means of lyrics and *Ki Phawars* (Fables) which they teach also with the melodious accompaniment of the *Duitara* (Khasi musical instrument).

The Khasis are great lovers of nature and, as said earlier, most of their stories are based from nature but with the advent of western civilization that has to a great extent alienated the Khasis from their natural environment. They affectionately call her *Ka Meirilungrisan or Ka Mei Ramew* (Mother Nature). Nature, for the Khasis is a mother and a teacher. They see a harmonious relationship between the various things in nature, such as plants, trees and animals. They also see a valuable connection between nature and the life of man. A Khasi, therefore personifies nature and speaks of its qualities as if they belong to a real human person. Thus the pine tree for a Khasi is a teacher of self-sacrifice and service, because it provides fuel, timber for houses, leaves for shelter, etc.

For the Khasis, Nature is like a great book with infinite number of pages in it. Each page contains valuable lessons which every Khasi adheres to with pleasure and observe them with great scrupulosity. They do not need artificial books, for they possess this book whose author is none other than God himself. Therefore, the laws and norms that they read in it are most authentic and infallible. Every Khasi tries to make his life as harmonious and peaceful as the things in nature are; for he sees in her a perfect order. It gives his heart to see how humanity has strayed far from Mother Nature. It is the innate desire of every Khasi to re-establish the lost relationship that existed at the beginning of creation.

Where Are You Now!

Eva A Nongtraw
Education Department.

I really appreciate for the action you take in those few years back. You have proved to be the strongest body when you hit the culprit for the sin they commit. The people of Dima Hasao District, Assam when facing with the problem of polluted drinking water went straight to you and file a complaint that it was due to rat-hole coal-mining in East Jaintia Hills District, so the water of Kupli (Kupili) river turned polluted. The distance between the Kupli river or the place where from the people of Dima Hasao draw their drinking water and the mining hole here in and around Sutnga - Khliehriat areas are quite far, about 60 kms approximately.

But because you consider coal mining to be the cause for water pollution, therefore you imposed a very hard and fast rule over it and upon the miners. 'No more coal mining in the whole East Jaintia Hills District. Any one who doesn't pay heed to the call shall be severely punished'. Everyone obeyed.

Comparing by concerning about the environmental pollution, I have to say that the people of East Jaintia Hills District now a days are facing the problem which is very much resembles with the problem faced by the people in Dima Hasao District, Assam or even harder. Out there, the polluted drinking water, while here the polluted breathing air. The existing of the Coke Factories which run day and night in Elaka Sutnga, Rymbai, Jowai and other parts of East Jaintia Hills District caused the people to breath in polluted air emitted by those Coke Factories, because air cannot be filtered. I am really wondering about your whereabouts. Where are you now? I didn't even hear of you to interfere into the matter! Or was it because the people of East Jaintia Hills District did not bring this to your notice? Or do you have to wait for a complaint to deal with any Pollution issue?. While I thought that it is your job. Tell me NGT (National Green Tribunal) where are you now? If you are still alive, please, I am informing you that the distance of the Coke Factories which are about 30 to 40 of them in numbers is not more than 0 to 1km from villages in their surrounding areas and some of them are very very close to education institutions.

Raise up your hand NGT, the hand which hold the ruling rod once again against all the culprits who are responsible for the pollution of our breathing air, just as you did to control the pollution of drinking water of the people in Dima Hasao District, Assam.

AFSPA: A controversial Act in India since 1958

Smt. R. Dkhar
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Armed Forces Special Power Act (AFSPA) 1958 is an act of the Parliament of India which grants special powers to the Indian Armed Forces to maintain public order in 'disturbed area'. According to the disturbed areas (Special Courts) Act, 1976 once declared disturbed areas, the area has to maintain 'status quo' for a minimum period of six months.

The governor of the state and the central government are empowered to declare any part of the states partially or fully as a 'disturbed area' if it has become necessary to disrupt the terrorist activities or any such activity that might impinge on the sovereignty of India.

Under this act the Armed Forces has the authority to;

- i. Prohibit gathering of five or more persons in an area
- ii. Any suspect can be arrested without a warrant
- iii. They can search any house without any warrant and if they suspect that any militants or offender is hiding in any house/ building then the site can be destroyed by the forces
- iv. If a person is repeated offender and try to disturb the peace of the area, then arm forces are entitle to use force till his death
- v. Even in the case of wrongful actions by the arm forces legal actions cannot be taken against them.

In North Eastern States this act has been applied in order to maintain law and order as the government believe that these states were not well equipped to deal with the kind of disturbances or situations they were facing.

In 1949 when Manipur merged with India many insurgency groups were formed and began demanding a separate state and in 1951, the NNC reported that it conducted a free and fair plebiscite in which about 99% of Nagas voted for a free and sovereign Naga nation. They even boycotted the first general election of 1952 which later extended to boycott of government schools and officials.

In Arunachal Pradesh AFSPA has been imposed stating that the three border districts of Arunachal were being used by militants belonging to the National Democratic Front of Bodoland (NDFD) to escape to Myanmar. It was also alleged that there was an increase cases of kidnapping, extortion activities and the killing of security forces by the National Socialist Council of Nagaland (NSCN).

In 1997 AFSPA was first enforced in Tripura when terrorism was at its highest peak in the crucial border state, which shared an 856 Kms long border with Bangladesh. Member of two separatist groups - National Liberation Front of Tripura (NLFT) and All Tripura Tiger Force (ATTF) were sheltered and accused of getting arms training in Bangladesh. These two insurgent groups have been demanding thesecession of Tripura from India.

In Assam the entire state of was under the act since 1990, due the rise of United Liberation Front of Assam (ULFA) activities and atrocities in the region.

Apart of North East India, AFSPA has also enacted in Jammu and Kashmir in 1990, in order to tackle the unprecedented rise in militancy and insurgency in this state.

In 1983 the central government enacted the AFSPA in the state of Punjab and union territory of Chandigarh which was battling with the Khalistan movement in the 1980's

It was on the above backdrop, the AFSPA has been imposed in different states in India. However, over the years this act has been withdrawn in certain states such as Meghalaya, Tripura and Sikkim.

AFSPA which gives sweeping powers to the armed forces has faced a number of criticisms from various groups of people due to the following grounds;

- i. This act has been described as draconian repressive, colonial and archaic law in Indian democracy.
- ii. The act fail to protect and uphold human rights, this can be witnessed in the case of Thang Jain Monorama by the Assam rifles in 2004.
- iii. The power of arbitrary arrest and detention even to the armed forces goes against the fundamental rights vested in article-22 which provides safeguard for preventive and punitive detention.
- iv. Misuse of the provision of the acts like fake encounter, extra-judicial killing etc.
- v. The greatest outrage against AFSPA is due to the immunity given to the armed forces. No prosecution or legal proceeding shall be instituted without the prior approval of the centre even in the case of Botched up; they cannot be dragged to court. One botched such operation by security personnel take place in Nagaland's Mon District on December 2021, where thirteen civilians were gunned down, thereafter a regretful army maintain that they mistook civilians as insurgent and mistakenly opened fire. So despite a court of enquiry being formed to investigate the incidence, the trigger happy officer are immune from punishment under AFSPA, reminding the Nagaland assembly to pass a resolution for the repeal of AFSPA for the first time. Three Chief Ministers, Neiphiu Rio of Nagaland, N. Biren of Manipur and Conrad Sangma have demanded its repeal.

Attempts have also been made in the past to repeal AFSPA or reduce its area of operation. For instance, in 2000 the activist Irom Sharmila began a hunger strike that will continue for sixteen years against AFSPA in Manipur.

In 2004, the UPA government setup a five member committee under the former Supreme Court justice Jeevan Reddy. The committee recommended the repeal of AFSPA and called it "highly undesirable", and held that it had become an act of oppression.

On 31st March, 2012 the United Nation (UN) asked India to revoke AFSPA saying that it had no place in India democracy. A number of UN treaty bodies have also pronounced it to be in violation of international accord as well.

The act has also been criticised by Human Rights watch as a "tool of state abuse, oppression and discrimination."

Recently on 31st March, 2022 the Union Home Minister Amit Shah has made the announcement for the reduction of the 'disturbed area' imposed under ASPA in certain districts of north eastern states. It has been removed from 15 Police Stations areas in seven districts of Nagaland, fifteen police stations areas of Manipur, and 23 districts entirely and one district partially in Assam. However, AFSPA will continue to be effective in Nagaland's Mon district.

The decision to repeal the AFSPA has come as a result of a combination of circumstances. According to the government the step is a "result of the improved security situations and fast track development due to the consistent effort and several agreements to end insurgency and bring lasting peace in north east."

According to the Ministry of Home Affairs (MHA) the centre has signed several agreements to end insurgencies. This includes the Bodo Accord, 2020 and Karbi Anglong agreement 2021 in Assam. The NLFT (SD) agreement 2019 is to bring militants into the main stream in Tripura, the Bru-Reang refugee Agreement 2020 for resettlement in Tripura.

In 1999, number of insurgencies related incidents was 1743 but it has dropped to 209 in 2021. 6900 armed extremists surrendered between 2019 -2022 and 4800 weapons were dropped in between these years.

The killing of 14 villagers in Oting, Nagaland had a major impact in reviving the demand to repeal AFSPA.

However, despite of the facts that AFSPA has been repealed by the government in many states but we cannot deny the facts that it has served its purpose in many instances such as;

- i. They are able to protect the boundary of the country
- ii. In the absence of strict law, the armed forces will not be able to tackle the insurgents inside the country especially in Kashmir and North Eastern States
- iii. The AFSPA is applied in an area only when the ordinary law of the land are found to be inadequate to deal with the extra ordinary situations perpetuated by the insurgents.
- iv. Insurgents movement in India have more or less been proxy war being waged against India by external actors and this necessitates the deployment of armed forces in a counter-insurgency role with enhanced legal protection.

The underlying point is that the army cannot operate in militancy-hit areas without the AFSPA and if AFSPA is repealed as is being demanded the army would have to be withdrawn from the state or area. That will create a huge gap in the security grid and this give rise to the growth of terrorisms.

Therefore, the AFSPA is justified as it is for the safety and security of the disturbed area of the country. However, due to countless human rights violation that have happened over the years, the status quo of the act is no longer an accepted answer. As a result the state government of the disturbed area along with the central government should find out an alternative such as;

- i. Peace can be established by only synchronised effort of the central and state government along with security forces
- ii. There need to work on the mechanism which can lead to the building trust among armed forces and public in general
- iii. There is no need to run the country on the basis of bullet while the matters should be resolved on the basis of the ballot
- iv. And most importantly, the government should explore and repealing AFSPA on a case by case basis, and limits its applicability to a few trouble regions rather than the whole state.

“Hope Plea”

Riakor Dkhar
Department of Sociology

1. A Heart Of sorrow;
A Heart Of dubious;
Hope appears:
To wipe away tears.
2. A Heart Of despair;
A Heart Of misery;
Hope enter:
To make it better.
3. A Heart Of lost;
A Heart Of confusion;
Hope utter:
To be a comforter.
4. A Heart Of pessimistic;
A Heart Of dismal;
Hope knock:
To be optimistic.
5. A Heart Of hopelessness;
A Heart Of wretchedness;
Hope, hope again:
Happiness to gain.

Time: In it's own season

Thywillbedone Bareh
Department of Sociology

Strolling with the season of time,
Season of moulding and mending;
Striving for a better perfection,
And to every season, there is a time.
Strolling with the page of time,
Recalling back the timeless treasures of mine;
Though never going back to the same old page of time;
And to this, is a season of mine.
Strolling through the lens of time,
Discerning and wondering;
The glass of fine-self,
To a full season of good wine.
Strolling through the silence of time,
Have any more to say;
Pause a while,
To answer, everything through time.

“Ka Akor Khasi”

Percia Phawa
Department of Khasi

Ka kyntien “Akor” ka long kaba lyngkot kaba don tang saw dak “Akor” pynban ka kit ia ka jingmut kaba iar haduh katta katta. Ka akor khasi ka dei kata kaba ngi pynpaw shabar ha ka jinglong ka jingim, ka akor bad ka jinglong ki ia iaïd ryngkat ryngkat. Ym lah ban don tang ka akor khasi khlem ka jinglong bad ymlah ban don tang ka jinglong khasi nylla khlem ka akor. I Kong S. Rynjah ha ka kot “**Na Sla ka Soh Myndur**” I ong “Ka akor ka dei ka kynja jingstad barieh ba pynsan pynrangbah ia ka longbriew ka manbriew.....” Halor katei ka jingong ngi sngewthuh ba ka akor ka dei ka jingstad, ka jingtip bad ka jingshemphang kumno ban im ban iaïd ban ieng hangne ha sla pyrthei. Ka akor ka dei ka tynrai jingim bad ka aiñ longbriew man briew kaba tuid ha ki thied snam jong ka jaidbynriew pateng-la-pateng. Ka akor ka kynthup ha ka ia ka riam ka beit ka ktien ka thylliej, ka iaïd ka ieng, ka bam ka dih, ki kam ki jingleh bad kumta ter ter. Kine ki dei kiba iasnoh bah bad ka jingim kaba man la ka sngi. Kumta ia ki bynta baroh ba iaïd bad ka jinglong jingim jong u Khasi la synshar da ka akor naduh na iing haduh habar. Ka nongrim jong ka akor ka ieng rasong halor ka jingngeit sneng bad jingkohnguh sneng. I kong S. Rynjah I ong “ki kmie ki kpa ki long ki diengblei mawblei.....” kaba mut ba ki kmie ki kpa ki dei ki nongsneng nonghikai ba nyngkong bad bakhrav eh ia la ki khun ba kin bat pyrkhing ia ka akor bad ka jinglong babha. Ka jingjot ka jingbha jong ki khun ka shong ha u lakam ba pynrkhing jong ki kmie ki kpa, dei da kumta ba sa don ka jingong **ka rympei ka shlem saiñdur.....** Hooid shisha ha skul ha kolej ruh ki nonghikai kim aimon ia u ne ka khynnah tangba kaei kaba la ioh na la rympei pat ka long kaba kham khraw bad khia bun shah ban iaka ba na skul ne kolej.

Ka akor ka long kaba ha khmat bad kaba donkam eh ban ia kiei kiei baroh. Ka Kong S. Rynjah ka ong “..... Lah ban don ka spah shi pat hati lada khlem ka akor ka jingim ka long makna bad sepei.....” Halor kine ki lain ngi shem ba ka spah ka kyrdan, ka ksiar ka rupa, ki jingdon jingem baroh ki long tang ki rongphong kiba pynitynnad shipor hynrei lada khlem ka akor ka jingimbriew kam iapher na u mrad, u ne ka briew ki bym don jingnang jingstad (Education) kiba duk, ki nongbylla sngi hynrei ki long pat kiba tip bad bat skhem ia ka akor ha ka kup ka sem, ka rukom kren, ka bam ka dih la ñiew ia ki kiba stad bad shemphang naba ka kyrteng bad ka nam jong ki ka iai suhsieng bad iwbihi kylleng. Ka akor Khasi ka long ka nuksa ka babha tam sha kiwei. **Ka long ka baiseng kaba don la ka dor ha ka jingim briew kaba palat ia ka ksiar ba ngi deng ha ka long-rynieng. Ka long kum ka jaiñkup kaba da ia ka met kaba wanrah ka jingsyaid bad ka jingitynnad ha ka longbriew ka manbriew.**

Ha kine ki sngi ka akor Khasi ka la sdang jah noh bad lip rong noh. Kum ki khun khasi khara ngi dei ban kyndit bynriew ban shim ia ka jingkitkhlieh kumno ban pynkhie im biang bad ban bat skhem na ka bynta ban pynneh pynsah ia ka akor khasi ha kane ka pateng ba mynta bad ka ban sa wan. Kumba la kdew haneng ba ka jingkohnguh sneng ka long u maw nongrim jong ka akor, nalor kata ka akor ka ia iaïd ryngkat bad ka jinglong don burom ha ka jingim briew. Ka jingiburoom para briew, ka jingnang ban burom ia ki ba halor ka pynpaw ia ka akor khasi tynrai. Ka Ri Khasi ka dei ka Ri tipbriew tipblei te lada ka akor ka burom khasi ka la jah noh hangno kata ka Riti bad ka Hok tynrai jong ngi? Namar kata **Ka akor kaba tam ha ka pyrthei.**

JAINTIA EASTERN COLLEGE

Rudawanshwa Supooh
Asst. Prof. Khasi & Alumni JEC

Khatkhyndai spah khyndai phew ar,
Jaintia Eastern College la seng;
Da arngut shakri Blei baiar,
Ryngkat Ma Pher, skhem ka la ieng.

Pha long kolej banyngkong eh,
Ha thain East Jaintia Hills Distrik;
Jingshai sha kiwei de ban tbeh,
Kum khlur ha sahiti bneng khrik khrik.

Ka shlem saiñdur ngi ioh na pha,
Samla pule ki wad ki lad;
Rangli juki ki thrang shisha,
Jingstad ba ki ruh kin ioh mad.

Jaintia Eastern College baieit,
Naduh i pa haduh ha nga;
Ngim lah ia pha khlem da sngewieit,
Ngi ioh jingstad lyngba jongpha.

Assistant Professor nga long,
Mynshwa tang kum khynnah pule;
Jingkmen ka mynsiem bym lah ong,
Ban hikai ia kiwei pat de.

Pha don shisha ka dohnud kmie,
Pha pdiang naphang ia u ba wan;
Pha kdup ruh de ia ki rangli,
La ki ba na jngai ne najan.

U Principal, ki khot Ma Pher,
Da ki briew ha baroh ka thaiñ;
U long shisha u briew bapher,
Ba khraw ka pyrkhat ka pyrdaiñ.

Haduh ka Jubilee Rupa,
Baroh nongtrei bad nonghikai;
Ki im hapteng ka jinglynga,
Ki trei shitom khlem da tyngkai.

Arphew arphew wei sah kynmaw,
Kolej khyndiat don jingkylla;
Da arngut riew pawkhmat bakhraw,
Lahkmen Rymbui, Kyrmen Shylla.

Katba nang mih ki sngi ki por,
Kolej katta nangroi kyrhai;
Kyrting la bna nam man ka por,
Khamtam Post Graduate ki la ai.

Sawdong ka Ri Khasi-Jaintia,
Ngan iai pyrto junom kyndong;
Pha dei 'lur step na East Jaintia,
Ba ieng 'lor lum Bah Bo Bah Kong.

KATTO KATNE SHAPHANG

KI MATTI JONG KI RIEWKHLAIÑ KA RI JAIÑTIA

Mr. Deibormi Nongpoh
Khasi Department

Ka Ri bad ka jaitbynriew jong ngi wat la ka long ka ri kaba rit bad ka jaitbynriew kaba rit hynrei ka don ña ki riewkhilaiñ kiba la im ha ki spah snem ba la leitnoh, kiba la pynsahnam ña lade da la ki jong ki matti kiba ngi dang lah ban ñohi haduh kine ki sngi ha ki katto katne tylli ki jaka jong ka ri Khasi - Jaiñtia. Ki don na kine ki matti jong kine ki riewkhilaiñ kiba pyni ña ka kolshor, ña ka histori jong ka ri bad ka jaitbynriew jongngi.

Ha kane ka jingthoh, ngin ñapeit halor kane ka bynta kaba ñadei bad ki “*Katto katne ki Matti jong ki Riewkhilaiñ na Ri Jaiñtia*”. Haba phai sha kane ka kyntien ‘Matti’ ka kong Sweetymon Rynjah ka batai ba kane ka kyntien

‘Matti’ka thew lane ka mut ka jingtrei da ki kti, kum kaba suh kaba thaiñ, ha ki jaiñ ki nep, ki kriañ ki shang, ne ki jingshna oh dur da ka dieng ka siej, bad ka jingshna oh dur da ki maw. Kumba ka ri Khasi ka long kaba don kynrei bha ki par maw, kumta ruh ki longshuwa ki la buh la ki matti da kaba shtah bad shniañ ña ki maw bad pynieng ña ki ha ka dur ki mawbynna, ki kor shongthait bad ki maw pun jingkieng ban klan ña ka wah.¹

Haba phai sha ri Jaiñtia ngi ñohi ba ki don kine ki matti jong ki riewkhilaiñ kiba ki la pynsahnam ña lade, bad ki don na kine ki riewkhilaiñ ki ba la khot ña ki da ki ‘Mar’. U P.R.T.Gurdon ha ka kot *The Khasis* u batai kumne, halor kane ka kyntien; “Mar” is a synteng word meaning a giant” ka kyntien “Mar” ka dei ka ktien synteng kaba mut ki riewkhilaiñ.² Kane ka kyntien ka thew ña ki riewkhilaiñ. U P.G. Gatphoh u ong ba ka dei ka nam ba ai ki syiem Jaiñtia ia kino kino ki briew kiba la shakri hok bha ña la ka ri, bad ka shnong ka thaw, ha kano kano ka rukom.³ Kane ka jingshakri jong ki ka lah ban long ha kaba ki tei ña ki Mot, ki Kor, ki Mawbynna, ki Mawniam bad ki Mawpun. Kiba kum kine ki briew ha ki sngi barim, ki ju ñoh jaka ban shong ha ki ñing Syiem ñing Patsha bad ki ai nam ña ki “Ki Mar”.⁴ U H.W Sten u batai kumne halor kine ki riewkhilaiñ:

“U ‘Mar’ u long u briew uba khilaiñ haduh katta katta. U lah ban rah ña ki maw ki baheh, ne ñalehkai bad u masi kyrtong ruh. U ‘Mar’ u ju pyntbit ña lade na ki kam barit kum na kaba rah ña ki dieng kiba khia, ba kit ña ka jingkit bakhia, mareh bad kynting maw, ñalympat bad bun kum kita kiba ñadei bad ki riewshlur suda. U myllung Primrose Gatphoh u ñathuh ñanga ba ka ju don ka jingtyñjuh kaba shykhei ña ki Mar ha ka hima u syiem Jaiñtia hyndai....un ñapruh hangta”.⁵

Ban ñoh ña kane ka nam “Mar”kam long ka kam kaba suk, hap ban mad ña ki jingtyñjuh kiba shykhei ha kaba la don na ki riewkhilaiñ kiba la duh noh wat ña la ka jingim. Kiba ñoh ña ka nam “Mar”dei tang kito kiba la dep tyñjuh da ki syiem ban ñohi ña ka buit, ña ka jingtbid bad ña ka jingkhilaiñ bor jong ki. Dei kane ba ki syiem Jaiñtia ki juleh ha ki por jong ki; ngi sngewthuh ba kiba kum kine ki riewkhilaiñ kiba la jop ha ki jing ña tyñjuh bor ki ju ñoh ña ka lad ban shong ha ki ñingsyiem, ban long ki nongñarap jong u syiem bad ki don ruh ka jingñadei kaba jan bad u syiem.

Kumta kane ka kyntien “Mar” ka dei ka kyntien kaba la pyndonkam ban khot tang ña kito ki riewkhilaiñ kiba la ñohi shisha ña ka jingkhilaiñ jong ki na ki kamba ki la leh. U P.G.Gatphoh ha ka kot *Ki Khanatang bad U Sier Lapalang*, ngi ñohi ba u la wanrah katto katne ngut ki riewkhilaiñ kiba la ñoh ña ka nam ‘Mar’ bad kiba la pynsah nam ña lade da la ki jong ki matti. Na pdeng kine ki riewkhilaiñ, ki long U Mar Phalyngki,⁶ u Luh, u Tapum, u Mak bad u Maklai kiba dei ki riewkhilaiñ kiba la sngewthuhba ki la ñoh ka jingithuh na ki syiem bad kiba la deihok ban ñoh ña ka nam “Mar”.⁷

Nalor kitei ki riewkhilaiñ ba la kdew haneng, ngi lap shuhshuh ña kiwei pat ki riewkhilaiñ ha kane ka ri jongngi kita long U Railong, U Ter Kyndiah, u Khur, (Raliang) U Ran Ñiangti bad

U Bailon Khyriem kiba ka P.P.Paslein ka la wanrah ha ka kot *A Glimse At The History Of The Jaintia Kingdom*.⁸

Haba phai sha ki matti jong kine ki riewkhलाई, ngi shem ba ha ka shnong Nartiang, u don u maw bynna ba la pynieng, uba ka rynieng ne jingjrong jong u ka long 18 pruh bad ka jingrben kaba 2 pruh khamti badei uwei na ki mawbynna bajrong tam hapoh ka ri Khasi-Jaiñtia.⁹ Ha khmat jong une u maw ha kane ka jaka, ka don ruh ka maw kynthei kaba ka jingheh jong ka ka long shiphew pruh shiteng la khyndai pruh; kine ki maw ki sakhi shisha ia ki matti jong ki riewkhलाई jong kane ka Ri jongngi. Kat kumha ki jingthoh jong u H.Lyngdoh bad P.R.T. Gurdon iakine ki maw la pynieng da u Mar Phalyngki bad u Lah laskor.

Ia ki matti jong kitei ki saw ngut ki Mar, kata u Mak, U Maklai, U Tap um bad U Luhngi dang lah ban iohiia ki ha Thlumoowi lane ha ka wah Amwai ne Amwi kaba don harum ka shnong Skhentalang ha kaba ki la sthah mar uwei u maw ban pun jingkieng nashiliang sha shiliang. La iathuh ruh ba uwei na kine ki maw u la kdiah noh baiuh u Hati jong u khun u Hari sahep¹⁰ hynrei mynta la sthah biang da uwei u maw ban pun ia kane ka jingkieng. Nangta ha Umiaaknieh hajan ka kshaid Krang Shuri ha ka shnong Amlarem ngi lah ban iohi ia ka jingkieng kaba la shna bad ka khilon, don pat ki ba ong ba ia kane ka jingkieng Umiaaknieh bad Umwai la shna da U Bailon Khyriem, u riewkhलाई ba na Amwih ynrei ki don pat kiba iathuh ba Mak, U Maklai, U Tap um bad U Luh ki dei ki nongshna ia kane ka jingkieng¹¹ ha kaba ki don ki dur ba kine ki nongshna ki la shtah ha ki maw.

Ia ki matti jong kine ki saw ngut ki Mar kata u Mak, u Maklai, u Tap um bad u Luh, ngi dang lah ruh ban iohi ia ki ha ka dur ka Sngi, u Bnai, ka Pung, u Hati ha Rupasor, ha ka shnong Syndai. Kine ki jingtreijong ki, ki pynpaw ia ka jingkhलाई bad jingtbit jong ki ha ka kam misteri maw.¹²

Haba peit bad bishar ia kitei ki matti jongkitei ki riewkhलाई, la sngewthuh ba la tei la shna ia ki hadien ba ki syiem Sutnga ki la ioh ban synshar ia ka Jaiñtiapur, kata haba u syiem Sutnga u la pynlong ia ka Jaiñtiapur kum ka nongbah tlang jong u. Ka lynti ban leit sha Jaiñtiapur lada mih na Jowai ka long lyngba ka Amwi ne Amwai, Krangshuri, Syndai bad Muktapur. Nangta haba ngi bishar bniah shuh shuh ia kine ki matti jongkine ki riewkhलाई, ngi lah ban ong badei ha ka por jong ki ba ka la sdang ka Jaiñtia *Architecture*, hynrei ngi lah ruh ban ong ba kane ka dei ka *Jaiñtia-Hindu architecture* namar ki don ki jingteikiba la iakhleh lang bad ka rukom ngeit ki Hindu.

Nalor kitei ki matti jongkitei ki riewkhलाई kiba la ioh ia ka nam “Mar”, dang don sa u wei pat u riewkhलाई ka ri Jaiñtia uba la ioh ia ka jingithuh na u syiem Jaiñtia bad uba la ioh ia ka nam “Mar”, uba ngim pat iohi ba un rung ha ki kot ki sla bad bun na ngi lehse ngim pat tip ia ka khana shaphang jong u. Une u riewkhलाई u dei na ka jait Nongpoh na ka shnong Nongtalang kaba don ha War Jaiñtia. Ia une u riewkhलाई la khot ha Nongtalang da u Bir Nongpoh. Kane ka kyntien “Bir”ka dei ka kyntien ba ki Nongtalang ki khot ia uno uno u riewkhलाई. Katkum ki jingithuhkhana hadien ba u syiem u la bna shaphang ka bor ka jingkhलाई jong u, u la phah ba un hiar sha Jaiñtiapur ba un iakynduh mar khmat bad u, hynrei ymlah pat ban ioh jingtip shaphang ka kyrteng jong uta u syiem Jaiñtiapur uba synshar ha kata ka por. Ka Jaiñtiapur kam da jngai na ka shnong Nongtalang, kumta une u riewkhलाई haba u la shah khot, u la hiar ban leit iakynduh ia u Syiem sha Jaiñtiapur. Une u riewkhलाई hadien ba la dep tynjuh ia u, la lap shisha ba u dei u riewkhलाई bad u la ioh ia ka nam “Mar”na u syiem Jaiñtia. Une u riewkhलाई ymtang ba u la ioh ia ka nam “Mar”, hynrei u don ruh ia ki matti kiba ngi dang lah ban iohi haduh kine ki sngi.

Kine harum ki long ki matti jong u Mar Nongpoh kiba dang lah ban iohi haduh kine ki sngi.

1. U Mawsiang ba u pynlong trap: Une u dei u mawsiang ba u Mar Nongpoh u pyndonkam ban kup ban iada ia lade na u slap ha ka por ba u wan nabri; ia une u mawsiang la khot ha Nongtalang da “*Ke Chyldiang u Bir Nongpoh*”, “Chyldiang” ka mut ia ka “trap”. Ka pyngkiang jong une u maw ka long 162 cm, ka lynter ka long 525cm bad ka jingrben ka long 63cm. Une u maw u dang don haduh mynta ha ka shnong Nongtalang.
2. U Maw byrsiew: La iathuh ba la don ha kawei ka sngi ba ka kmie jong u, ka phah ia u ba un leit wad maw kiba biang ban shna maw byrsiew, u Mar ynda u la wan, u wanrah pynban da u maw uba heh bajrong u bym iahap ban shna maw byrsiew. Une u maw u don ia ka jingrong kaba 177 cm, ka pyngkiang 27cm, bad ka jingrben kaba 31cm. Une maw ruh u dang don haduh mynta ha ka shnong Nongtalang.
3. U Maw ba u pom da ka wait: Une u dei u maw uba kham kyrpang namar u don ka jingidei bad u Syiem Jaiñtia; kat kumna ki jingiatuh pateng jong ki longshuwa, une u dei u maw jong ka jingiatynjuh bor hapteng u Syiem Jaiñtia bad u Mar Nongpoh; u Syiem u la siat da ka Suloi ban pynpei lyngba ia u ne u maw hynrei um shym la lah ban pynpei, kumta u Mar u la pom da ka wait ia une u maw bad u la dkut noh. Ha une u maw haduh mynta dang lah ban iohi ia kine ki dak wait ba u Mar Nongpoh u la pom bad ia ki dak kuli ba u Syiem u la siat ha kaba la don ka thliew kuli ha une u maw kumba 6/7 inshi eiei. Une u maw u don ha ki bynta ba shathie jong ka shnong Nongtalang ha ka lynti ban leit na Nongtalang sha Jaiñtiapur.

Kaba kham sngewtynnatt ka long ba hangne ha Ri jongngi ym shym la don tang ki rewxhlaiñ shynrang hynrei ki don ruh ki riwxhlaiñ kynthei. Ka kur Nongpoh ha Nongtalang kam shym la don tang ia u Mar hynrei ka don ruh ia ki laingut ki riwxhlaiñ kynthei kiba la pynpaw pyrthei ia la ki jong ki matti da kaba ki la pynieng mar uwei u mawbynna ha kawei ka jaka kaba ki khot ka “Shmea Dymmui”. Kane ka jaka ka don ha ka surok ban leit na Amlarem sha Dawki. ‘Shmea’ ka mut ‘Maw’ bad ‘Dymmui’ ka mut ia ka thei samla kaba la poi sha ka jinglong samla ba pura. Kine ki maw ba ki la pynieng ki dang don haduh mynta ha kane ka jaka.

U myllung Soso Tham ha ka kot *Ki Sngi Barim u Hynñiew Trep* ruh u la kynud shaphang kine riwxhlaiñ bad ki khlawait jong ka ri kiba la im ha ka mynnor kiba la ieh shadien ia la ki matti da kaba ong kumne:

I’u briew bashoh ka sngi balwait,

Ki tei ki korba un shongthait:

Jingkieng ki pun halor ki wah,

Ka thadlaskeiñ ruh kan iaisah;

Katba dang neh ka sngi u bnai,

Ka buit ka bor ki nonghyndai.

Ki khla ka wait ki khraw jutang,

Ha um ha ding ia ki la phrang:

Ka rong ka rup, ka puh ka phieng,

Ka maiñ jong ki ban peit ngi tieng;

Iathuh ma phi, thawlang, iawbei,

Iathuh ia ngi ki thiah haei?¹³

Kine ki matti jong kine ki Riewkhlañ ki long ki soh pyni sha ka pyrthei baka jaitbynriew jongngi ka long ka jaitbynriew kaba kyrpang, bad ka kamram jongngi ka long ban pynneh pynsah ïa kine ki matti kiba ngi dang lah ban ïohi haduh kine ki sngi.

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Ïakane ka jingïathuhkhana halor u Mar Nongpoh bad halor ki theiriew khlañ jong ka kur Nongpoh la ïoh ban lum na ka thupbuh jingkynmaw (Diary) jongi (L) Long Nongpoh.

JINGSUK

Lancaster Nongtdu
Khasi Department

Jingsuk ka kyntien kaba suk ban sngewthuh
Hynrei ban ioh iapha ka long kaba eh
Bunsien ruh iapha ngi wad shabar
Ngi klet pat ban wad shuwa na iing.

Jingsuk kam ju nïew shiliang khmat
La I' u rit u ria, u duk u riewspah
Bad pha ban don bun ki kwah
Mano na ngi ban hun khlem ma pha.

Ka pyrthei kamai spah mynta
Bun kim khein kor shuh ia ka
Tang ba la biang ia lade shimet
Ia kiwei kim kheinkor satia.

Jingsuk ha shnong ha thaw kam don shuh
Synshar khadar ruh khlem lah peiphang
Namar ai jingsuk kim lah sngewthuh
Namar ngi iaid ha lynti kaba bakla

Ka pyrthei kamai spah mynta
Ka pynshlur ia u briew ban leh ki kam thala
Tangba lah pynbiang ia lade
Jingsuk u sngew u la ioh lut.

Lada jingsuk ngi kwah ban ioh
I' u nongbuh nongthaw ngi dei ban phai
Ba ia jingsniew bad jingbha ngim lah pynkhlad
Hangta kein ia pha ngin ioh mad.

KI THMA POHĪING KA ELAKA RYMBAI

Dr. P. Nongtdu
Khliehriat

Ha man la ki elaka bad ki hima hapoh ka Ri Khasi Jaintia jong ngi, ki ju don ki jingĭakajia pud, ki jingĭakulmar, ki jingĭalehthma hapoh ki elaka lane bad ki hima/elaka kiba nabar. Īa ki sohkhliah jong kitei ki thma danglah ban ĩohi haduh mynta mynne. Kum kine ki jingjia ngi lah ban shem hapoh ka elaka Rymbai ruh kaba la ju tip naduh mynshuwa kum ka elaka *Ynru Chnong* (Umsatai, Suchen, Rangat, Deiñchalalu, Nohkhara bad Kairang).

Ki kynrum kynram hapoh ka elaka Rymbai kiba la mih na ki daw jong ka *Wyr-aw* (Ka jingshongkha jubor ĩa ki kynthei khynnah khlem da kheiñ shuh ĩa ka sang ka ma, ki kam bym man bad ki kam awria), ka jingpynhiar dor ĩa ka burom bad iktiar (*Īuspong*) jong ka elaka, ka jingpynkynriah ĩa ka nongbah jong ka elaka na ka shnong Rangat sha ka shnong Deiñchalalu bad kiwei kiwei ki kam bymman kiba la nangpyntroiñ shuh shuh ĩa ka jingĭadei hapdeng ki dorbar shnong bad ki bor synshar elaka. Kine ki jingjia ki la wanrah ĩa ka jingbym ĩa sngewthuh jingmut hapdeng ki nongsynshar jong ki hynriew shnong, nuksa kum ka jingpynkynriah ĩa ka nongbah jong ka elaka, ka jingpynkynriah ĩa ka shnong Kairang na Lum u Siar (kaba don hajan ka shnong Wapungskur), ka jingwan buhai shnong ki briew na ka shnong Liardeiñkaiñ bad Īurim Latyut sha ka shnong Khliehriat ki long ki dak ki shin jong ka jingorpait ka synshar khaddar jong ka elaka.

Ha kane ka jingthoh ngin ĩa peit katto katne ki thma kiba la mih hapoh ka elaka kum ka thma ***“Pahmaskot*** bad ka thma ***“Deiñchalalu”***. Ka thma *Pahmaskot* ka dei ka thma kaba la ĩaleh hapdeng ka shnong Rangat (Kaba ju don mynshuwa ha ka jaka kaba ki khot ka Rangat heh) bad ka shnong Suchen (Kaba ju don ha ka jaka kaba ki khot ka Umtaban). Kine ki shnong ki long kiba paw hapoh ka elaka bad shabar ruh la ha ka liang u pud u sam lane ha ka jingbun paid.

U *Jotkiri* bad U *Kitnaraiñ* kidei ki riewniam kiba bha bad kiba don burom ki la wan jngoh ĩa ka elaka bad ki la shong la sah ha ka shnong Rangat (Rangat heh) bad ha ka shnong Suchen (Umtaban). Dei kine ki riewniam kiba la seng nongrim ĩa ki artylli ki rukom jinglehniam hapoh ka elaka kiba la tip kyrteng kum ka ***“Chad Pastieh U Jotkiri”*** ha ka shnong Rangat bad ka ***“Chad Pastieh Kitnaraiñ”*** ha ka shnong Suchen.

Ha kaba nyngkong ka shnong Rangat bad ka shnong Suchen ki don ka jingĭaburom markylliang da kaba ki ĩa pynbeit ryntih ĩa ki sngi bad taĭew ban pynlong ĩa kitei ki ar tylli ki jinglehniam ba shisien shisnem. Ki briew ruh ki ĩa im suk im saiñ khlem kano kano ka jingĭabishni pihuiñ para maki.

Kat kum ki jingĭathuhkhana pateng ki longshuwa manshuwa, katto katne snem hadien ka la don ka jingbym ĩa sngewthuh jingmut hapdeng jong ki ha kaba ĩadei bad ka taĭew ban pynlong ĩa ki jinglehniam bad kane ka jingĭapher jingmut ka la ĩalam sha ka jingĭalehthma hapdeng jong ki.

Ha kaba nyngkong ka shnong Rangat ka la shahjop bad ka la tyrwa ban don ka jingĭakren ĩasuk bad ban bteng biang ĩa ka jingĭadei paralok kum ha ki sngi bad ki snem kiba mynshuwa. Ka shnong Suchen ruh ka la pdiang ĩa katei ka jingtyrwa khlem kano kano ka jingbuhkhoh bad kumjuh ruh ki nongĭalam jong ka shnong Rangat ki la pdiang ban pynlong nyngkong ĩa ka jinglehniam ***“Chad Pastieh Kitnaraiñ”*** ha shnong Suchen. Ka shnong Rangat ka la kular ruh ban wan ĩa shim bynta ha kane ka jinglehniam khnang ban pynskhem shuh shuh ĩa ka jingĭadei bad ka jingĭalong paralok hapdeng jong ki. Ki nongĭalam jong ka shnong Rangat ruh ki la khot sngewbha ĩa ki paid nongshong shnong jong ka Suchen ban wan ĩa shim bynta ha ka jinglehniam ***“Chad Pastieh Jotkiri”*** ha shnong Rangat hadien ka jingpynlong ĩa ka jinglehniam ***“Chad Pastieh Kitnaraiñ”***.

Ki nongġalam jong ka shnong Rangat ryngkat ki nongġapom, ki shipai ki swar, ki samla kynthei bad shynrang ki la mih na la shnong ban leit sha ka shnong Suchen ban ġa shim bynta ha ka jinglehniam “*Chad Pastieh Kitnaraiñ*”. Ki paid nongshong shnong jong ka Rangat ki la pynriam ġa uwei u briew ha ka dur jong u blang da kaba leh mynleh ban wanrah blang sha kata ka jinglehniam. Ki paidbah na shnong Rangat ki la ġa rwai kynhoi ha ki sur jong ki ksing ki dhah bad hateng hateng ki pynpah blang ġa uta u briew khnang ba ki nongġalam jong ka shnong Suchen kin ngeit bad shaniah ġa ki.

Ha shuwa ba ki paid jong ka shnong Rangat kin rung hapoh u pud u sam jong ka shnong Suchen, ki la shong pynjahthait halor uwei u lum uba don hajan ka shnong Rajoh bad ka shnong ġapmala. Katba ki paid jong ka shnong Rangat ki dang ġa rwai bad ġa kynhoi, ki nongġapom bad ki shipai ki swar jong ka pat ki la nangġaid lypa sha khmat napoh ki khlaw ba rben jong ka wah Lamo bad wah Umkram ban kerkut ġa ka shnong Suchen.

Haba ki Nongġalam bad ki rangbah jong ka shnong Suchen ki la ġohi ba ki paid jong ka shnong Rangat ki la wanpoi ha ka jaka ba la ġa kut, khlem kano kano ka jingsuba sniew ki la leit sha katei ka jaka khlem ki tiar ġapom ban leit shaw lynti ġa ki. Haba ki la jan poi ha katei ka jaka, ki la ġohsngew pynban ġa ka jingġam bad jingpyrta shla jong ki kynthei khynnah kiba dang don ha shnong kiba la shah kerkut bad shah pynġap naphang ha kita ki nongġapom bad ki shipai ki swar jong ka shnong Rangat. Ki nongġalam jong ka shnong Suchen bad ki paid kiba la ġa synranlang ki sa tip ba ki la shah shet bad shah thok ha ki nongġalam jong ka shnong Rangat. Ki Nongsuchen ki la ġaleh pyrshah ġa ki nongġapom jong ka shnong Rangat hynrei kim lah shan ha ka jingkhlaibor ki nongġapom jong ka shnong Rangat. Kumta ka shnong Suchen ka la shah jop thma. Naduh kane ka por ki Nongsuchen ki la khot ġa une u lum uba ki Rangat ki shong pynjahthait da ka kyrteng u “*Lum Pahmaskot*”, ka jingmut jong ka kyntien “*Pah*” ka mut pynbang; “*Maskot*” ka mut ka jingshah thok lane shah shukor. Naduh kane ka por ġa kane ka jingġalehthma hapdeng ka shnong Rangat bad ka shnong Suchen la tip kum ka thma *Pahmaskot* (Kumba la ġathuh da u woh William Lamurong, Suchen Rim).

Ki jingġaleh makynti hapdeng ki shnong jong ka “*Elaka Ynru Chnong*” kim kut tang ha ka thma “*Pahmaskot*” hynrei ki la pur ruh sha kiwei de ki shnong jong ka elaka. Ka jingshah hiar thma jong ka shnong Deiñchalalu ha ki “*Saw Lyngdoh*” (Mynta ka elaka Jowai) ka dei ka jingbishni hapdeng ki nongġalam jong ka elaka bad ki nongġalam jong ka shnong Rangat kaba la mih hadien ka jingpynkynriah ġa ka nongbah jong ka elaka na ka shnong Rangat sha ka shnong Deiñchalalu. Kane ka jingpynkynriah ġa ka nongbah jong ka elaka ka la pynmong ġa ki paid nongshong shnong bad ki nongġalam jong ka shnong Rangat. Ban pynhiarkput ġa katei ka jingleh jong ki nongġalam jong ka elaka, ki Nongrangat ki la ġasylla bad ki nongġalam jong ki “*Saw Lyngdoh*” bad kular ruh ban kyrshan da kaba ġalam lynti ġa ki nongġapom jong ka “*Saw Lyngdoh*” ban wan hiar thma ġa ka shnong Deiñchalalu. Shuh shuh ki jingġathuhkhana pateng ki ġathuh ba ha ka sien ba nyngkong ki “*Saw Lyngdoh*” ki la poi haduh Skhenlarang (Ka jaka ba don ka shnong Moolamanoh) bad ki la kynran dien namar ba kim nud ban tur ġa ki kut ba skhem jong ka shnong Deiñchalalu. Kumta ki la pynlong da ka jingapthap bad ynda ki la ġoh jingtip ba ki rangbah shynrang bad ki nongġapom jong ka shnong Deiñchalalu ki la leit jingleit shabar, ki nongġapom jong ki “*Saw Lyngdoh*” ki la wan hiar thma kynsan bad ki ġoh ban pynġap naphang ġa ki nongshong shnong kynthei bad shynrang khlem jingisynei nador kata ki la lute ruh ġa ki jingdon jingem jong ka shnong (Kumba la ġathuh da u Woh Muhon Rymbai, Shiliang Umshong).

Haba ki rangbah bad ki nongġapom jong ka shnong (Deiñchalalu) ki la wanphai na ka jingleit lynti, ki la lap ba ka shnong ka la shah hiar thma bad shah lute ha ki nongshun. Hapdeng ki jingklusai, ki la mareh sharum shaneng bad ki la lap ar ngut ki longkmie kiba na ka kur “*Lamurong*” kiba la lait na ka kti ki nongshun. Kine ki longkmie ki la ġathuh ba ki la ġoh ban rieħ

hapoh um jong ka “Wah Kmai Um”. Kitei ki rangbah, ki la lyngngoh kumno kita ki longkmie ki lah ban im hapoh um. Hadien ba ki la ïohsngew ïa ki jingïathuh jong kine ki longkmie shaphang ka jinglah jong ki ban im hapoh ka wah kaba dap da ka um, ki la khot sin ïa ki bad ki khun ki kti jong ki da ka kyrteng “*Ksih*”. Ki Ksih kidei ki mrad kiba lah ban im hapoh um. Bad naduh kane ka por ïa kine ki longkmie bad ka ïing ka sem jong ki la tip bad ithuh kum ka kur “*Ksih*” (Kat kum ka jingïathuh u Woh Kwel Dkhar, Pompyrthad, Rymbai)

LA PYNURLONG

Ia kane ka poitri ‘La Pynurlong’ la thaw da I Mrs. Eva Aibok Nongtraw Asst. Prof. jong ka Education Department kum ka dak jong ka jingkmien ia ka jingwan jngoh jong I Myntri ka tnad pule puthi Shri Lahkmen Rymbui ha ka 1st September 2021, ryngkat bad ka song ban pynrung ia ka College hapoh jong ka People’s College Scheme, bad la pule ruh ia ka ha katei ka sngi ban pynsah kynmaw ia katei ka jingwan jngoh.

1. Khat khyndai spah khyndai phew ar,
Kjat sngi hangne la wan shai kdar,
Ki khun kaThain ban ym sah bieji,
La seng Jaintia Eastern College.
2. Hapoh jingialam U Ma Pher,
Koleij karoi, ka san, ka mer,
Lem bad jingtrei lang Nonghikai,
La ioh ban sei bun khlur phyrnai.
3. Ki snem ki iaid, sngi ki tyllun,
Ban sah kumjuh ym don ba hun,
Ngi wad ki lad wad ki lynti
Ba sorkar kan ithuh iangi.
4. Arphew khyndai tylli ki snem,
Ka lad ba bha ngim lah ban shem,
Ngi shu iai kyrpad tang h’uBlei,
B’un plie ka lad b’un leh isnei.
5. Shisien Sorkar ka la pynsngew,
Ba shen kan sa ai bam dohkshong,
Hynrei, imat, kam shym poi iew,
Ngi hap bam sah du ktung tyrkhong.
6. Bun ki snem jingkyrmen la duh,
“Imat sha thong ngim lah poi shuh”
Dei tad h’u arhajar khatphra,
Sdang wan khyndiat ki jingkylla.

7. Lyngba ka Mei DHTE,
La sdang rhem biang mynsiem jongngi,
Hymmen Rangbah D.P Wahlang
U kdew lynti U kdew jingkhang.
8. Kumjuh Mei Sorkar MDA,
Ka kham niewkor pule dangle
Ka soksular baskhem ka ai,
La khmat shangi shen kan sa phai.
9. H'u arphew-arphew la pynbna,
Da MDA SorkarJylla,
Ba kan sa ithuh noh iangi,
Lem bad kiwei ki phra tylli.
10. Kitei ki jingkular baroh,
Iai khmih lynti lano ngin ioh,
Dei tad haduh kane ka sngi
Ba phi wanrah da lade hi.
11. Ko Minister Education,
Tang phi ban weng ka eh ka shon,
Lyngba jongphi kane kynti,
Kan sa phyrnai Lawei jongngi.
12. Kum Simpyllieng, hadien lappraw,
Ha ngi, Ma Lahkmen phi wan paw,
Phi long ka dak ka jingkyrmen,
Ki jing-angnud ban urlong shen.
13. Ko Ma Lahkmen ba donburom,
Ngi sngewnguh ba phi trei shitom,
Hapdeng jyrwit jyrwat ba bun,
Ki kam bakhraw phi pyntyllun.

14. Matti jongphi ruh Ma Kyrmen,
Ki paw tyngkrein ngim lah ban len,
Wat la rta jongphi ka dang lung,
L'u khnam phi siat sbak ha sohpdung.
15. Shi tarik Nailur Arphewwei ,
Sah jingkyrmaw baroh shirta,
Jingkyrkhu ba ngi pan n'u Blei,
Lyngba jongphi U ai shisha.
16. Ban ai iaphi ngim don eiei,
Ngin buh tang jingduwai h'u Blei,
B'un ri sumar kyndong ia phi,
Ba phin im suk ha la ka sngi.
17. Khublei ko Ma Lahkmen Rymbui,
Mynta ngin ioh risa-kynhui,
Khublei ko Ma Kyrmen Shylla,
Ngin iai pyrto iaphi shirta.
18. Khublei ko Bah D.P.Wahlang,
Ki jingkyrkhu ba phi lamphang,
Khublei ia baroh biang, ngin ong,
Kane ka sngi phi pynurlong.
19. Ngin dwai ia U Blei Trai Kynrad,
B'un ai ha phi ka bor jingstad,
Ki kam ba bha ba phin nang trei,
Ba Ri jongngi kan bha lawei.
20. Un ai iaphi kein baroh lang,
Ka jingkhiahkrat, ka jingkhiahstang,
Phin ioh trei hok ki kam jongphi,
Phin ieng b'la ksan Akher ka sngi.

Destroying oneself from the inside.

**Miss Cynthia Mary Dkhar.
B.A. 3rd Sem. Political science Deptt.**

The boy of Naples, Italy is the habitat of the Jelly fish called Medusa and a snail of Nudibrach variety. When the snail is small, the jellyfish will sometimes swallow it and draw it into its digestive tract. But the snail is protected by its shell and cannot be digested. The snail is fasten itself to the inside of the jellyfish and slowly begins to eat it from the inside out and survives. By the time the snail is fully grown, it has consumed the entire jellyfish. This is what we would call as 'inside job'!

Many of us are like the jellyfish. We have our own snail that eats us from the inside. Our snail may be alcohol, anger, insecurity, depression, worry, greed, lack of love and concerns for others, deep selfishness etc. Slowly it grows and begins to grow inside us. We see the internally, and eventually we are consumed from the inside!

It is good for us to sometime spend time in silence and reflection and go into ourselves to look into one or another type of "snail" that we have been harbouring within ourselves that keeps eating us from within, a reality that we could easily get rid of and secure from internally destroying ourselves.

BEAUTIFUL LIFE.

**Smt. Kyrmenlang Pala.
B.A 3rd Sem. Department of Economic**

Beautiful life, beautiful life
It comes and go in very short time
It has love, it has sorrow
To experience joy to experience pain.

The love of life, is in our hand
To fight for,
So hard work is the best weapon,
That led no regret at all.

It depends on our own desire
To fight for this life,
If we want to live on
In this wonderful land.

Beautiful life is yours,
So make it a colourful one,
As we have only one life
Take liberty to paint it,
With a wing to fly above the sky
In this adventurous world.

HARD WORK IS A KEY TO SUCCESS.

**Remkima Nampui
Alumni.**

In a far away village, lives a hard working farmer who has grapes field. Yearly his graperies gives him rich harvest, and the farmer becomes very successful. The farmer has three sons who are young and energetic but who never bother to work. As the farmer grows old, he begins to worry about his sons' future.

Then he falls very ill and realizes his death is fast approaching. He calls his sons and tells them.

"Dear sons, I see my death nearing me, but before I bid goodbye to all of you, I want to share a secret. There is a treasure hidden under the field. Dig the entire field after my death, to find it".

The old farmer dies. His sons begin to dig for the treasure without leaving any part of the field but found nothing. However, their digging of the field leads to a healthy crop and results in huge earnings. This earning makes the sons realize what their father meant.

Moral of the Story: Hard work always pays off. Fruit of hard work is always sweet whether or not in the form you desire.

IN GOD'S TIME.

Remkima Nampui.
6th sem. English Department.

A man went to the top of the mountain to talk to God.

The man ask : "God, what's a million years mean to you?"

God said: "One minute".

The man: "What's a million dollars to you?"

God: "One penny".

The man : "God can you give me a penny".

God: "Sure.....in a minute".

Moral of the story: "There is no shortcut to success. Focused mind and hard work are the real key of success".

JOKES

Badawanhun Lamare
1st semester, Department of Education.

A Pastor announced, "If you know your wife is controlling you, move to the left". All the men in the church moved to left except one man. The pastor was happy that there was at least one strong man is there, and asked, "how come your wife can't control you?" The man quickly replied, "It's My wife who told me not to move"

A PHD DRIVER.

Once happened that I had to book a private taxi to take me to the station. When I arrived at my destination, the driver gave me his business card for future bookings. And the card was owned by Dr.Ramanand Tripathi, PhD., I was so surprised and asked him what it is for and who is the man on the card. The driver replied that it is him." So you are a doctor! You drive a taxi with such a high qualification?" I asked him. He replied," No miss, I am not a doctor, Dr is a short form for Driver," "And PhD?" IS asked with more curiosity, "Privately Hired Driver". My jaws dropped for a moment.

My Days In College.

Jenny Shylla

B.A Vth Sem. Education Department.

My days in college are memorable
 As I recollect those wonderful days,
 Tear of joy run down my face
 As I remember those wonderful days,
 I begin my day with a smile.

Even though i have to trevel some distance
 Travelling on the road in sunlight
 Thinking my ambitions will be bright
 Laughing with my friends makes me happy
 Whistling those old days near the lobby.

Sitting on the monolith starring at somebody
 Cracking jokes till we get crazy,
 Marking the benches with names and expression
 Thought it might be the last impression
 Going home telling my brothers and sisters,
 The love and teaching that i got from my teachers.

As far as I can remember
 "Ever more better ever".

THE WONDROUS TREASURE.

Smt. Emidaka Shylla
B.A 3rd sem History Department

The wondrous treasure
Ain't found beneath the earth.
Is the one that cradled the heart
Since the day of my birth.

No diamonds, nor gold
Can be more unique
Than the one crafted by God,
A piece for me, so antique.

If the love of a mother
Is so caring and so tender,
How much more can it be,
If it is the mother of a mother.

A heart so simple, pure as gold,
My inspiration and mentor, I behold
My dearest grand mother.
The wondrous treasure, I call my own.

My Days in College.

Jenny Shylla
B.A Vth Sem. Education Department.

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Achievements

- i. People's College Scheme
- ii. NAAC Re-accreditation
- iii. RUSA funded buildings infrastructures
- iv. National Webinars
- v. Opening of PG Programme in MA Khasi and Education
- vi. List of Teachers completed SWAYAM Courses

ASSISTANT PROFESSORS COMPLETED SWAYAM COURSE

Sl. No	Name of Asst. Professor	Department	Name the course attended
1	Dianghun Shadap	English	Developing Soft Skills and Personality
2	Pinky Alabaster Lamare	English	Soft Skills. Development Research methods. Academic and Research Report Writing.
3	Lancaster Nongtdu	Khasi	Developing Soft skills and Personality
4	Renuka Pde	Economics	Environmental and Resource Economics
5	Deogratia P Bareh	Economics	Environmental and Resource Economics
6	Dakaru Bareh	Economics	Developing Soft skills and Personality
7	F. Dalamki Lytan	Economics	Developing Soft skills and Personality
8	P.Syrpailin Phawa	History	Soft Skills
9	Nishwa Rymbai	Political Science	FDP On implementation of NEP-2020
10	Ridalabha Dkhar	Political Science	Developing Soft skills and Personality
11	Jinalin Pyrnge	Political Science	FDP On implementation of NEP-2020
12	Eva Aibok Nongtraw	Education	Developing Soft Skills and Personality
13	Banpynskhembha Papang	Commerce	FDP On implementation of NEP-2020
14	Smt. Marimum Sohshang	Khasi	Elective Writing

LIBRARIAN COMPLETED SWAYAM COURSE

1	Smt. W. Bethel L. Bamon	Library	Childhood and Growing up
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Workshop on NEP 2020



Jaintia Eastern College, Khliehriat
Celebrates 75 years of India's Independence
 Department of Education & IQAC
 Organises
One Day Workshop
 on
National Education Policy 2020 : "Challenges for Higher Educational Institutions"

Date: 7th March 2022
 Time : 10:30 AM - 3:30 PM
 Aim - "To overcome the upcoming barriers of implementing the NEP 2020"

Speakers :

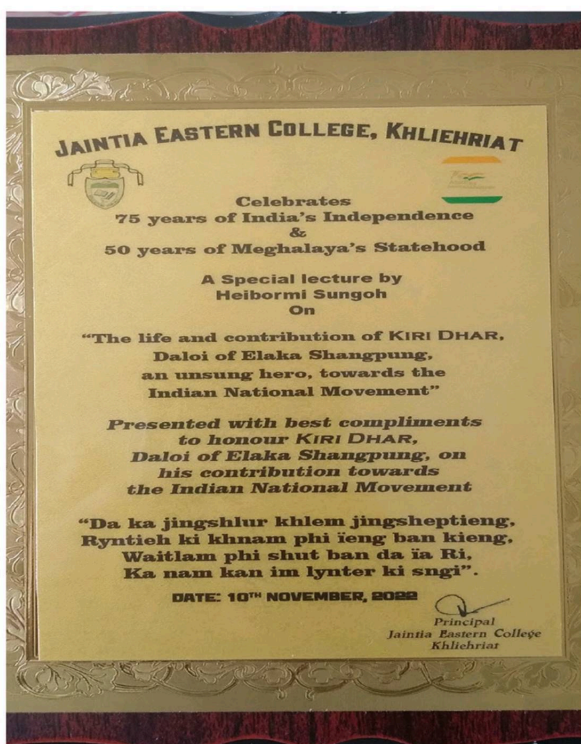
Prof. B.P. Sahu,
 DACE, NEHU, Shillong

Dr. Saru Joshi, Associate Professor,
 Education Department, USTM

Participants: Principals/ Teachers/ Academician/ District Educational Head.
 Registration Fee: Rs. 500
 (Participants make cash payment at the College Registration counter)
 Certificates will be issued to all the Participants
 Go to the link below for registration:
<https://forms.gle/FPv2GNEGN4tpEXK59>



Special Lecture on the life and contribution of Kiri Dhar, Daloi of Shangpung Elaka.
Date: 10th November 2022



NAAC Peer Team Visit



Shri. Lahkmen Rymbui visit



Lahkmen Rymbui
@LahkmenR

Promise made & promised fulfilled. The @SangmaConrad led MDA Govt in its endeavour to spread Higher Education to different part of the State, The Jaintia Eastern College was brought under People's College Grant in aid where sanction order for 31nos of post given w.e.f 01/09/2021



1:38 PM · Sep 1, 2021



Kyrmien Shylla
1 Sept 2021 · 🌐

I am really thankful to the Hon'ble Education Minister, Shri. Lahkmen Rymbui under the leadership of Shri. Conrad Sangma for this initiative as 31 teachers of Jaintia Eastern College, Khliehriat will receive aid from the government under the People's College Scheme. Education has always been in the front before the eyes of the Government, and spreading initiatives in every part of the state has been our aim.



Hon'ble Mr. Justice Sanjib Banerjee, Chief Justice of Meghalaya High Court interacts with students of Jaintia Eastern College on his visit to East Jaintia Hills District on the 24.09.2022



Hon'ble Mr Justice Hamarsan Singh Thangkhiew, Judge of Meghalaya High Court inaugurated
Legal Care and Support Centre at Jaintia Eastern College, Khliehriat
on 5th November 2021



P.O. NSS Receiving District Award



National Cadet Corps Activities



National Service Scheme Unit Activities



Special Camping at Mukhaialong adopted village



Special Camping at Narwan adopted village



Special Camp at Narwan village

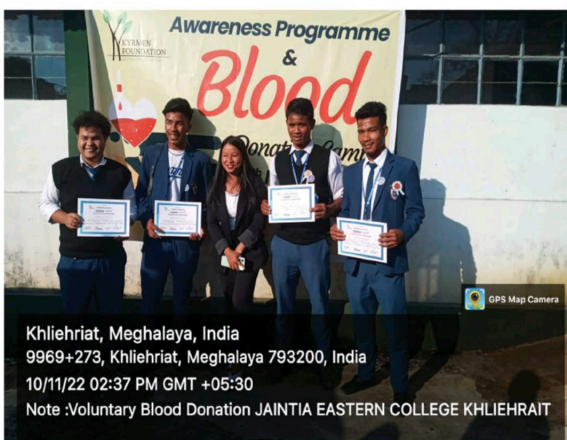
02-08-2022



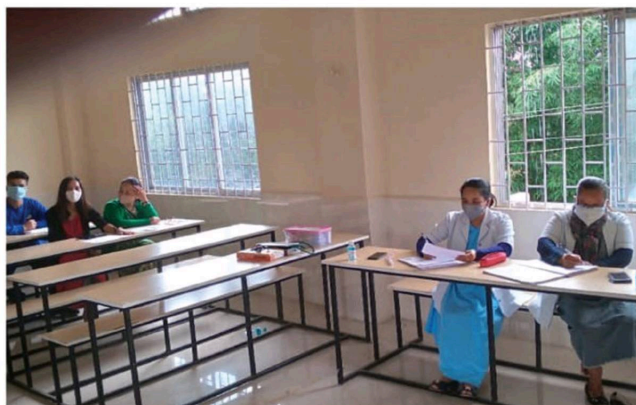
Special Camping at Umlyngsha adopted village



Red Ribbon Club



Covid-19 Vaccination drives at College Campus 2021



Disaster Management 2022



Yoga Independence Day 2022



March Pass contingent on Independence Day Celebration 2022



Rashtriya Ekta Diwas



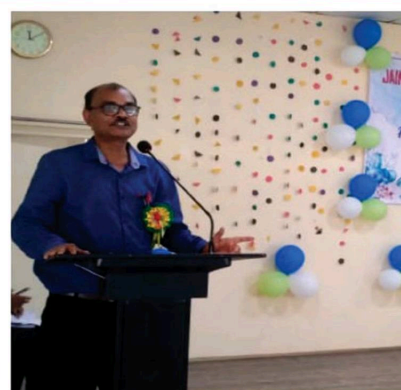
Observation International Yoga Day



Observation of International Youth Day 2021



Fresher's Meet 2022



Partial Social



College Week



Football (Reliance Foundation)



Exposure Trip to Mairang (Department of Commerce)



Educational tours & Trekking



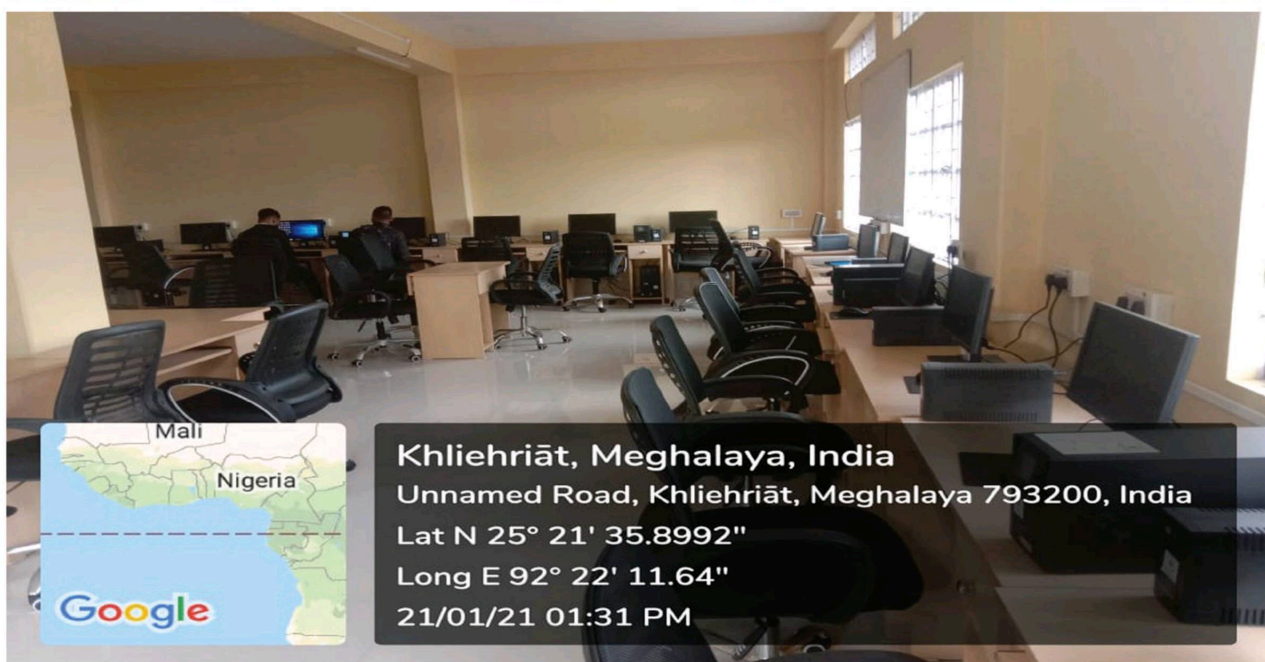
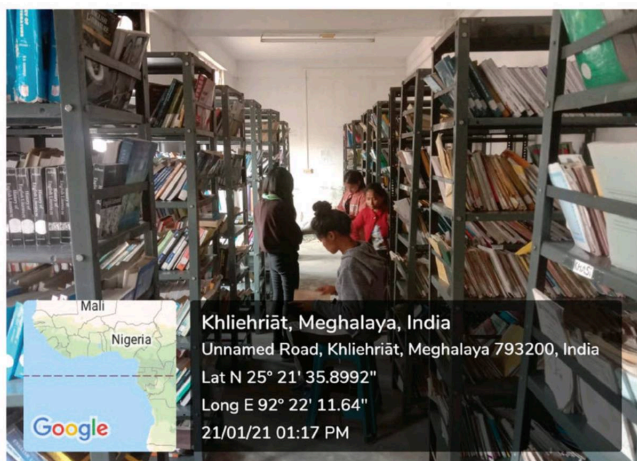
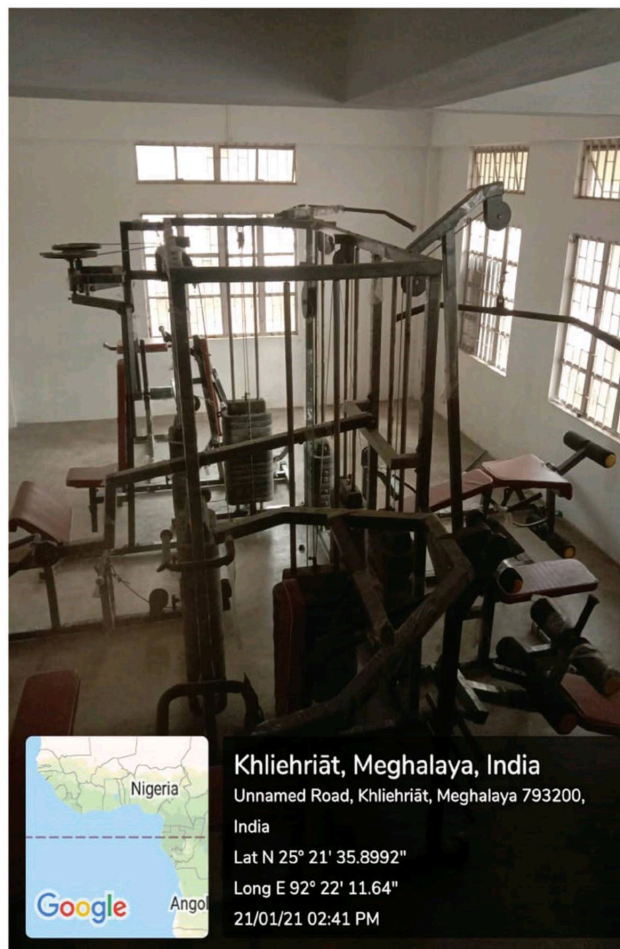
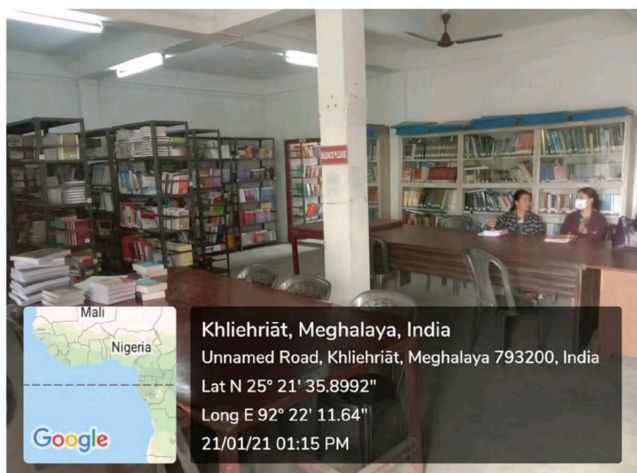
Trekking to Narpuh Wildlife Sanctuary, Sunapyrdi 04.02.2023



Study Tour to Narwan village



College Facilities



Group Photo



Achievements





JAINTIA EASTERN COLLEGE, KHLIEHRIAT

East Jaintia Hills District, Meghalaya- 793200

(Affiliated to North Eastern Hill University)

Re-Accredited Grade 'B' By NAAC (2nd Cycle)

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MOTTO: "EDUCATION FOR ALL"