



Hella

Annual Magazine of Yingli College **2019-2020**



Photo Gallery



MR. SHINGJEI P PHOM & MS. SHAUMELA S

Mr. & Mrs. Yingli 2019-20

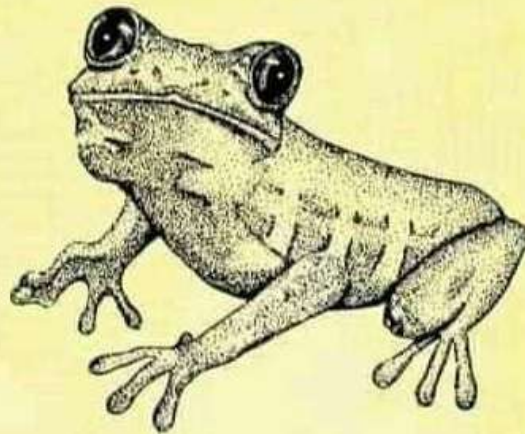


Table of Contents

- Editorial
- From the Desk of the Vice Principal cum Acting Principal
- Education for Sustainable Development, (ESD)
- Department of Sociology field trip to Yongam Village Longleng
- National Cadet Corps (NCC) : 25 NL (I) Coy NCC BOYS MKG
- A Report on College Mini- Museum
- Poetry Section



*Age Appears to be best in four things
Old wood best to burn
Old wine best to drink
Old friends best to trust and
Old authors best to read*



A Frog decided to reach
top of the tree.

All frogs shouted,

"Its impossible, Its Impossible..."

Still the frog reaches the top...

How....?

Because he was Deaf...

And he thought ...

everyone was encouraging him
to reach the top ..

**Be deaf to negative thoughts,
If your aim is to reach your goal.**

Editorial



The age of printing is due to hold its official retirement party next Friday afternoon at half-past-five. Lynne Truss.

This editorial takes up the wonder of the fast paced internet world and the ultra-fast connectivity from one end of the earth to the other; and with the ever increasing ocean of knowledge at one's fingertips there is the juxtaposition of having to relearn the basics of the three R's. Children of the millennial, particularly the Generation Z have this deficit. If it were a vitamin then proper dosage can be administered to correct the deficiency but sadly they are the ones unaware of this potential 'missing link' and so without the mouse, monitor, keyboard and the ever omnipresent, omnipotent (I dare say) internet, fumble and stumble and trip over words and spellings and were the unlikely ever to happen with the internet crashing all over the world, it will be back to school, to start from the beginning. To make the point more clearly I use verbatim the words of Lynne Truss from her book, *Eats, Shoots & Leaves*.

'The printed word is presented to us in a linear way, with the syntax supreme in conveying the sense of the words in their order. We read privately, mentally listening to the writer's voice and translating the writer's thoughts. The book remains static and fixed; the reader journeys through it. Picking up the book in the first place entails an active pursuit of understanding. Holding the book, we are aware of posterity and continuity... All these conditions for reading are overturned by the new technologies. Information is presented to us in a non-linear way, through an exponential series of lateral associations. The internet is a public 'space' which you visit, and even inhabit; its product is inherently impersonal and disembodied. Scrolling documents is the opposite of reading: your eyes remain static, while the material flows past. Despite all the opportunities to 'interact', we read material from the internet... passively because all the interesting associative thinking has already been done on our behalf. Electronic media are intrinsically ephemeral, are open to perpetual revision, and work quite strenuously against any sort of historical perception. The opposite of edited, the material on the internet is unmediated, except by the technology itself. And having no price, it has questionable value. Finally, you can't write comments in the margin of your screen to be discovered by another reader fifty years down the line... a period of abysmal under-educating in literacy has coincided with this unexpected explosion of global self-publishing. Thus people who don't know their apostrophe from their elbow are positively invited to disseminate their writings to anyone on the planet stupid enough to double-click and scroll.

...Remember that thing Truman Capote said years ago about Jack Kerouac: "That is not writing, it's typing"? I keep thinking that what we do now, with this medium of instant delivery, isn't writing, and doesn't even qualify as typing either: it's just sending. What did you do today? Sent a lot of stuff. 'Don't forget to send, dear.'" Receiving, sending and arithmetic- we say goodbye to the three R's, clearly'.

Clearly enunciated. I wonder how many will go through the editorial; interesting to know.

Lanunochit Pongen
Editor

From the Desk of the Vice Principal cum Acting Principal



The academic year 2019-2020 had various achievements, as well as set backs. Major revamping of the college set up, in tune with the NAAC (National Assessment and Accreditation Council) requirements under the able-leadership of IQAC (Internal Quality Assessment Cell) Co-Ordinator, Dr. Abdur Rahman is our major achievement of the year. But due to the sudden change of the format of SSR (Self Study Report), the college failed to submit the SSR in time. IQAC Cell is still working hard with new vigour and dedication to resubmit the SSR at the earliest.

The college also bade farewell to the Principal Mr. K. Hokheto Sumi, who retired after serving the college from September 26, 2017 to May 31, 2019. The college celebrated Silver Jubilee under his leadership on December 06, 2017.

The college had the strength of 24 faculty members, 31 non-teaching staff and 153 students during the 2019-2020 academic year. Various activities organized by the college through out the year are seen in the photo section of the magazine. Following students graduated from the college this academic session, i.e., 2019-2020.

- | | | |
|---------------------|----------------------|-------------------|
| 1. C. Nyamshok | 17. A. Lunglang | 33. L. Aitan Phom |
| 2. K. Mankeen Phom | 18. C. Henok | 34. Hentok |
| 3. P. Lakbom Phom | 19. L. Lungshing | 35. H. Yane Phom |
| 4. Alung Phom | 20. M. Lungthe | 36. Longshen A |
| 5. Toshila L | 21. Kenyei W | 37. A. Alen |
| 6. L. Longshih | 22. C. Yingli | 38. Yingnyulemba |
| 7. L. Moishen | 23. Mongnyei C | 39. Kamang L |
| 8. Nongyong Phom | 24. C. Amung | 40. O. Moiom |
| 9. Kisham K | 25. Lungshen L | 41. V. Dauba |
| 10. B. Imkong | 26. Y. Loichem | 42. Chumei C |
| 11. Along S Phom | 27. M. Yangpang | 43. Nganom H |
| 12. Rongseninla | 28. A. Lemei Keikung | |
| 13. D. Ponglei Phom | 29. Aman T | |
| 14. Chongmei S Phom | 30. A. Ngamshing | |
| 15. H. Oshen Phom | 31. N. Langtok | |
| 16. M. Pongthai | 32. Shingnyu Phom | |

And as per our latest information, following graduates of this year got the chance to continue M.A studies under various universities.

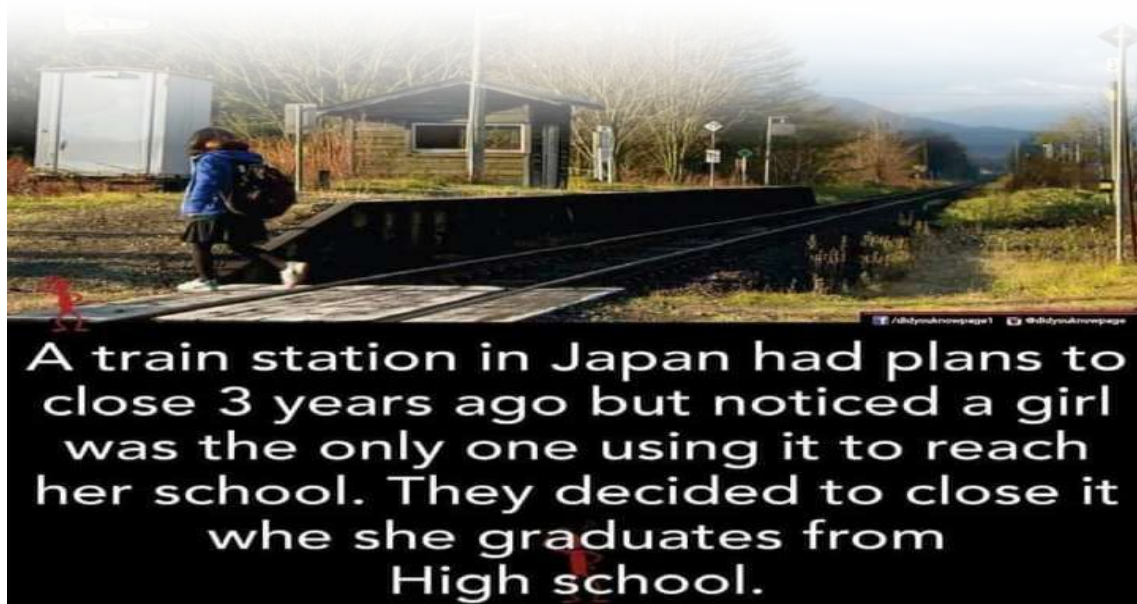
1. Ms. C. Nyamshok Phom Sociology, Nagaland University
2. Ms. M. Pongthai Sociology, Nagaland University
3. Ms. Shingnyu Sociology, Nagaland University
4. Ms. Mongyong P Phom Education, Nagaland University
5. Mr. M. Yangpang Education, Nagaland University
6. Mr. H. Yan-e Phom Education, St. Joseph University

Perhaps, some of the graduates might have also joined IGNOU to continue their further studies.

Yingli College is 28 years old. And through out this journey, it has never put down the motto of the college, 'Striving for Excellence'! And for which, I thank all the teachers, staff and students of the college for giving their best effort for the over-all development of the college.

May we all continue to uplift the banner of our college!

Dr. B. Henshet Phom



EDUCATION FOR SUSTAINABLE DEVELOPMENT, (ESD)

“Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.”

UNESCO, 2014



Dr. Toli Achumi

**Asst. Prof. Department of Political Science
Yingli College, Longleng : Nagaland**

Sustainable development is the necessity to integrate social, environmental, and economic concerns so as to arrive at progressive paths which caters to the needs of present generation, without compromising the ability of future generations to meet their own needs. Education for sustainable development is a far sighted vision of education that tries to balance human and economic well-being with cultural values and traditions and respect for the Mother Earth’s natural resources. It concentrates on the aspects of learning that enhances the change towards sustainability inclusive of future education; citizenship education; education for a culture of peace; gender equality and respect for human rights; health education; population education; education for protecting and managing natural resources; earning livelihoods through different entrepreneurship programmes and education for sustainable consumption. Education for sustainable development has come to be seen as a process of learning on how to make decisions that consider the long term future of the economy, ecology and social well-being of all communities. Building the capacity for such future-oriented thinking is a key task of education.

Education for sustainable development must explore the avenues on economic, political and social implications of sustainability by encouraging learners to reflect critically on their own areas of the world, to identify non-viable elements in their own lives and to explore the tensions among conflicting aims. Development strategies suited to the particular circumstances of various cultures in the pursuit of shared development goals will be crucial since, culture in one way or the other has always shaped peoples’ lives through civilizations. Educational approaches must also imbibe into account the different experiences of indigenous cultures and minorities, acknowledging and facilitating their

original and important contributions to the process of sustainable development. And, this aspect is very important when we have to look into the scenarios of the North East community particularly of the Nagas.

In this backdrop, we, as individuals and societies need to learn to live together in harmony and sustainably, since, now we have an alarming world population of 7 billion people with very limited natural resources. Time has come for us to take action responsibly with our inbuilt and acquired knowledge on the understanding that what we do today can have direct implications on the lives of people and the planet in future. We are living in an edge where Education for Sustainable Development (ESD) will definitely empower people to change the outlook, the way we think and work towards a sustainable future. It is very frightening to vision the world without education and skillful developments; there will be no place for mediocre people in the coming decades. Taking the special reference of National Education Policy (NEP), 2020, wherein, coding is going to be introduced from the age of 6, which is all about skills and more complex competitions. Though, I do not want to color my attitude as a pessimist that is where the world is heading in the future.

Theoretical Perspective of Pedagogical Approaches in ESD

Though, there is no 100% 'correct' pedagogy for sustainable education, there is a variety of consensus that it needs a shift towards active, participatory, and enriched experiential learning methods that engage the learner and make a real difference to their understanding, critical thinking and ability to act.

The five pedagogic elements that cover a variety of pedagogical approaches or types that staff at Plymouth used to bring these elements into the learning environment are listed below,

1. **Critical reflection** – including the more traditional mode of learning, but also latest approaches such as reflexive accounts, learning journals, and discussion groups.
2. **Systemic thinking and analysis** – the use of real-world case studies and critical incidents, project-based learning, stimulus activities, and the use of the campus as a learning resource.
3. **Participatory learning** – with emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to act, and developing case studies with local community groups and business.
4. **Thinking creatively for future scenarios** – by using role play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence.

5. **Collaborative learning** – including contributions from guest speakers, work-based learning, interdisciplinary/ multidisciplinary working, and collaborative learning and co-inquiry.

To make education more sustainable globally, organizations and institutions have been rapidly making modifications and changes so that education from primary to higher educational set up continues with the sustainable changes keeping in tune with the Covid -19 pandemic which has positive as well as negative implications. But to take analyze the positive virtues let us see the efforts taken by the international body, the United Nations Educational, Scientific and Cultural Organization,(UNESCO), where it attempts to foster international collaboration to ensure that education never stops. UNESCO initiated a set of initiatives which includes the global monitoring of national and localized school closures. In the challenging time of the pandemic, to ensure and protect the welfare and well being of children that they have access to continued learning, UNESCO in March 2020 introduced the COVID-19 Global Education Coalition, a multi-sector partnership between the United Nations family, civil society organizations, media and Information Technology partners to design and deploy creative solutions. Together, they helped countries handle content and connectivity gaps, and facilitate inclusive learning opportunities for children and youth during this period of sudden and unprecedented educational disruption.

And, in order to ensure the well-being of children and ensure that they have access to quality education, particularly, the Global Education Coalition aimed to,

- Endorse countries in initiating resources and implementing resources innovative and contest-practical solutions to provide education remotely, leveraging hi-tech, low-tech and no-tech approaches as well.
- Adopt strategy of equitable solutions and universal access.
- Provide coordinated responses and avoid overlapping efforts.
- Facilitate the return of students to school when they reopen to avoid an upsurge in dropout rates.

Through these initiatives, UNICEF could gear up its initiatives in 145 low- and middle-income countries to support governments and education partners in developing plans for a continuous, system-wide response, including alternative learning programmes and mental health support which is the need of the hour.

In support of the above discourses our society needs to seek sustainable development through education by;

Placing a code of ethics for living sustainably, based upon the principles of social justice, democracy, peace and ecological integrity, at the centre of society's concerns.

Encourage a culmination of disciplines, a combination of knowledge and of skills expertise, to create room of understanding that are more integrated and contextualized

which will help in professional development.

Encourage lifelong process the zeal of learning, initiating at the beginning of life and grounded in life - one based on a passion for a radical transformation of the moral character of community.

Encourage to the maximum the potential of all humanity throughout their lives, so that they can achieve fullest self-fulfillment and full self-expression with the collective achievement of a viable future; that, one can be a contributor to the society and not a parasite.

Value aesthetics, the creative use of the imagination, an openness to risk taking and flexibility, and a willingness to explore new options to arrest any kind of failures.

Adopt new alliances between the State and civil societies in promoting citizens' emancipation and the practice of democratic principles, which is very viable for our tribal Naga society, though integrity, transparency and honesty, is a must element for this to work out.

Mobilize community in a concerted effort so as to do away poverty and all forms of violence and injustices.

Encourage a commitment to the values for peace in such a way as to promote the creation of new healthy lifestyles and living patterns.

Identify and pursue new human projects in the context of local sustainability using rich and healthy indigenous knowledge, within a global consciousness and a personal and communal awareness of global responsibility.

Lastly, build a realistic hope in which the possibility of change and the real desire for change are accompanied by a collective, active participation in change, at the appropriate time, in favor of a sustainable future for all where all can live a dignified life.

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DEPARTMENT OF SOCIOLOGY FIELD TRIP TO YONGAM VILLAGE LONGLENG

On 22nd February 2020, the Department of Sociology, Yingli College, Longleng consisting of three students along with three teaching faculty, Mr. Thsingvi T. Sangtam, HoD, Dr. Vizolenuo Sophie, assistant professor and Miss Phenmei B. Phom, assistant professor went on a field trip to Yongam village. The purpose of the field trip was to enable the students to study about the social and customary practices of the village. It conducted the study based on the course work in the syllabus. The students were Miss Chila, Miss. Lemei and Mr. Hannyei from BA 2nd semester Sociology Honours. The students interacted with the village folks and elders and collected the primary data and information about different related topics. The following were the topics of the field study: (A) The Morung System (b) The Customary practices in the modern period and (3) The Marriage system in the village. There are four morungs in the village. Each morung plays a basic role and all authority that is the administration of the village is run by the village elders. There are rules and regulations for every individual of the village and it follows in the true spirit of democracy, where everyone is equal before the village laws. During the field trip, the college authority provided transportation and refreshment to the students and teaching faculty.





NATIONAL CADET CORPS (NCC) : 25 NL (I) COY NCC BOYS MKG



Introduction :

The National Cadet Corps (NCC) is the Indian military cadet corps with its Headquarters at New Delhi. National Cadet Corps is a Tri-Services Organization, comprising the Army, Navy and Air Force, engaged in grooming the youth of the country into disciplined and patriotic citizens. The National Cadet Corps in India is a voluntary organization which recruits cadets from High Schools, Colleges and Universities all over India.

Motto

“Unity and Discipline”

Mission

Our mission is to inculcate a sense of duty and discipline among new generations of youth and inspire in them the formation of character that is instrumental in enabling them to become good, healthy and responsible citizens of our motherland.

Vision

Our vision is to train them in a manner, so that they might become aware of their duty towards the country and keep its sovereignty by entering the defence forces.

HISTORY OF NCC IN YINGLI COLLEGE:

The Yingli College NCC Unit was raised in 2004, barely twelve years after the inception of the college in a rural scenario. It has both Senior Division Boys and Senior Wing Girls, with a total strength of 50 boys and 53 girls respectively. NCC imparts the value of discipline and punctuality among all the cadets. It helps to maintain the physical and mental fitness of the cadets and to develop the leadership quality and sense of nationalism among them. Many NCC certificate holders got benefits and have been selected in different Armed Forces. It is one of the important platforms for the students for career building. Total training period for SD and SW is 3 years with an extension of 1 year permissible & training period for JD & JW is of 2 years. Every cadet of the Senior or

Junior Division has to undergo service training for a period of at least 4 hours per week during the training year.

Mr.C Theppen Phom, Assistant Professor, was the first Care Taker Officer (CTO) and served the unit for a brief period of time. It was taken over by Dr. Mahabir Jha, Asst. Professor, from August 01, 2013. The college unit was affiliated to 25 NL Independent Coy NCC, an army wing, its headquarters located at Mokokchung town, group headquarters in Kohima and Directorate in NER Shillong. Its enrolment strength was 38 till 2012, but later increased to 50. ANO, as the feeder node of NCC is an important link in the NCC organization between the BN and the cadets. Mr. Thsingvi T. Sangtam, Assistant Professor, underwent the Pre-RCN Training at Kamptee, Kanpur Maharashtra to assume office of the first Associated NCC Officer (ANO) of the unit and college in the rank of Lieutenant.

CADET RANKS:

Current Officer Incharge and Cadets Ranks 2019-2020

ARMY

Company Officer /ANO	Lieut.Thsingvi T. Sangtam
Senior Under Officer (S.U/O)	Mr. Henok 5th semester
Under Officer (U/O)	Mr. Chingshak 5th Semester
Company Sergeant Major (CSM)	
Company Quarter Master Sergeant (CQMS)	Kisham 5th Semester
Sergeant (SGT)	Longan 5th Semester
Corporal (CPL)	Aitau 5th Semester
Lance Corporal (L/CPL)	Kongli 3rd semester
Cadet (CDT)	

CERTIFICATES & EXAMINATION

There are two certificates for Senior Division Cadets. Below describes about it from lower value to higher value:-

- **‘B’ Certificate** - It can be written by SD / SW cadets of NCC, cadets after class 10 & those studying for +2, +3 (degree). In the second year of training they can appear for the same.
- **‘C’ Certificate** - It is the most important certificate for NCC cadet. Now it can be written in the 3rd year of training, in the 3rd year of degree course / those having B certificate can write it in the first year after his +2 and in the 1st year of degree by SD / SW cadets only.

ACHIEVEMENTS AND ACTIVITIES:

Since its inception, Yingli College NCC unit has been maintaining a healthy tradition and heritage of unity and discipline in the society at large, along with regular attendance in the Annual Training Camp (ATC). Besides, cadets have earned distinction in various individual and group events and games in those camps. Our cadets also actively participate in Swachh Bharat Abhiyan, International Yoga Day, Environment Day, and Social Services like cleaning Dispensary and Civil hospital in the district, planting trees and cleaning market places and town areas.

Some of the major events participated by the college cadets during the last five years are:-

THE EVENTS AND ACTIVITIES IN THE YEAR 2019-2020

1. Republic Day (Parade Participation) (31 cadets)
2. Independence Day (Parade Participation) (28 cadets)
3. Swachh Bharat (30 cadets)
4. Social Work (40 cadets)
5. Yoga Day celebration (30 cadets)
6. World Environment Day 5th June
7. Combined Annual Training Camp I CRPF Camp ,Mokokchung (9 cadets)
8. Annual Training Camp II CRPF Camp ,Mokokchung
9. Combined Annual Training Camp (CATC) CRPF, Mokokchung (3 cadets)
10. National Integration Camp (NIC) Gujarat (3 cadets).
11. Advance/Basic Leadership Course ALC/BLC NER Dibrugarh(1 cadet)
12. Army Attachment Camp. Jakhama. (4 cadets)
13. Arms handling orientation at Assam Rifles Camp.(25 cadets)
14. Advance Leadership Course ALC ,Tripura (2 cadets)
15. North East Trekking Dibrugarh (1 cadet)
16. Ek Bharat Shreshtha Bharat NCC camp (2 cadets)
17. Advance/Basic Leadership Camp II attended by two cadets on 11th January to 20th January 2019 in Gujarat, Dadra Nagar Haveli and Diu & Daman.

18. All India Adventure Trek held in Dibrugarh, Assam was attended by one cadet in January 2019.



Independence Day 2019



Unity and Discipline

*Lieut. Thsingvi T. Sangtam
Associate NCC Officer (ANO)
25 NL (I) Coy NCC Boys
MKG*

A Report on College Mini- Museum



Miss Dikhrou Dianu
Museum Coordinator & curator, Asst. Professor History
Yingli College Longleng.

Yingli College, Longleng has set up a mini-museum in November 2019 to conserve artefacts and other objects of artistic, cultural, historical or scientific importance. The aim of this mini-museum is to enlarge cultural values for educating the students in particular and the public in general. It would increase our sense of belonging to our roots and the soil, help us to comprehend and be proud of where we have come from; inspire, challenge and stimulate us.

Every museum's objects or artefacts is unique, but items made of similar materials share similar characteristics. So far, the college has collected various artefacts including terracotta, bamboo traditional crafts, numismatic, old scientific collections, traditional kitchen cutleries, traditional accessories, handlooms, traditional local crafted guns and bows, traditional brace cones, baskets, traditional instruments etc. The collections are mainly donated by students and staff of the college.

The college mini- museum however is at its nascent stage. It needs minute attention and financial investment in order to grow and to serve its purpose; to entertain and to educate. A museum is the pillar of history and culture and with the eroding cultural values it is very important to preserve these artefacts for posterity. Therefore, it is the collective responsibility of everyone to nurture and contribute for the growth of the college mini-museum, be it donating artefacts, financial help, even by organizations etc., as it would one day mirror the society of old and the rites of passage into time when it can be the pride of scholars in the foreseeable future.

POETRY SECTION

YINGLI COLLEGE OUR ALMA MATER

*Top in the Yingnyu hill lies
The range of Longongkang.
Like a forest tree, that stands alone;
Our alma mater stands and rooted fast.
Flowers in the valley for thee,
Rarely get smaller, growing endlessly
Like a star, in the dark for thee,
Trying to shine in every place
A home of warriors, sages and saints.
Phomlians delivered from illiteracy.
From the valley to the hills!
Ring out the melodies, echo of victory.*

**Mr. Shingjei P. Phom
BA 3rd Semester Yingli College**

ANIMALS, THE MODEL BEINGS

*Human beings are so by far at the low
Look, the wildlife connects large species.
They communicate and learn from each other.
What a lovely and better sense of missions!
Behold! The beautiful nests in the trees
Up there, the houses are magnificent.
They pick woods to make a happy home.
Why don't we as Superior do the best?
Our big storey buildings aren't just sufficient!
Can we spare our little time to reform?
Unlike us, the tiny ants are so united;
And tend to share the morsel of food!
Why humans cannot be the model being?
Leaders sow the seeds of stewardship,
To begot your predecessors in multiple;
So that your glorious gifts shall
Glow in galaxy of genius eternal.
We must not betray the words of God.
The chirping birds have their nests and,
Even the cunning fox has its own home.
But where can we find our rest*

**A. Ngamshing
B. A. 3rd Semester**

Corona Virus

Corona, Corona, Oh Corona!
Please go back from where you belong,
This world is not your home
Made the world look ugly and torn.
Oh Lord! Set free the world from the chains,
From the Wall of this invisible prison.

Corona, Corona, Oh Corona!
The crown of virus you ever know.
Killing millions of innocent lives silently,
With negative vibes violently.
Wherever you go you scars and wounds.

Tell your world, tell to the whole world,
What lies, hidden behind the façade of truth.
The worse is it? Twenty-twenty.
You still hold on. Why?
What if tomorrow never comes?
What if the sun rises from the West?

When I open my eyes and heart I see,
Mankind's heart filled with tears and sorrow.
As days go by, trusted Headman played impolitic,
Like leeches, secretly feeding. Intoxicants!
Pandemic! Frontline workers uphold their oath,
And show their mettle to the world. Carry on!
No handshakes, no social gatherings. Stay home!
Yet, none can shake the world. Sleep on, sleep on.
Wake up! Wake up! The sun rises renewed.

**C. Pongving
B.A. 1st Semester**

DEDICATED TO THE TEARS AND TOILS OF MY FRIENDS

(Life is a Struggle)

Life is a blend of success and failures,
A dough kneaded thoroughly that both intermingles.
For most, success comes in a trickle;
Failures may come in any venture,
But some pierce the heart unexpectedly.

A person who loses his heart after failure,
Loses his soul in the bargain.
A person who takes failure in his stride,
Continues his struggle and dreams, succeeds. Tis Life!

In this earth, many great men of determination,
Met colossus hurdles as great; they scaled them down,
And see, Ah! Their names etched in history.
Fellows! Surely, failure is the stepping stones to success,
Endure, strive, go on, see the light at the end of the tunnel.

**Hamshak T
B.A. 3rd Semester**

VIEW

*My view from Window fills
With enormous scatter villages in hills.
The window has its charms
Of trees, birds and air calms
It is better than city charms
From dusty road and toxic harms
My view is darker green
With wild trees and streams print
Oh! How lucky I am to have
The view of hilly wave
Sometimes this place seem to change
But it's beauty and charms out of range.
How lucky to be born in soil
Which some describe, as land of toil.
Oh.my heart here I spent,
Never cry.but be content.*

**-- Bauken.A.
BA 5th semester**

When life blossom, it is blissful
Destiny inspires our lives to prosperity
Choice determines destiny.
Things happens for a reason
Challenges to face in all seasons.
When we encounter distress.
We are put to the test.
Freedom is our right.
Create a destiny that brings light.
We have no control over circumstances.
But we have the power to make changes.
What we see in our mind.
What we get out of life.
A strong mind has the ability.
To recognize and seize opportunity.
To take control of our own destiny..

Chumei B Phom

*“Imagination is more important than
knowledge. Knowledge is limited.
Imagination encircles the world.”*

D
E
S
T
I
N
Y

WHY!

*Why does human lie ?
With sweetest of charms
Why do you lie ?
Oh...men ,why do you lie ?
With fake smile of yours
Which we thought you are ours
But no.....you are not
Oh....man,why do you lie ?
The sweetest of kid
With innocent fill
Oh man.....why do you lie ?
That innocent brothers of yours
Oh...no man true to thee.
Oh.....no man true to me
If this,what were you
Never will I be with you*

**-- Bauken.A.
BA 5th semester**

FAIL

*Fail Is A Simple Word
Which We Can Say Easily
What We Can Hear Easily,
But It Is Worst Ever
It Hurts A Person So Much
When We Get Fail.
Fail Is A Simple Word
Which We Can Use Simply
But It Destroy A Person's Life.
It Makes Our Heart Into Pieces
It's A Shameful Word
When We Get Fail.
The Only Way To Erase The Fail
Is To Stay Awake And Strong
And To Fight Again,
Try Our Best, Hard Work, To Erase The Fail
And Make It Successful.*

**Mr Heong N Phom
B.A.1 Semester**

The Hill Tree, She Waits

She worries, the sun has set, fearfully,
Of the beauty painted by darkness, my mother's blood like rain. Daddy, bring me home.
The moon is the only lamp; she waits until the sun returns,
The home; Away from enemy in daddy's arms. Daddy, bring me home.
My head will be guarded, not taken away, my arms not in my enemies' arms,
The home tree that life may, its roots firm, Daddy isn't home for long. Daddy, bring me home.
The hunger was defeated by fear, the darkness visits, every sunset, every day,
Decades now; still at view, miles away looking wistfully. Daddy, bring me home.
The birds started to sing, sitting for the fruits, she looks, her legs protecting the hill,
The strongest tree she became on the hill. The sad song echoes till today. Daddy, bring me home.

ABOUT THE POEM

Long time ago, during the head hunting era, a village was attacked by enemies. A mother sacrificed her life so that her daughter and husband could flee to safety. The father and daughter fled to an unknown place from where they could only hear voices of enemy shouting and searching for more people to kill. They hid on top of a hill covered with woods, a strange, unknown place for them. The small girl faced many hardships on the hill and led a lonely life as her father left her there to go in search of food and for most of the day she had to take shelter under a hollow tree trunk. But after some time her dad did not turn up and she was all alone there, always waiting for her dad to come back. In due course of time, she became a tree on the hill and she is still waiting for her father to come back, singing with the birds and dancing with the wind.

By
Mr. N Phongsen Chingshakhu.
B.A. 3rd Semester



