Leeklam

ꯂꯤꯀꯂꯝ

ꯀꯥꯛꯆꯤꯡ ꯈꯨꯅꯧ ꯑꯦꯖꯨꯀꯦꯁꯅꯦꯜ ꯐꯣꯔꯝ

KAKCHING KHUNOU EDUCATIONAL FORUM

KAKCHING KHUNOU, KAKCHING DISTRICT, MANIPUR-795103

$\mathcal{L}eeklam$

ꯂꯤꯃꯥꯇꯦꯔ

ꯀꯥꯛꯆꯤꯡ ꯈꯨꯅꯧ ꯏꯗꯨꯀꯦꯁꯅꯦꯜ ꯐꯣꯔꯝ

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♪eeklam (লিগ্না)

Path – The course or direction in which a person or thing is moving or way of achieving a specified result.

CONTENTS

MESSAGE FROM PRESIDENT

Education is very important and highly valued in today's society and it is also necessary for success in life. From education, we receive such a divine light that illumines us. Without education, a society can never flourish in the race of social progress. Kakching Khunou Educational Forum, in short KKEF was established by like-minded siblings of this humble hamlet keeping in mind the needs of our forthcoming younger generations; the future pillars of our society, the emerging youths of what little help we can extend in the field of education to them. Today we have completed almost 7 years of our existence and servitude. Till date, our said organization untiringly worked with a strong vision towards the betterment of the students of this region. As a part of our journey we have a custom to honor those aspirants who excel and bring laurels in various public examination on a humble ceremony first held on 1st July, Sunday, 2012 till date. There was list of things that we had not been able to carry out at the initial period but with due course of time, adding various activities we are trying hard to bring out the best of our students. As for the first year of the formation of our organization we were only able to organize a few mock tests and so on; but now we are able to organize free revision course for the last two years. Along with that, adorned with various competitions, annual literacy meets as well as career counselling and science demonstration cum interaction programmes are also being organized for the last few years. In tune with the annual felicitation function/programme, mathematics competitions, painting competitions and quiz programmes etc are being held for the interest of our beloved students. All these had only been able to accomplished with the kind partake of the benevolent parents and guardians. Today, I can proudly acclaim that many from this community have firm belief in this Forum with each passing day. To say from the student's view, the annual felicitation and literary meet is a day that they always anticipate as a great event in their life. All these achievements are because of the dedication and untiring works of the members of this Forum. Lastly, I would like to appeal to the various sections of the society to extend their kind gratitude and kindness towards us so that our Forum may be able to execute our dreams and various plans in the future. Last but not the least, what I would like to appeal to the students is to give more extra effort and be sincere in their studies. If worked with discipline and seriousness, there is nothing that you can't conquer. Never should we be disheartened by failure, before we succumbed to failure, we ought to defeat failure. Knowing the value of education, having aim and objective, objective, fighting with never exhausting strength; such a person will never face defeat in the battle of life. These young students, the future pillars of our society are the hope and dreams of the parents. They are the lamps in their parent's life, lighted carefully and sheltered from storms with utmost faith and care. These dreams and hopes of the parents should never be left unfulfilled.

LONG LIVE KKEF

M. Meghachandra Singh
President, KKEF

ANNUAL REPORT

ANNUAL FELICITATION 2018: Kakching Khunou Educational Forum (KKEF) held its 7th Annual Felicitation function on Sunday, the 10th June 2018 at Chekshapat Mandap Kakching Khunou amidst great interest and elation among the students.

Shri Ramananda Nongmeikapam, (MCS) – ADC/ADM, Kakching District, CEO, Kakching ZP, graced the occasion as the Chief Guest and Smt. Ng. Shakhi Devi, Headmistress, Kakching Khunou Govt. High School as the Guest of honour. Shri M. Meghachandra Singh, President of KKEF presided over the function.

M. Meghachandra Singh, President –KKEF presenting memento to H. Chanchal Chanu

Chief Guest of the Function
Shri Ramananda Nongmeikapam
ADC/ADM, Kakching District, CEO, Kakching ZP,

The formal function was preceded by Mathematics and Painting competitions. More than 700 students from various schools of Kakching Khunou participated in the events.

The proceedings began with the welcoming of the guests by Shanta Mangang, Organising Secretary of KKEF. The Chief Guest, in his address, urged students to be more focused and well prepared for the tougher journey ahead. The Guest of Honour blessed the prize winners with their bright future. She also acknowledged the contribution of the KKEF

and thanked them for organising such an eventful function.

This was followed by the much-awaited felicitation of the high achievers. 96 Meritorious students of Kakching Khunou who had excelled in Class X and XII examinations 2018 (Manipur Board/Council & CBSE) were honoured with citations, cash awards and simple gifts. The function venue was packed to capacity as the students and parents arrived in large numbers.

The mood of the day was further enhanced by the presentation of the dance recital by students from Holy Cross School and KBM English School.

Later, teams from 4 schools participated in the quiz competition. The team from Chekshapat High School emerged winners.

The Vote of thanks was rendered by the Vice-President of KKEF, Kh. Shyamchandra Singh who congratulated the students on their achievement and wished them success in future. The function was a grand success and was appreciated by one and all.

LITERARY MEET 2018:

The Second Literary Meet of Kakching Khunou Educational Forum was held on 21st October 2018 at Kakching Khunou

Community Hall with great success. More than 700 students from 15 schools participated in the events.

Shri Bisheshwar Khumukcham (SDO, Lamsang, Imphal West) graced the occasion as the Chief Guest and Shri Mayanglambam

REVISION COURSE 2018:

Kakching Khunou Educational Forum (KKEF) organised a 30 days Revision Course (10th Dec. 2018 to 9th Jan. 2019) at Kakching Khunou Govt. High School for the students of Class X who were to take the HSLCE 2019.

2ND ANNUAL LITERARY MEET
21 October,2018
Kakching Khunou Community Hall

MAIN COMPETITIONS

MATHEMATICS | SCIENCE | HANDWRITING | SPELLING BEE
QUIZ | DEBATING | EXTEMPORE SPEECH &
"THE STAR OF THE MEET 2018"

CONTACT: 9862285354, 9402202811, 8729907243

KAKCHING KHUNOU EDUCATIONAL FORUM
Kakching Khunou, Kakching District, Manipur-795103
kkeforum.wordpress.com | /kkeforum

FREE REVISION COURSE
In preparation for the HSLC Examination 2019 (BOSEM)
10-DEC-2018 to 09-JAN-2019 (30 Days)

Maths | Science | Social Sc. | English

Venue: Kakching Khunou Govt. High School
Time: 10:00 am to 2:15 pm

Come, join us. It's FREE!!

Organised by:

KAKCHING KHUNOU EDUCATIONAL FORUM
Kakching Khunou, Kakching District, Manipur-795103

Meghachandra Singh (President, KKEF) has presided over the function.

The following heads of schools have also attended the function as guests of honour:

- Ksh. Kunjo Singh, Head Master, Chekshapat High School
- M. Mocha Singh, Head Master, K.K. Makha High School
- Kh. Ingo Singh, Administrator, Gems Academy
- Kh. Rajen Singh, Administrator, HIM Public School
- Th. Thoibi, Admin., KBM English School
- Kh. Shyamkesho Luwang, Admin., Rising Sun English School

As many as 80 students from different schools of Kakching Khunou attended the course. The following teachers rendered their services for the said course:

- **English:**
  M. Iboyaima Singh &
  Th. Niroda Devi
- **Mathematics:**
  K. Asutosh Sharma &
  Umakanta Angom
- **Social Science:**
  M. Sushilkumar Singh
- **Science:**
  M. Amujao Singh (Biology),
  Kh. Chittaranjan (Physics) &
  M. Sindurmani Devi (Chemistry)

MERITORIOUS STUDENTS - 2017

CLASS - X

The prizes of the first three toppers were donated by Dr. Ksh. Birla Singh of Kakching Khunou Awang Kshetri Leikai in the name his late grandfather Shri Ksh. Ibomcha Singh.

1(A). Kh. Prabin Singh (CBSE) - (85.5%)
S/O Kh. Kumar Singh & Kh(O). Bala Devi
Kakching Khunou Hijam Angom Leikai
School – JNVSA Umathel

1(B). S. Paresh Singh (CBSE) - (85.5%)
S/O S. Birendra & S(O) Aruna Devi
Kakching Khunou Tampakyum Leikai
School – JNVSA, Umathel

2. Davis Thongam (BOSEM) - (81.83%)
S/O Th. Chandramani Singh & Th(O). Sadashini Devi
Thongam Makha Leikai
School – Eureka Academy

3(A). Mayanglambam Babyrani (CBSE) - (81.7%)
D/O M. Kumar Singh & M(O) Indira Devi
Kakching Khunou Angom Leikai
School – Grace Cottage Foundation, Kakching

3(B). Babina Mayanglambam (CBSE) - (81.7%)
D/O M. Iboyaima Singh & M(O) Rani Devi
Kakching Khunou Hijam Maning Leikai
School- RK Sanatombi Devi Vidyalaya

4. Sarangthem Muskan Singh (CBSE) - (77.9%)
S/O S. Rajendro Singh & S(O) Shantibala devi
Kakching Khunou Tampakyum Lai Leikai
School – JNVSA Umathel

5(A). Khumukcham Puspa Devi (CBSE) - (76%)
D/O Kh. Maniram Singh & Kh(O) Randhoni Devi
Kakching Khunou Ngaikhong Leikai
School – JNVSA Umathel

5(B). Konjengbam Henry Singh (CBSE) - (76%)
S/O K. Ashok Singh & K(O) Madhabi Devi
Kakching khunou Awang Leikai
School – Little Rose Hr. Sec. School

6. Mayanglambam Naresh Singh (CBSE) - (74.1%)
S/O M. Thambousana Singh &M(O) Randhoni Devi
Kakching Khunou Thingnam Ningthou Leikai
School- Slopeland Public School

7. Maibam joychandra Singh (BOSEM) - (74%)
S/O M. Muhindro Singh & M(O) Memcha Devi
Kakching Khunou Tampakyum LP School Leikai
School- Standard Robarth Hr. School

8. Angom Ishorjit Singh (BOSEM) - (72.8%)
S/O Angom Surjit Singh & A(O) Indira Devi
Kakching Khunou Uchal Makhong Leikai
School- ANK English Academy

9. Khumukcham England Singh (BOSEM)- (72.5%)
S/O Kh. Roshan Singh & Shakhitombi Devi
Kakching Khunou Awang Keithel Leikai
School- KBM English school

10. Khumukcham James Singh (CBSE) - (72.2%)
S/O Kh. Inaocha Singh & Kh(O) Romina devi
Kakching Khunou Thingnam Bokul Leikai
School – JNVSAK, Umathel

11. Khumukcham Rabichandra (BOSEM) - (70.8%)
S/O Kh. Ningthemmu Singh & Kh(O) Roma devi
Kakching Khunou Tampak yum Lai Leikai
School- EMA Langmeidong

12. Angom Alice Devi (BOSEM) - (70.5%)
D/O A. Sanjit Singh & A(O) Aruna Devi
Kakching Khunou Awang Leikai
School – Bright Career Academy, Umathel

13(A). Ningthoujam Rohit Singh (CBSE) - (70.3%)
S/O N. Ibomcha Singh & Manimal Devi
Kakching Khunou Awang Leikai
School – Grace Cottage Academy, Kakching

13(B). Khulpu Medar Maring (CBSE) - (70.3%)
S/O Khulpu Yaima Maring & Khulpu Leimuikham Maring
Kalikalok
School- JNVSA Umathel

14. Bode Sinam (BOSEM) - (69.8%)
S/O S. Inaocha Singh & S(O) Rani Devi
Kakching Khunou Thongam Awang Leikai
School- KM Blooming Hr. School, Khangabok

15. Sarangthem Priyangka Devi(BOSEM) - (69.5%)
D/O S. Chaoba Singh & S(O) Pramodini Devi
Kakchingh Khunou Tampakyum LP school Leikai
School – Temple of Learning, Canchipur

16. Gotimayum Asha Devi (BOSEM) - (69%)
D/O G. Gopal Sharma & G(O) Bilashini Devi
Kakching Khunou Umathel
School- Bright Career Academy, Umathel

17(A). Khumukcham Nicolas (BOSEM) - (66.5%)
S/O Kh. Premjit Singh & Kh (O) Brajalata Devi
Kakching Khunou Umathel Awang Leikai
School- Gems Academy, Kakching Khunou

17(B). Kh. Sailesh Singh (BOSEM) - (66.5%)
S/O Kh. Bijoy Singh & Kh(O). Tombimacha Devi
Kakching Khunou Ngaikhong Leikai
School – GEMS Academy

MERITORIOUS STUDENTS - 2017

CLASS - X

18. Mayanglambam Anmold (BOSEM)- (64.83%)
D/O M. Bikramjit Singh & M(O) Ibempishak Devi
Thongam Mondum Leikai
School – BCA Umathel

19. Vivek Mayanglambam (BOSEM) - (63.67%)
S/O M. Tomba Singh & M(O) Sarda Devi
Kakching Khunou Thingnam Ningthou Leikai
School – HKMES, Langmeidong

20. Khumukcham Renuka Devi (BOSEM) - (63.3%)
D/O Kh. Sanayaima Singh & Kh(O) Shakhi devi
Kakching Khunou Ngaikhong Leikai
School – BCA, Kakching Khunou

21. Mayanglambam Jolish Singh(BOSEM) - (62.33%)
S/O M. Angouba Singh & M(O) Chamimala Devi
Kakching khunou Thingnam Tarung Leikai
School – H. Keinahal Memorial English School,
Langmeidong

22. Kh. Kenejit Singh (BOSEM) - (62.02%)
S/O Kh. Kunje Singh
Kakching Khunou Angom leikai
School- N.A.

23. Thokchom Sanathoi Singh (BOSEM) - (61.83%)
S/O Th. Nabadip Singh & Th(O). Mombi Devi
Kakching Khunou Thongam
School – HKMES, Langmeidong

24. Thingnam Kritichandra Singh (BOSEM)- (61.8%)
S/O Th. Gopeshwor Singh & Th(O) . Pramodini Devi
Kakching Khunou Thingnam Tarung Leikai
School- Tokpaching H/S

25. Sarangthem Kanta Singh (BOSEM) - (60.67%)
S/O S. Biren Singh & S(O) Thoibi Devi
Kakching Khunou Tampakyum LP school leikai
School – Gems Academy, Kakching Khunou

26. Khumukcham Momoko Devi (BOSEM) - (60.6%)
D/O Kh. Amujao Singh & Kh(O) Tembi Devi
Kakching Awang Heitup Makhong Leikai
School – BCA Umathel

CLASS - XII

The prizes of the first three toppers were donated by Kh. Raghumani Singh of Kakching Khunou Uchal Makhong Leikai in the name of his grandmother M. Ongbi Keinajaobi Devi

1. Khumukcham Anisha Devi (96.6%)
Class – XII Science (Telangana State Board)
D/O Kh. Inaocha Singh & Kh(O) Romina Devi
Kakching Khunou Thingnam Bokul Leikai
School- N.A.

2. Billionaire Khumukcha (87.3%)
Class – XII Science (Telangana State Board)
D/O Kh. Raghumani Singh & Kh.(O) Birla Devi
Kakching Khunou Uchan Makhong Leikai
School- N.A.

3. Khumukcham Sonam Devi (79.80%)
Class – XII Science (COHSEM)
D/O Kh. Pakpa Singh & Kh(O). Rashmani Devi
Kakching Khunou Chekshapat
Accent Girls Academy, Imphal

4. M. Maniratna Singh (75.2%)
Class – XII Science (COHSEM)
S/O M. Rajen Singh & M(O) Medha Devi
Kakching Khunou Thingnam Bokul Leikai
Kakching Khunou College

5. Mayanglambam Parvakar Singh (73%)
Class – XII Science (CBSE)
S/O M. Shyamchandra Singh & M(O) Tombisana Devi
Kakching Khunou Awang Heitup Makhong Leikai
JNVSA Umathel

6. Nongmaithem Chandrajit Singh (72.4%)
Class – XII Science COHSEM)
S/O N. Okendrajit Sing & N(O) Raghumani Devi
Thingnam Khunou Thingnam Sepa Leikai
Herbert School, Imphal

7. Angom Roshni Devi (71.6%)
Class – XII Science (COHSEM)
D/O Angom Ibotombi Singh & A(O) Shanti Devi
Awang Ningthou Ninghthou Leikai
TG Higher Secondary School, Imphal

8. N. Gueneshwori Devi (69.8%)
Class – XII Science (COHSEM)
D/O N. Ibbomcha Singh & N(O). Manimala Devi
Awang Leikai Hotel Leikai
Kakching Khunou College

8. N. Gueneshwori Devi (69.8%)
Class – XII Science (COHSEM)
D/O N. Ibbomcha Singh & N(O). Manimala Devi
Awang Leikai Hotel Leikai
Kakching Khunou College

9. Kh. Suraj Singh (69.6%)
Class – XII Science (COHSEM)
S/O Kh. Babu Singh & Kh(O) Jamuna Devi
Kakching Khunou Angom Leikai
Kakching Khunou College

10(A). Angom Ranadhir Singh (68.8%)
Class – XII Arts (CBSE)
S/O A. Sobhamani & A(O) Ibethoi Devi
Kakching Khunou Tampak yum Lai Leikai
JNVSAK Umathel

10(B). Mayanglambam Ambrapati Devi (68.8%)
Class – XII Science (COHSEM)
D/O M. Ranit Singh & M(O) Kunjarani Devi
Kakching Khunou Ngaikhong Leikai
TG Higher Secondary School, Imphal

11. Khumukcham Dayananda Singh (68.4%)
Class – XII Science (COHSEM)
S/O Kh. Tomba Singh & Kh(O). Chaoba Devi
Kakching Khunou Thingnam Tarung Leikai
ISOR, Canchipur

12. Mayanglambam Thourani Devi(68%)
Class – XII Science (COHSEM)
D/O M. Kamal Singh & M(O) Subadani Devi
Awang Heitup Makhong Leikai,
TG Higher Secondary School, Imphal

13. Khumukcham Suresh Singh (66.2%)
Class – XII Science (COHSEM)
S/O Kh. Shyam Singh & Kh(O) Tombisana Devi
Kakching Khunou Awang Leikai
Kakching Khunou College

14. Mayanglmabam Sunder Singh (65.8%)
Class – XII Science (COHSEM)
S/O M. Babuchaoba Singh & M(O) Ibecha Devi
Kakching Khunou Thingnam Ningthou Leikai
Kakching Khunou College

15. Khumukcham Bulu Singh(65.8%)
Class – XII Science (COHSEM)
S/O Kh. Lukhoi Singh & Kh(O) Manileima Devi
Kakching Khunou Awang Mathak Leikai
Kakching Khunou College

16. Khumukcham Radhakishore Singh (65.4%)
Class – XII Science (COHSEM)
S/O Kh. Rajendro Singh
Kakching Khunou Angom Leikai
Kakching Khunou College

17. Thingnam Saya Devi (65%)
Class – XII Science (COSHEM)
D/O Th. Biren Singh & Th(O) Bijenti Devi
Kakching Khunou Thingnam Ningthou Leikai
TG Higher Secondary School, Imphal

18. Khumukcham Thoi Devi (64.2%)
Class – XII Science (COHSEM)
D/O Kh. Ibotombi Singh & Kh(O). Jamini Devi
Kakching Khunou Thingnam Tarung Leikai
Kakching Khunou College

19. Khumukcham Kishan Singh (63.6%)
Class – XII Science (COHSEM)
S/O Kh. Khoipak Singh & Kh (O) Ibelei Devi
Kakching Khunou Awang Keithel Leikai
Kakching Khunou College

20. Mayanglambam Krishnadash Singh(63%)
Class – XII Science (COHSEM)
S/O M. Imocha Singh & M(O). Thaba Devi
Kakching Khunou Hijam Sanakhongnang Leikai
Kakching Khunou College

21. Ngashepam Asha Devi (61.4%)
Class – XII Science (COHSEM)
D/O Ng. Ronikumar Singh & Ng (O) Bijenti Devi
Thongam Awang Leikai
Kakching Khunou College

22. Thingnam Bidyalauxmi Devi (61%)
Class – XII Science (COHSEM)
D/O Th. Meino Singh & Tababi Devi
Kakching Khunou Umathel Makha Leikai
Kakching khunou College

23. M. Thoithoiba Singh (60.2%)
Class – XII Science (CBSE)
S/O M. Babumacha Singh & M(O) Binodini Devi
Kakching Khunou Thingnam Ningthou Leikai
JNVSAK Umathel

25. Thingnam Bobo Singh (60.2%)
Class – XII Science (COHSEM)
S/O Th. Thoiba Singh & Th(O) Chaobi Devi
Kakching Khunou Thingnam Bokul Leikai
ISOR, Canchipur

26. Khumukcham Chandrakumar Singh (60%)
Class – XII Science (COHSEM)
S/O Kh. Chaoba Singh & Kh(O) Babita Devi
Kakching Khunou Angom Leikai
ISOR, Canchipur

SPECIAL AWARDS

Awarded to the topper of Class X (BOSEM) and Class XII (COHSEM) from Kakching Khunou. This award is donated by Dr. Khumukcham Robindro Singh, Kakching Khunou Hijam Sana Khongnag Leikai in the name his beloved mother Kh(O). Tababi Devi

Davis Thongam (X-BOSEM)
S/O Th. Chandramani Singh & Th(O). Sadashini Devi
Thongam Makha Leikai
School – Eureka Academy
P. C. 81.83%

Khumukcham Sonam Devi (XII Sc.-COHSEM)
D/O Kh. Pakpa Singh & Kh(O). Rashmani Devi
Kakching Khunou Chekshapat
School – Accent Girls Academy, Imphal
P. C. 79.80%

MERITORIOUS STUDENTS - 2018

CLASS-X (BOARD OF SECONDARY EDUCATION, MANIPUR)

1. Huidrom Chanchal Chanu
D/O H. Bihari and H (O). Mitlubi Devi
Kakching Khunou Thongam Lai leikai
Trinity Public School, Mongshangei
Percentage – 84.17%
Letter Marks: MIL, ENG, SC, H.MTH

2. Mayanglambam Rajeshwar Singh
S/O M. Guneshwar & M (O). Maipakpi
Kak-Khunou Thingnam Tarung Leikai
St. George High School, Wangkhei
Percentage – 82.83%
Letter Marks: MIL, MTH, SSC, CSC

3. Dayaluxmi Thokchom
D/O Th. Dara Singh & Th(O). Yaimabi
Thongam, Kakching Khunou
Eureka Academy, Thounaojam
Percentage – 80.67%
Letter: MIL, ENG, MTH, SSC, HSC

4. Thingnam Obinkumar Meitei
S/O Th. Ojitkumar & Sanajaobi Leima
Umathel Mayai Leikai
Chekshapat High School
Percentage – 79.50%
Letter Marks: MIL, MTH, SSC, HSC

5. Khumukcham Nirmala Devi
D/O Kh. Iboyaima & Kh(O). Bala Devi
Kak-Khunou Thingnam Bokul Leikai
Eureka Academy, Thounaojam,
Pecentage – 77.33%
Letter Marks: MIL, SSC, HSC

6. Sarangthem Manda Devi
D/O S. Ibotombi & S(O). Pramo Devi
Tampakyum Lai Leikai
Gems Academy, Kakching Khunou,
Percentage – 76.83%
Letter Marks in: MIL, SSC, HSC

7. Thongam Ronika Devi
D/O Th. Raja & Th(O). Gambhini Devi
Kakching Khunou Awang Kshetri Leikai
Holy Cross School, Lamyengching
Percentage - 76.67%
Letter Marks in: MIL, HSC

8. Khumukcham Shahsikanta Singh
S/O Kh. Gouramani & Kh(O). Surmala
Kak-Khunou Uchal Makhong Leikai
Bright Career Academy, Umathel,
Percentage – 76.17%
Letter Marks in: MTH, HSC

9. Rohit Khumukcham
S/O Kh. Amujao & Kh. (O) Santa Devi
Awang Heitup Makhong Leikai,
Tiny Tots Unique School, Imphal,
Percentage – 75.83%
Letter Marks in: MIL, MTH, SCI

10. Kh. Anju Devi
D/O Kh. Brojendro & Kh(O). Shantibala
Thingnam Bokul Leikai
Eureka Academy, Thounaojam
Percentage – 74.7%
Letter Marks in: NA

11(A). Huidrom Elizabeth Chanu
D/O H. Deven Singh and H(O). Sunita
Thongam Lai Leikai, Kakching Khunou
Trinity Public School, Mongshangei
Percentage – 73.50%
Letter Marks in: MIL, ENG

11(B). Kh. Pushparani Devi
D/O Kh. Udoy & Kh(O). Manimacha
Kakching Khunou Ngaikhong Leikai
Gems Academy, Kakching Khunou
Percentage – 73.50%
Letter Marks in: MIL, HSC

11(C). Sarangthem Sandhyarani
D/O (L) S. Surchandra & Kh(O). Maloti
Kak- Khunou Tampakyum Lai Leikai
Holy Cross School, Lamyengching
Percentage – 73.50%
Letter Marks in: MIL, MTH, HSC

12. Thingnam Bidyakumari Devi
D/O Th. Rajen Singh & Th(O). Muhini
Kak-Khunou Thingnam Bokul Leikai
Gems Academy, Kakching Khunou
Percentage – 73.00%
Letter Marks in: MIL, MTH, HSC

13. Kabita Adhikarimayum
D/O Amuchou Sharma & Nungshitombi
Thongam Mayai Awang Leikai
Elang Keina High School
Percentage – 73%
Letter Marks in: NA

14. Angom Priya Devi
D/O A. Biren & A.(O) Tamphasana
Kakhcing Khunou Awang Leikai
Bright Career Academy, Umathel
Percentage – 72.83%
Letter Marks in: SSC

MERITORIOUS STUDENTS - 2018

CLASS-X (BOARD OF SECONDARY EDUCATION, MANIPUR)

15. Mayanglambam Kamala Devi
D/O M. Shantikumar & Sangaijaobi
Hijam Sana Khongnag Leikai
KBM English School, Kakching Khunou
Percentage – 72.50%
Letter Marks in: MIL, MTH, HSC

16. Khumukcham Jayenta Meitei
S/O Sanayaima Meitei & Babita Leima
Kak-Khunou Umathel Makha Leikai
Eureka Academy, Thounaojam,
Percentage – 71.83%
Letter Marks in: SC, SSC, HSC

17. Thingnam Rojee Chanu
D/O Th. Rojen & Th(O). Yaima Leima
Kakching Khunou Umathel
Bright Career Academy, Umathel,
Percentage – 71.00%
Letter Marks in: MIL, HSC

18. M. Shayalakshmi Devi
D/O M. Tombi & M(O). Manikumari
Hijam Sana Khongnang Leikai
Kakching Khunou Makha High School
Percentage – 70.83%
Letter Marks in: MIL, MTH

19. Keisham Priyokumar Singh
S/O K. Ojit Singh and K(O). Bimota Devi
Thingnam High School Leikai
Gems Academy, Kakching Khunou
Percentage – 70.33%
Letter Marks in: SSC, HSC

20. Radhakanta Angom
S/O A. Tombi Meitei & A(O). Thajamanbi
Kak-Khunou Umathel Makha Leikai
HKM English School, Langmeidong,
Percentage – 70.17%
Letter Marks in: CSC

21. Khumukcham Bidyapati Devi
D/O (L)Kh. Khelendro & Kh.(O) Ibechou
Kak-Khunou Thingnam Tarung Leikai
Iramdam Maheikol, Langmeidong,
Percentage – 69.17%
Letter Marks in: MIL, HSC

22 (A). Khumukcham Nitishchandra
S/O Kh. Saratchandra & Kh.(O) Jamuna
Kak-Khunou Thingnam Tarung Leikai
St. George High School, Wangkhei
Percentage - 69.00%
Letter Marks in: MIL, CSC

22 (B). Angom Gyanapati Devi
D/O A. Sobhamani & A(O). Ibethoi Devi
Kakching Khunou Tampakyum Lai Leikai
ANK English Academy, Langmeidong,
Percentage - 69.00%
Letter Marks in: MIL

23. Kh. Nungshithoi Devi
D/O Kh. Ibomcha & Kh.(O) Shanti Devi
Kak-Khunou Thingnam Tarung Leikai
Padma Ratna English School, Kakching
Percentage – 67.50%
Letter Marks in: SSC

24. Angom Obed Singh
S/O A. Sanjoy Singh & A.(O) Rabina
Devi Awang Heitup Makhong Leikai
Bright Career Academy, Umathel
Percentage – 67.17%
Letter Marks in: MTH, HSC

25. Mayanglambam Bijen Singh
S/O M. Babumacha & M(O). Binodini
Thingnam Ningthou Leikai
K.B. M.English School
Percentage – 66.33%
Letter Marks in: MIL

26. Sarangthem Sanamacha Chanu
D/O S. Somen & S(O). Pramo Devi
Kakching Khunou Tampakyum Lai Leikai
Emmanuel Mission English School
Percentage – 66.00%
Letter Marks in: MIL, HSC

27. Kshetrimayum Nandita Devi
D/O Ksh. Amujao & Ksh (O). Sarojini
Kakching Khunou Awang Kshetri Leikai
K.B.M. English School
Percentage – 65.83%
Letter Marks in: MIL

28 (A). Ningthou Thingnam
S/O Th. Amujao & Th(O). Ibetombi
Kakching Khunou Umathel Mayai Leikai
HIM Public School, Umathel
Percentage – 65.17%
Letter Marks in: None

28 (B). Thingnam Malemnganba
S/O Th. Leishabi & Th(O). Ibemcha Devi
Kak-Khunou Thingnam SEPA Leikai
Bethel Eng. Sch., Nambol Chingmang
Percentage – 65.17%
Letter Marks in: None

MERITORIOUS STUDENTS - 2018

CLASS-X (BOARD OF SECONDARY EDUCATION, MANIPUR)

28 (C). Kshetrimayum David Singh
S/O Ksh. Ibotombi & Ksh(O). Memthoi
Kak-Khunou Thingnam Tarung Leikai
K.B.M.E.S. Kakching Khunou
Percentage – 65.17%
Letter Marks in: MIL

29 (A). Thongam Jetly Singh
S/O Th.Sanayaima & Th(O). Shanti Devi
Thongam Maning Makha Leikai
Gems Academy, Kakching Khunou
Percentage – 65.00%
Letter Marks in: HSC

29 (B). Ksh. Rezia Devi
D/O Ksh. Sanatomba & Manglemjaobi
Kakching Khunou Awang Kshetri Leikai
Gems Academy, Kakching Khunou
Percentage – 65.00%
Letter Marks in: HSC

30. Khumukcham Langlen Devi
D/O Kh. Romani & Kh(O). Sangaijaobi
Hijam Sana Khongnang Leikai
Kakching Khunou Makha High School
Percentage – 64.83%
Letter Marks in: None

31 (A). Mayanglambam Nirupama
D/O M. Khomdon & M(O). Sangai
Kakching Khunou Chekshapat
Bright Career Academy, Umathel
Percentage – 64.33%.
Letter Marks in: MIL

31 (B). Thingnam Naoba Meitei
S/O Th. Manitomba & Th(O). Arubi
Kakching Khunou Umathel Mayai Leikai
Chekshapat High School
Percentage – 64.33%
Letter Marks in: None

31 (C). Thingnam Roshan Meitei
S/O Th. Bimol & Th(O). Ibeyaima Devi
Kakching Khunou Ngaikhong Leikai
Kakching Khunou Govt, High School
Percentage – 64.33%
Letter Marks in: MTH, HSC

31 (D) Ningthoujam Eleeza Devi
D/O N. Janaki Singh & N(O). Suba Devi
Kakching Khunou Awang Bamon Leikai
K.B.M. English School
Percentage – 64.33%
Letter Marks in: MIL

32 (A). Mayanglambam Alex Singh
S/O M. Inaocha & M(O). Usharani Devi
Kakching Khunou Hijam Maning Leikai
B.C.A. Umathel
Percentage – 64.17%
Letter Marks in: MTH

32 (B). Sarangthem Gangarani Devi
D/O S(O). Inakkhunbi Devi
Kaching Khunou Lamhaba Leikai
Gems Academy, Kaching Khunou
Percentage – 64.17%
Letter Marks in: None

33 (A). Khumukcham Jenika chanu
D/O Kh. Sanatomba & Kh.(O) Thaibema
Kak-Khunou Tampakyum Lai Leikai
B.C.A. Umathel
Percentage – 64.00%
Letter Marks in: HSC

33 (B). Rayzeena Keisham
D/O K. Parshuram & K(O). Jivanlata
Thingnam High School Leikai
Gems Academy, Kakching Khunou
Percentage – 64.00%
Letter Marks in: None

34. Thoithoi Ningthoujam
D/O N. Ibotombi & N(O). Purnima Devi
Thongam Thongkhong
Iramdam Maheikol, Langmeidong
Percentage – 63.83%
Letter Marks in: HSC

35. Mayanglambam Naresh Singh
S/O M. Jiten Singh & M(O). Sakhenbi
Thingnam Niongthou Leikai
B.C.A.Umathel
Percentage – 63.67%
Letter Marks in: MTH

36. B.S. Thoithoiba
S/O M. Thonglemba & Mani Leima
Umathel Makha Leikai
HIM Public School, Umathel
Percentage – 63.50%
Letter Marks in: None

37. Khumukcham Binita Chanu
D/O Kh. Nabakishor & Kh.(O). Thambal
Kakching Khunou Awang Keithel Leikai
Kakching Khunou Govt. High School
Percentage – 63.00%
Letter Marks in: MTH, HSC

MERITORIOUS STUDENTS - 2018

CLASS-X (BOARD OF SECONDARY EDUCATION, MANIPUR)

38. Thongam Nalindra Singh
S/O Th. Ibomcha & Th(O). Premita Devi
Kak-Khunou Thongam Makha Leikai
Gems Acdemy, Kakching Khunou
Percentage – 62.83%
Letter Marks in: None

39 (A). Khumukcham Priya Devi
D/O Kh. Purnima & Kh(O). Rabita Devi
Kakching Khunou Angom Leikai
K.B.M. English School
Percentage – 62.33%
Letter Marks in: MIL

39 (B). Khumukcham Priyangka Devi
D/O Kh. Amarjit & Kh (O). Ibecha Devi
Kakching Khunou Awang Ninthou Leikai
Chekshapat High School
Percentage – 62.33%
Letter Marks in: None

40 (A). Khumukcham Bikash Singh
S/O Kh. Inaocha & Kh(O). Ahanbi Devi
Kak-Khunou Thingnam Tarung Leikai
HIM Public School, Umathel
Percentage – 62.17%
Letter Marks in: None

40 (B). Khumukcham Helly Devi
D/O kh. Brojen & Kh(O). Kunjarani Devi
Kakching Khunou Awang Keithel Leikai
Kakching Khunou Govt. High School
Percentage – 62.17%
Letter Marks in: HSC

41. Khundrakpam Roshni Chanu
D/O Kh. Amumacha & Sana Leima
Kak-Khunou Thongam Thongkhong
Chekshapat High School,
Percentage – 62.00%
Letter Marks in:

42 (A). Khumukcham Biyondi Singh
S/O Kh. Mohen & Kh(O). Premila Devi
Kak-Khunou Thingnam Tarung Leikai
ANK English Academy, Langmeidong
Percentage – 61.33%
Letter Marks in: HSC

43 (B). Sanathoi Adhikarimayum
S/O A. Sobha Sharma & Thaba Devi
Thongam Mayai Awang Leikai
EK High School, Elangkhangpokpi
Percentage – 61.33%
Letter Marks in: NA

44. Surjit Sarangthem
S/O S. Surchand & Thoibi Leima
Kak-Khunou Tampakyum Lai Leikai
EK High School, Elangkhangpokpi,
Percentage – 61.17%
Letter Marks in: MIL

45. Heikrujam Priya Devi
D/O H. Jayenta Singh & Memi Devi
Kakching Khunou Thongam
Eureka Academy, Thounaojam
Percentage – 61.00%
Letter Marks in: None

46. Thingnam Roshibina Devi
D/O Th. Thoiba & Th(O). Ibecha Devi
Kakching Khunou Awang Leikai
K.B.M. English School, Kak-Khunou
Percentage – 60.83%
Letter Marks in: MIL

47 (A). Mayanglambam Arina Devi
D/O M. Shyamkeshore & M(O). Subita
Thingnam Ninghtou Leikai
B.C.A. Umathel
Percentage – 60.50%
Letter Marks in: None

47 (B). Mayanglambam Taniya Devi
D/O M. Jiten Singh & Tamphasana
Kakching Khunou Hijam Maning Leikai
Kakching Khunou Makha High School
Percentage – 60.50%
Letter Marks in: None

48. Thingnam Johson Singh
S/O Th. Dinechand Sing & Nividita
Kakching Khunou Awang Leikai
B.C.A. Umathel
Percentage – 60.4%
Letter Marks in: None

49. Mayanglambam Sanathoi Singh
S/O M.Gojen Singh & M(O). Thoibi Devi
Kak-Khunou Thingnam Tarung Leikai
A.N.K. English Academy, Langmeidong
Percentage – 60.17%
Letter Marks in: None

MERITORIOUS STUDENTS - 2018

CLASS-X (CENTRAL BOARD OF SECONDARY EDUCATION, NEW DELHI)

1. Khumukcham Bindiya Devi
D/O Kh. Joykumar & Binashakhi Devi
Kakching Khunoun Angom Leikai
JNVSA, Kakching Khunou
Marks Obtained – 439/500
Percentage – 87.80%

2. Thingnam Bindya Devi
D/O Th. Sanjoy Singh & Binodini Devi
Kakching Khunou High School Leikai
JNVSA Kakching Khunou
Marks Obtained – 426/500
Percentage – 85.20%

3. Thingnam Rabin Meitei
S/O Th. Oken Meitei & Th(O). Tababi
Kak-Khunou Umathel Mayai Leikai
JNVSA Kakching Khunou
Marks Obtained – 423/500
Percentage – 84.60%

4. Thingnam Bidyaluxmi Devi
D/O Th. Amujao & Th(O). Amubi Devi
Thingnam Ninghthou Leikai
Slopeland Public School, Khongjom,
Marks Obtained- 403/500
Percentage – 80.60%

5. Mayanglambam Ronaldo Singh
S/O M. Nimaichand & M(O). Bini Devi
Kakching Khunou Umathel Mayai Leikai
JNVSA Kakching Khunou
Marks Obtained – 395/500
Percentage – 79.00%

6. Kh. Sarita Devi
D/O Kh. Chand & Kh(O). Thoibi Devi
Kak-Khunou Thingnam SEPA Leikai,
JNVSA Kakching Khunou
Marks Obtained – 394/500
Percentage – 78.80%

7. Mayanglambam Livingstone
S/O M. Shyamchandra and M(O). Rani
Kakching Khunou Umathel
JNVSA Kakching Khunou
Marks Obtained – 389/500
Percentage – 77.80%

8(A). Dhanaraj Mayanglambam
S/O M. Shyam Singh & Nomita Devi
Kakching Khunou Angom Leikai
JNVSA Kakching Khunou
Marks Obtained – 375/500
Percentage – 75.00%

8(B). Mayanglambam Manimatum
S/O (L) M. Bangshidhari & Sangita
Kakching Khunou Angom Leikai
JNVSA Kakching Khunou
Marks Obtained – 375/500
Percentage – 75.00%

9. Thingnam Krishnachandra Singh
S/O Th. Ibotombi & Memcha Devi
Kak-Khunou Thingnam SEPA Leikai
JNVSA Kakching Khunou
Marks Obtained – 350/500
Percentage –70.00%

10. Angom Gaipi Devi
D/O A. Rabi Singh & Sakyai Devi
Kakching Khunou Angom Leikai
JNVSA Kakching Khunou
Marks Obtained – 332/500
Percentage – 66.40%

MERITORIOUS STUDENTS - 2018

CLASS-XII (Arts)- (CENTRAL BOARD OF SECONDARY EDUCATION, NEW DELHI)

1(A). Sarangthem Roshni Chanu
D/O S. Jiten Meitei & S(O). Tembi Leima
Kakching Khunou Tampakyum Lai Leikai
JNVSA Kakching Khunou
Marks Obtained – 450/500
Percentage – 90.00%

1(B). Thingnam Surjalata Devi
D/O Th. Mangoljao & Th(O). Ibethoi Devi
Thingnam Ningthou Leikai
JNVSA Kakching Khunou
Marks Obtained – 450/500
Percentage – 90.00%

2. S. Nganthoi Devi
D/O S. Biren Singh & S(O). Thoibi Devi
Kakching Khunou Tampakyum
JNV SA Kakching Khunou
Marks Obtained – 433/500
Percentage – 86.60%

3. Mayanglambam Indira Devi
D/O M. Surchand & M(O). Kiranbala
DeviAwang Heitup Makhong Leikai
JNVSA Kakching Khunou
Marks Obtained – 431/500
Percentage – 86.20%

4. Sarangthem Nirupama Devi
D/O S. Rajen & S(O). Mangolei Devi
Kakching Khunou Lamhaba Leikai
JNVSA Kakching Khunou
Marks Obtained – 367/500
Percentage – 73.40%

CLASS-XII (Sc.) (CENTRAL BOARD OF SECONDARY EDUCATION, NEW DELHI)

1. Mayanglambam Amar Meitei
S/O M. Manglemjaobi & M(O). Pramo
Kak - Khunou Umathel Makha Leikai
JNV Ramva
Marks Obtained – 410/500
Percentage – 82.00%

2. Thoithoiba Thounaojam
S/O Th. Bijoy Singh & Ibecha Devi
Kaching Khunou Thongam
Slope Land Public School, Khongjom
Marks Obtained – 385/500
Percentage – 77.00%

3. Sarangthem Sarla Devi
D/O S. Biren & S(O). Sorodhoni Devi
Kak-Khunou Tampakyum Lai Leikai
Slope Land Public School, Khongjom
Marks Obtained – 353/500
Percentage – 70.60%

4. Thingnam Sonia Devi
D/O Th. Khomdon & Th(O). Tombisana
Kak- Khunou Thingnam Tarung Leikai
JNVSA Kakching Khunou
Marks Obtained – 335/500
Percentage – 67.00%

MERITORIOUS STUDENTS, 2018

CLASS-XII (Arts) (COUNCIL OF HIGHER SECONDARY EDUCATION, MANIPUR)

1. Thingnam Kishan Singh
S/O Th. Amujao & Th(O). Indubala
Kak - Khunou Thingnam Bokul Leikai
Enlighten Knowledge Hr. Sec. School,
Sangakpam,
Marks – 390/500 (78.00%)

2. Mayanglambam Malemnganba
S/O M. Pakhoi Meitei & Muhi Leima
Kakching Khunou Lamyengching
Enlighten Knowledge Hr. Sec. School,
Sangakpam,
Marks – 380/500(76.80%)

CLASS-XII (Sc.) (COUNCIL OF HIGHER SECONDARY EDUCATION, MANIPUR)

1. Khumukcham Girja Devi
D/O Kh. Shyam & Kh(O). Sarda Devi
Kak- Khunou Thingnam Bokul Leikai
MECI Explorer Academy, Changangei
Marks Obtained – 404/500
Percentage – 80.80%

2. Kakchingtabam Bhubaneshwori
D/O K. Jyotinkumar & Sushila Devi
Kak - Khunou Thingnam Bokul Leikai
MECI Explorer Academy, Changangei
Marks Obtained – 376/500
Percentage – 75.20%

3. Anamika Khumukcham
D/O Muhindro Kh & Haritombi Devi
Kakching Khunou Lamhaba Leikai
MECI Explorer Academy, Changangei
Marks Obtained – 370/500
Percentage – 74%

4. Angom Merina Devi
D/O A. Bimolchand & A(O). Ahanshabi
Kakching Khunou Angom Leikai
Imphal Valey Academy, Ghari
Marks Obtained – 351/500
Percentage – 70.20%

5. Mayanglambam Anamika Devi
D/O M. Sanatomba & M(O). Memcha
Kakching Khunou Lamhaba Leikai
Vision Creative School of Sc., Thoubal
Marks Obtained – 328/500
Percentage – 65.60%

6(A). Mayanglambam Roshni Devi
D/O M. Sadananda & Shanti Devi
Kakching Khunou Awang Bamon Leikai
Vision Creative School of Sc., Thoubal
Marks Obtained – 324/500
Percentage – 64.80%

6(B). Thingnam Romeo Singh
S/O Th. Ibodhem & Ibemcha Devi
Kak - Khunou Thingnam SEPA Leikai
Royal Academy of Sciences, Wangkhei,
Marks Obtained – 324/500
Percentage – 64.8%

7. Sarangthem Daina Devi
D/O S. Nabakumar & S(O)Chandrakola
Kakching Khunou Awang Kshetri Leikai
Little Master Hr. Sec. School, Samurou
Marks Obtained – 310/500
Percentage – 62.00%

8. Thingnam Adison Singh
S/O Th. Gojen & Th(O). Ibethoi Devi
Thingnam Ninghtou Leikai
Std. Robarth Hr. Sec. School, Imphal
Marks Obtained – 308/500
Percentage – 61.60%

9. Venshpati Khumukcham
S/O Kh. Sanayaima & Kh(O). Somarani
Kakching Khunou Angom Leikai
Accent Girls Academy, Sagolband
Marks Obtained – 304/500
Percentage – 60.80%

10. Thongam Nalinika Devi
D/O Th.Ibomcha & Th(O). Premita Devi
Kak - Khunou Thongam Maning Leikai
Vision Creative School of Sc., Thoubal
Marks Obtained – 303/500
Percentage – 60.60%

11. Mayanglambam Loya Meitei
S/O M. Brojendro & M(O). Meme Leima
Kakching Khunou Umathel
Compr. Concept School, Sangaiprou
Marks Obtained – 303/500
Percentage – 60.60%

SPECIAL AWARDS

KSH. IBOMCHA MEMORIAL AWARD

Awarded to **top 3 (three) students from Kakching Khunou in the High School Leaving Certificate Examination (HSLCE) conducted by the BOSEM**. The Award is donated by Dr. Ksh. Birla Singh and family of Kakching Khunou Awang Kshetri Leikai in loving memory of Late Ksh. Ibomcha Singh.

| H. Chanchal | M. Rajeshwar | Dayaluxmi Th. |
| 84.17% | 82.83% | 80.67% |

KH. TABABI DEVI MEMORIAL AWARD

Awarded to the **1st toppers of HSLC Examination (BOSEM) and Higher Secondary Examination (Science Stream) (COHSEM)**. The award is sponsored by Kh. Robindro Singh and family of Hijam Sana Khongnang Leikai in loving memory of their beloved mother Late Kh.(O) Tababi Devi

| H. Chanchal (X) | Kh.Girja Devi (XII) |
| 84.17% | 80.80% |

M.(O) KEINAJAOBI MEMORIAL AWARD

Awarded to **top 3 (three) students from Kakching Khunou in the Class X Examinations conducted by CBSE/Other Indian Boards.** The Award is donated by Kh. Raghumani Singh and family of Kakching Khunou Uchal makhong Leikai in loving memory Late M.(O) Keinajaobi

| Kh. Bindiya | Th. Bindya | Th. Rabin |
| 87.80% | 85.20% | 84.60% |

M. THAMBOUSANA MEMORIAL AWARD

Awarded to the **highest mark scorers in Mathematics** in the Class X (BOSEM) & XII (COHSEM) examinations Sponsored by: Mayanglambam Bimolchand Singh and family of Chekshapat in the name of his beloved brother Mayanglambam Ratankumar Singh @ Thamboushana

| Kh. Shashikanta (Class X) |
| 94/100 |

KH. GOPICHANDRA MEMORIAL AWARD

Awarded to the top 3 (three) students from Kakching Khunou in the Higher Secondary Examination (Class XII), Science Stream conducted by the COHSEM. Donated by: Mayanglambam Amuthoi Singh and family of kakching Khunou Thingnam Ningthou Leikai in loving memory of Late Kh. Gopichandra Singh.

| Kh.Girja Devi | K. Bhubaneshwori | Anamika Kh. |
| 80.80% | 75.20% | 74.00% |

KH. KULLACHANDRA MEMORIAL AWARD

Awarded to the **highest mark getter in Science** (at least 75%) in the High School Leaving Certificate Examination (HSLCE) conducted by BOSEM. This award is sponsored by Dr. Angom Ramcharan and family of Hijam Sana Khongnang Leikai in the name of their grandfather Late Kh. Kullachandra Singh (Panji).

| H. Chanchal |
| 85/100 |

KH. (O) CHAOBIHAL MEMORIAL AWARD

Awarded to the **highest mark scorer in English** in the High School Leaving Certificate Examination (HSLCE) conducted by BOSEM. This award is sponsored by Dr. Angom Ramcharan and family of Hijam Sana Khongnang Leikai in the name of their grandmother Late Kh.(O) Chaobihal Devi.

H. Elizabeth
84%

KH. IBOMCHA SINGH MEMORIAL AWARD

Awarded to the **highest mark scorers in Manipuri (MM)** (at least 80%) in the HSLCE conducted by BOSEM and the Higher Secondary Examination conducted by the COHSEM. Donated by Shri Kh. Ibodhem Singh and family of Hijam Sana Khongnag Leikaiin loving memory of Late Kh. Ibomcha Singh.

M. Shayalakshmi (X)
93/100

Angom Merina (XII)
90/100

SPECIAL AWARD FOR HIGHEST MARKS IN SOCIAL SC.

Awarded to the **highest mark scorers in Social Science** in the High School Leaving Certificate Examination (HSLCE) conducted by BOSEM. The award is sponsored by Shri Mayanglambam Amuthoi Singh of Kakching Khunou Thingnam Ningthou Leikai.


M. Rajeshwar Singh
85/100

Th. Obinkumar Meitei
85/100

SOME INTERESTING FACTS ABOUT EDUCATION AROUND THE WORLD

- **The City Montessori School in Lucknow, India**, is the largest school in the world in terms of number of students, with more than 32,000 students.
- The students in **China** receive the most homework in the world. At an average, teenagers do a whopping 14 hours of homework in a week. Consider yourself lucky, you didn't have to!
- **Pakistan** does not give children a legal right to free education. Only children between the ages of 5 and 9 are entitled to compulsory education.
- Summer vacations in **Chile** start from mid-December and end in early March. That's 3 whole months away from school.
- **France** has the shortest school year from August to June and also the longest school day.
- Children in **Germany** receive a special cone called Schultüte, which is filled with pens, pencils, books and snacks. But the catch is that they can only open it when they start school.
- In **Holland,** children start school on the day they turn 4, which means that there's always someone new in the class.
- World's oldest school is in **Canterbury, England**. The King's School, as it is named, was founded in 597 AD.
- Kids in **Japan** are the most independent of the lot. They travel to school alone, clean their own classrooms and even carry lunch.
- **Turin** has the smallest school in the world with only one pupil. Confused if we should be happy for the child or pity him/her?
- Kids in **Finland** do not start school until the age of 7, which is one of the oldest ages around the world to start school.
- **Iran** is one country where girls and boys are educated separately till the time they reach college.
- In **Kenya,** it is not mandatory for children to go to school, but they mostly go anyway. Bless them!
- In **Brazil,** having meals with family is an important part of the culture, which is why schools start at 7 AM and are over by noon so that the kids can have lunch with their parents.
- World's highest school is situated in **Phumachangtang, Tibet**, at a height of 5,373 metres above sea level.

Source: ScoopWhoop.Com
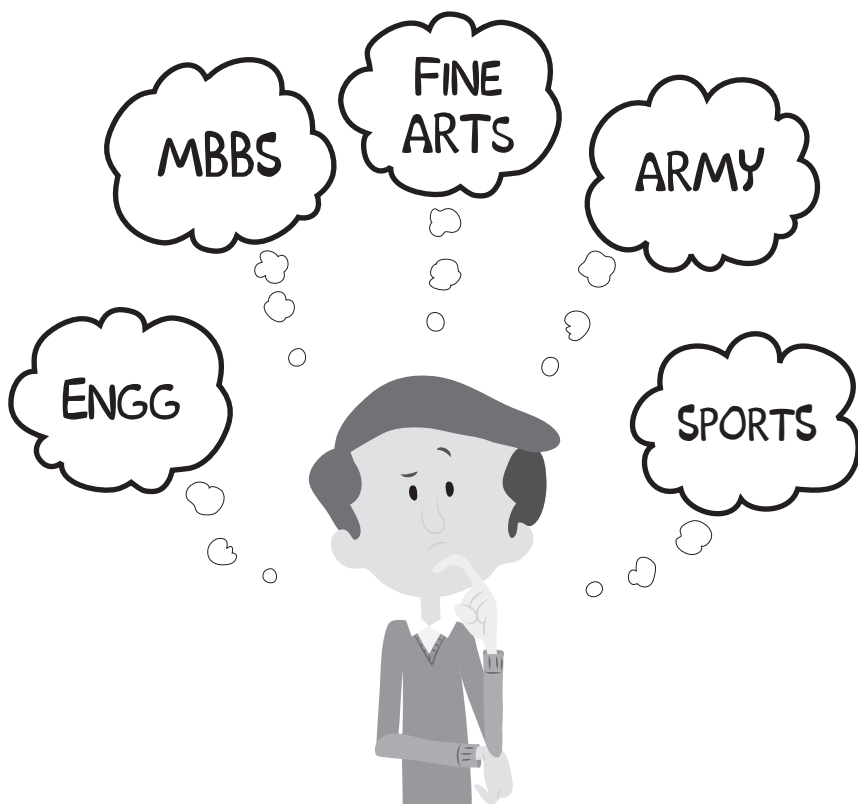
Passed 10+2. What's next?

Today, as you are about to step into college, you might not be so sure of what you wanted to do. As you get older, you discover that choosing a career is a complex process. It requires learning about yourself and the choices in front of you. The starting point is your choice of subjects. Not all choices for higher studies are linked to the academic background you have laid down. Then there are those that are suited only to individuals with a certain temperament and/ or talent.

Here, KKEF intends to provide some insight into the various career choices in front of you. The intention is to create awareness among the students. KKEF has made sincere efforts to provide the latest and most accurate information to the extent possible but we will not be responsible for any inadvertent omission, variation in information, nature of courses and availability in a particular institute. For details, students are advised to visit the official websites of respective institutes. The list is in no way exhaustive. They are only illustrative and are expected to generate curiosity in the student to want to inquire/explore further. It may also be noted that most of these courses are also offered by several private institutions/universities. Students are expected to further research on them.

ENGINEERING

CAREER PROSPECTS: Job in Govt. Depts/MNCs / Academics (Teaching)- M.Tech/IES / Civil Service Exams /Join Armed Forces / MBA / Start own Business (Flipkart, PayTM etc.)

DEGREE:

* B. Tech. (Bachelor of Technology)   4yrs
* B. E. (Bachelor of Engineering)   4yrs
* B. Arch. (Bachelor of Architecture)   5yrs

TOP BRANCHES:

* Civil Engineering
* Electrical Engineering
* Electrical & Electronics Engineering Engineering
* Mechanical Engineering
* Computer Science Engineering
* Electronics and Communication Engineering
* Chemical Engineering
* Aeronautical Engineering
* Agricultural Engineering
* Metallurgical Engineering
* Architecture & Planning

ENTRANCE:

For admission to IITs: Must clear JEE (Main), conducted by the NTA + JEE (Advanced), conducted by IITs. **Website:** https://jeeadv.ac.in
For admission to NITs, CFTIs: Must clear JEE (Main), conducted by the National Testing Agency (NTA).
website: https://jeemain.nic.in
Eligibility Criteria:
* B.E/B.TECH: Passed 10+2 examination with Physics & Maths as compulsory subjects along with one of the Chemistry/ Biotechnology/ Biology/ Technical Vocational subject.
* B.ARCH./B.PLANNING: Passed 10+2 examination with Mathematics.
Private Institutions have their own entrance tests.

FEES:

* IIT+ family : Approx. 2.5 Lakh/year.
* NIT+ family: Approx. 1.25 Lakh/year.
* BITS/IIITs: 3.5 Lacs to 4.0 Lakh/year.
* LNMIIT /JIIT/Thapar /Nirma/VIT / MIT Manipal/ UPES/LPU/SRM - (Private): 3.5L to 5.5 Lakh/year.
* Fees/Charges may be vary from college to college.

TOP ENGINEERING COLLEGES IN INDIA

* IIT (BHU) Varanasi
* IIT Bhilai
* IIT Bhubaneswar
* IIT Bombay
* IIT Delhi
* IIT (Indian School of Mines) Dhanbad
* IIT Dharwad
* IIT Gandhinagar
* IIT Goa
* IIT Guwahati
* IIT Hyderabad
* IIT Indore
* IIT Jammu
* IIT Jodhpur
* IIT Kanpur
* IIT Kharagpur
* IIT Madras
* IIT Mandi
* IIT Palakkad
* IIT Patna
* IIT Roorkee
* IIT Ropar
* IIT Tirupati

* NIT Allahabad
* NIT Bhopal
* NIT Calicut
* NIT Hamirpur
* NIT Jaipur
* NIT Jalandhar
* NIT Jamshedpur
* NIT Kurukshetra
* NIT Nagpur
* NIT Rourkela
* NIT Silchar
* NIT Karnataka
* NIT Warangal
* NIT Durgapur
* NIT Srinagar
* NIT Surat
* NIT Trichy
* NIT Patna
* NIT Raipur
* NIT Agartala
* NIT Arunachal Pradesh
* NIT Delhi
* NIT Goa
* NIT Manipur
* NIT Meghalaya
* NIT Mizoram
* NIT Nagaland
* NIT Puducherry
* NIT Sikkim
* NIT Uttarakhand
* NIT Andhra Pradesh

Other Govt./Privately owned top colleges

* VIT, Vellore, Tamil Nadu
* BIT, RANCHI, Jharkhand
* IIEST, Shibpur,Howrah, West Bengal
* College of Engineering, Pune, Maharashtra
* PSG College of Tech., Coimbatore, Tamil Nadu
* Thapar University, Patiala, Punjab
* Thiagarajar College of Engg, Madurai, Tamil Nadu
* Amrita School Of Engg., KARUNAGAPALLY, Kerala
* Shanmugha Arts Sc Tech & Research Academy,TN
* Kalinga Institue of Industrial Technology, Odisha
* M. S. Ramaiah Institute Of Technology, Karnataka
* Coimbatore Institute Of Technology, Tamil Nadu
* R.V. College of Engineering, Bengaluru
* PEC University Of Technology, Chandigarh
* Manipal Institute Of Technology, Karnataka
* Jamia Millia Islamia, Delhi
* Indian Inst. of Sc. Edn. & Research, Mohali, Punjab
* Karunya Institute Of Tech& Sc., Coimbatore, TN
* Institute of Tech., Nirma University, Ahmedabad, GJ
* Kongu Engineering College, Perundurai, Tamil Nadu
* Sona College of Technology, Salem, Tamil Nadu
* Pondicherry Engineering College, Pondicherry
* Amrita Viswa Vidyapeetham, Ettimadai, Tamil Nadu
* Kumaraguru College of Tech., Coimbatore, TN
* B.S. Abdur Rahman Inst. of Sc & Tech, Chennai
* Cochin University of Sc. & Tech, Cochin, Kerala
* St Longowal Inst of Engg & Tech, Sangrur, Punjab
* ITM University Gwalior, Madhya Pradesh
* Koneru Lakshmaiah Edn. Foundation, Guntur, AP
* Jaypee Institute of IT, Noida, Uttar Pradesh

Engineering Colleges/Institutes in Manipur

* NIT Manipur, Langol
* MIT Manipur, Takyelpat
* Manipur Technical University, Takyelpat
* Indian Institute of Information Technology, Manipur
* CAU, Imphal (B.Tech. in Agriclutural Engineering)

MEDICAL

CAREER PROSPECTS: Job in State, Central departments, Private Hospital/Start own Hospital, Clinic/ Medical Consultant in an MNC/ Research and Academics/ Civil Services Exam

DEGREE:

- MBBS (Bachelor of Medicine &   5 Yrs
  Bachelor of Surgery)
- BDS (Bachelor of Dental Surgery)   5-1/2 Yrs

ENTRANCE:

The National Eligibility cum Entrance Test (NEET) (UG), formerly the All India Pre-Medical Test (AIPMT): Applicable for admission to MBBS/BDS Courses in India in Medical/Dental Colleges run with the approval of Medical Council of India/Dental Council of India under the Union Ministry of Health and Family Welfare, Government of India except for the institutions established through an Act of Parliament i.e. AIIMS and JIPMER Puducherry.

For NEET-UG, there are questions asked from Physics, Chemistry, Botany & Zoology. There are 45 questions from each of the sections. A correct response gives the candidate 3 marks while 1 mark is deducted for every wrong answer. No marks are deducted if the candidate has not attempted a question. The total time duration is of 3 hours. NEET UG syllabus consists of concepts taught in standard 11 and 12 in the Indian School Systems. There is no cap on the number of attempts for NEET.

Students who have passed/who are appearing in XII Sc. and have Physics, Chemistry,Biology/Biotechnology as their subjects can be candidates. Moreover, they must score the following marks in the XII class Board Examination(given category wise)

- General- 50% marks
- OBC/SC/ST - 40% marks
- Gen- Physically Handicapped - 45% marks
- OBC/SC/ST- Physically Handicapped - 40% marks

For more details please visit the following websites:

NEET: https://ntaneet.nic.in

AIIMS: www.aiimsexams.org

JIPMER: www.jipmer.edu.in

TENTATIVE DATES:

- Online application release: First week of November
- Release of admit card: First week of April
- NEET Exam: First week of May
- Declaration of results: In the month of June

FEES:

- Govt. run colleges: 1-2 Lakh/year
- Private colleges: 3-20 Lakh/year

TOP MEDICAL COLLEGES IN INDIA

- All India Institute of Medical Sciences (AIIMS), New Delhi
- Post Graduate Institute of Medical Education & Research, Chandigarh
- Christian Medical College, Vellore, Tamil Nadu
- Sanjay Gandhi Postgraduate Institute of Medical Sciences, Lucknow
- Amrita Vishwa Vidyapeetham, Coimbatore, TN
- Banaras Hindu University, Varanasi, Uttar Pradesh
- Kasturba Medical College, Manipal,Karnataka
- Jawaharlal Institute of Post Graduate Medical Education & Research, Puducherry
- Institute of Liver and Biliary Sciences, New Delhi
- King George`s Medical University, Lucknow, UP
- Sri Ramachandra Institute of Higher Education and Research, Chennai
- St. John's Medical College, Bangalore
- Aligarh Muslim University, Aligarh, Uttar Pradesh
- Maulana Azad Medical College, Delhi
- Jamia Hamdard, New Delhi
- Kasturba Medical College, Mengaluru, Karnataka
- JSS Medical College, Mysore, Karnataka
- Christian Medical College, Ludhiana, Punjab
- Vardhman Mahavir Medical College & Safdarjung Hospital, New Delhi
- Dr. D. Y. Patil Vidyapeeth, Pune, Maharashtra
- Siksha `O` Anusandhan, Bhubaneswar, Odisha
- SRM Institute of Science and Technology, Chennai
- University College of Medical Sciences, Delhi
- Dayanand Medical College, Ludhiana, Punjab
- Saveetha Institute of Medical and Technical Sciences, Chennai
- Annamalai University, Annamalainagar, Tamil Nadu
- M. S. Ramaiah Medical College, Bengaluru, Karnataka
- **Regional Institute of Medical Sciences, Imphal, Manipur**
- Sri Venkateswara Institute of Med. Sciences, Tirupati, AP
- Kalinga Institute of Industrial Technology, Bhubneshwar, Odisha

(Source: National Institutional Ranking Framework, Ministry of HRD, Govt. of India)

Medical Colleges in Manipur

- RIMS, Lamphelpat (MBBS/BDS)
- JNIMS, Porompat (MBBS)

NURSING/AYUSH/ PHARMACEUTICAL

CAREER PROSPECTS: (Nursing) Job in Govt. Depts/ Hospitals/ Private Hospitals **(AYUSH Doctors)** Job in Govt. Depts/ Hospitals/ Private Hospitals **(Pharmacists)** Job in Govt. Depts/ Pharmaceutical Companies

DEGREE/DIPLOMA:

• B. Sc. (Nursing)	4 Yrs
• GNM (General Nursing & Midwifery)	3 Yrs
• BAMS (Ayurvedic Medicine & Surgery)	5-1/2 Yrs
• BSMS (Siddha Medicine & Surgery)	5 Yrs
• BNYS (Naturopathy & Yogic Sciences)	5-1/2 Yrs
• BHMS (Homeopathic Medicine & Surgery)	5-1/2 Yrs
• BUMS (Unani Medicine & Surgery)	4 Yrs
• B. Optom. (Bachelor of Optometry)	4 Yrs
• BOT (Bachelor of Occupational Therapy)	4-1/2 Yrs
• BPT (Bachelor of Physiotherapy)	4 Yrs
• B.Sc. (Trauma Care Management)	6 Yrs
• Pharm. D. (Doctor of Pharmacy)	4 Yrs
• B. Pharm (Bachelor of Pharmacy)	4 Yrs
• B. Pharm (Ayu) (Pharmacy(Ayurveda))	4 Yrs
• B.Sc. (Agri)	4 Yrs
• B. Sc. (Seri)	4 Yrs
• B. V. Sc. (Veterinary Sciences)	4 Yrs
• B. F. Sc. (Fisheries Sciences)	4 Yrs

TOP NURSING COLLEGES IN INDIA

- AIIMS, New Delhi
- College of Nursing, CMC Vellore
- AFMC, Pune
- Bharati Vidyapeeth, Pune
- RAK College of Nursing, Delhi
- Manipal University: Manipal College of Nursing
- Sri Ramachandra Medical College and Research Institute, Chennai
- JIPMER, Puducherry
- Madras Medical College, Chennai
- Father Muller College of Nursing, Mangalore
- NIMHANS, Bangaluru
- St. John's College of Nursing, Bangalore
- Amrita University, College of Nursing, Cochin
- SRM University: College of nursing Chennai
- MIMS College of Nursing, Calicut, Kerala
- Jamia Hamdard University: Faculty of Nursing
- CMC Ludiana: College of Nursing

FEES:

- B.SC (Nursing): 2.5 Lacs to 4.0 Lakh Per Annum
- GNM (3yrs.): Rs 50,000 to Rs. 2.0 lakh P/A
- Fees can vary from college to college

It is advisable to take admission in Institutions recognised by Indian Nursing Council.
Website: indiannursingcouncil.org

Nursing Institues in Manipur
(Recognised by Indian Nursing Council)

B.Sc. (Nursing)

- Bethesda School of Nursing, Churachandpur
- C M C College of Nursing, Mantripukhri
- College of Nursing, RIMS, Lamphelpat
- College of Nursing, Medical Directorate, Lamphelpat
- Kangleipak Medical and Nursing Institute, Khurai
- R D O College of Nursing, Lamsang

General Nursing & Midwifery (GNM):

- Bethesda School of Nursing, Churachandpur
- Dr Anjuli Nayak Nursing School Dewlahlane, Imphal
- FHM/ANM Training School, Churachandpur
- Irengbam Thamcha Devi Nursing and Health Care Research Inst. Uripok
- Jawaharlal Nehru School of Nursing, Soibam Leikai
- L Chaobi Nursing Institute J.N Hospital Road
- Leirik Institute of Nursing, Sangaiprou
- Manipur Nursing Institute, Tentha
- Nightingal Nursing Institute J.N. Hospital Road
- Royal School of Nursing J N Hospital Road
- School of Nursing, Medical Directorate, Lamphelpat
- School of Nursing, Kangpokpi Christian Hospital
- Shija Academy of Nursing, Shija Hospitals and Research Institute, Langol
- The School of Nursing, Porompat
- Tunnu School of Nursing Churachandpur

TOP AYUSH COLLEGES

- National Institute of Ayurveda, Jaipur
- Government Ayurvedic College, Guwahati
- Pandit Deendayal Upadhyay Memorial Health Science & Ayush University of Chattisgarh, Raipur
- National Institute of Homoeopathy, Kolkata
- Shri Krishna AYUSH University, Kurukshetra
- National Institute of Siddha, Chennai
- Uttarakhand Ayurved University, Dehradun
- All India Institute of Ayurveda, Delhi

TOP PHARMACEUTICAL COLLEGES

- Jamia Hamdard
- Panjab University
- National Institute of Pharmaceutical Education and Research, Punjab
- Institute of Chemical Technology
- Birla Institute of Technology & Science
- National Institute of Pharmaceutical Education and Research, Telangana
- Manipal College of Pharmaceutical Sciences
- JSS College of Pharmacy, Tamil Nadu
- National Institute of Pharmaceutical Education and Research, Gujarat
- JSS College of Pharmacy, Karnataka

GENERAL SCIENCE/ ARTS / HUMANITIES

TOP RANKED COLLEGES IN INDIA

(Source: National Institutional Ranking Framework, Ministry of HRD, Govt. of India)

- Miranda House (Women), Delhi
- Hindu College, Delhi
- Presidency College, Chennai
- St. Stephen's College, Delhi
- Lady Shri Ram College for Women, Delhi
- Loyola College, Chennai
- Shri Ram College of Commerce, Delhi
- Rama Krishna Mission Vivekananda Centenary College, Rahara, West Bengal
- Hans Raj College, Delhi
- St. Xavier`s College, Calcutta
- Ramakrishna Mission Vidyamandira, Howrah
- Gargi College, Delhi
- Madras Christian College, Chennai
- Atma Ram Sanatan Dharm College, Delhi
- Ramakrishna Mission Residential College, Kolkata
- Deen Dayal Upadhyaya College, New Delhi
- PSG College of Arts and Science, Coimbatore, TN
- Kirori Mal College, Delhi
- Sri Venkateswara College, Delhi
- Dyal Singh College, New Delhi
- Lady Irwin College, Delhi
- PSGR Krishnammal College for Women, Coimbatore
- University College, Thiruvananthapuram, Kerala
- Acharya Narendra Dev College, New Delhi
- Jesus & Mary College, New Delhi
- P. D. Patel Institute of Applied Sc., Changa, Gujarat
- Fergusson College, Pune, Maharashtra
- Sri Guru Tegh Bahadur Khalsa College, Delhi
- Mar Ivanios College, Thiruvananthapuram, Kerala
- Scott Christian College, Nagercoil, Tamil Nadu
- Shaheed Rajguru College of Applied Sc (W), Delhi
- Women`s Christian College, Chennai, Tamil Nadu
- Government Arts College, Coimbatore, Tamil Nadu
- Thiagarajar College, Madurai, Tamil Nadu
- Rajagiri College of Social Sc., Ernakulam, Kerala
- Ethiraj College for Women, Chennai
- Daulat Ram College, Delhi
- Maitreyi College, New Delhi
- St. Joseph's College, Tiruchirappalli, Tamil Nadu
- Queen Mary`s College, Chennai
- Shyam Lal College, Delhi
- Rajiv Gandhi Institute of Information Technology and Biotechnology, Pune
- Kamala Nehru College, Delhi
- Bishop Heber College, Tiruchirappalli, Tamil Nadu
- Andhra Loyola College, Vijayawada, Andhra Pradesh
- Indraprastha College for Women, Delhi
- Govt. College for Women, Thiruvananthapuram
- Maharaja Agrasen College, Delhi
- Kanchi Mamunivar Centre for Post Graduate Studies, Puduchery, Pondicherry
- Bethune College, Kolkata
- Ayya Nadar Janaki Ammal College, Sivakasi, TN
- Kongunadu Arts & Science College, Coimbatore, TN

- Sri Krishna Arts & Science College, Coimbatore, TN
- Shivaji College, Delhi
- St. Thomas College, Thrissur, Kerala
- St. Xavier's College, Ahmedabad, Gujarat
- Sacred Heart College, Ernakulam, Kerala
- Stella Maris College for Women, Chennai
- Jamal Mohamed College, Tiruchirappalli, Tamil Nadu
- Sri Ramakrishna Mission Vidyalaya College of Arts and Science, Coimbatore, Tamil Nadu
- St. Joseph`s College of Commerce, Bengaluru
- S. B. College, Kottayam, Kerala
- Virudhunagar Hindu Nadars Senthikumara Nadar College, Virudhunagar, Tamil Nadu
- St. Teresa's College, Ernakulam, Kerala
- Madras School of Social Work, Chennai
- Silver Jubilee Degree College, Kurnool, AP
- Dr. N. G. P. Arts and Science College, Coimbatore
- Mahatma Gandhi College, Thiruvananthapuram
- Govt. Arts College, Thiruvananthapuram, Kerala
- Shaheed Sukhdev College of Business Studs.,Delhi
- Farook College, Kozhikode, Kerala
- Govt Home Science College, Sector-10, Chandigarh
- Vellalar College for Women, Erode, Tamil Nadu
- St. Xavier`s College, Palayamkottai, Tamil Nadu
- Keshav Mahavidyalya, Delhi
- Loreto College, Calcutta
- V. O. Chidambaram College, Tuticorin, Tamil Nadu
- Newman College, Idukki, Kerala
- Lady Doak College, Madurai, Tamil Nadu
- T. K. M. College of Arts and Science, Kollam, Kerala
- Women's Christian College, Nagercoil, Tamil Nadu
- St. Joseph`s College, Kozhikode, Kerala
- Fatima Mata National College, Kollam, Kerala
- Alagappa Government Arts College, Karaikudi, TN
- Holy Cross College, Tiruchirappalli, Tamil Nadu
- CMS College of Science and Commerce, Coimbatore, Tamil Nadu
- Sri Guru Gobind Singh College of Commerce, Delhi
- Christ College, Thrissur, Kerala
- Kalindi College, Delhi
- Anna Adarsh College for Women, Chennai
- Justice Basher Ahmed Sayeed College for Women, Chennai
- Mar Thoma College, Thiruvalla, Kerala
- Nirmalagiri College, Kannur, Kerala
- Fatima College, Madurai, Tamil Nadu
- St. Francis College for Women, Hyderabad
- St. Xavier`s College, Mumbai
- Sri Meenakshi Government College for Women, Madurai, Tamil Nadu
- Muthurangam Govt. Arts College, Vellore, TN
- Goswami Ganesh Dutta Sanatan Dharma College, Chandigarh
- Ramanujan College, New Delhi

Most of the Colleges offer Admissions to B.A (H)/ B Sc. / B Sc.(Hons.)/ BCA based on 12th Board Marks

COMMERCE

DEGREE:

• B.Com. (Bachelor in Commerce)	3yrs
• B.Com. (Hons.) (Bachelor in Commerce(Hons.)	3yrs
• B.Sc.(Finance) (Bachelor in Science with Specialization in Finance)	3yrs
• BBA (Finance) (BBA with Specialization in Finance)	3yrs
• BFA (Bachelor in Financial Accounting)	3yrs
• B.Com. (Professional) (Bachelor in Commerce (Professional)	3yrs

Certifications available along with or after 12th or Bachelor Degree in Commerce:

• CA (Chartered Accountant)	www.icai.org
• CS (Company Secretary)	www.icsi.edu
• CWA (Cost and Works Accountant)	www.icwai.org
• CFA (Certified Finance Analyst)	www.cfainstitute.org
• CFP (Certified Financial Planner)	www.cfp.net
• CIB (Certified Investment Banker)	Private Institutions
• CSB (Certified Stock Broker)	www.nism.ac.in
• CIA (Certified Investment Analyst)	www.nism.ac.in
• Certified Actuary	www.actuariesindia.org
• NSE Certifications	www.nseindia.com
• BSE Certifications	www.bsebti.com

Colleges with admissions based on 12th board marks

• Sri Ram College of Commerce(SRCC) - Delhi	cwww.srcc.edu/
• Lady Shriram College for Women (LSR) - Delhi	www.lsr.edu.in/
• Hansraj College - Delhi	www.hansrajcollege.co.in/
• Loyola College - Chennai	www.loyolacollege.edu/
• St. Joseph's College of Commerce - Bangalore	www.sjcc.edu.in/
• Hindu College - Delhi	www.hinducollege.org/
• Ramjas College - Delhi	www.ramjascollege.edu/
• Kristu Jayanti College - Bangalore	www.kristujayanti.edu.in
• Madras Christian College(MCC) - Chennai	www.mcc.edu.in
• J D Birla Institute - Kolkata	www.jdbikolkata.in/
• Goenka College of Commerce and Business Administration - Kolkata	www.goenkacollege.net/
• GGDSD College Sector 32 - Chandigarh	www.ggdsd.ac.in/
• K J Somaiya College of Arts & Commerce – Mumbai	www.somaiya.edu
• Mithibai College - Mumbai	www.mithibai.ac.in
• Delhi College of Arts & Commerce (DCAC) - Delhi	www.dcac.du.ac.in/

NDA (DEFENCE FORCES) - BA/ B.Sc./B.E.

ELIGIBILITY:

Indian Army : **(16 ½ -19 Yrs)**	12th Class pass/appearing of the 10+2 pattern of School Education or equivalent examination conducted by a State Education Board or a University.(Any stream)
Indian Navy & Naval Academy : **(16 ½ -19 Yrs)**	12th Class pass/appearing of the 10+2 pattern of School Education or equivalent with Physics and Mathematics conducted by a State Education Board or a University.
Indian Air Force : **(16 ½ -19 Yrs)**	12th Class pass/appearing of the 10+2 pattern of School Education or equivalent with Physics and Mathematics conducted by a State Education Board or a University.

Tentative dates: Forms Out: Jan/Feb & Jun/July Last Date: Feb & July Test Date : March/April & Sep/Oct	**Exam :** NDA (www.upsconline.nic.in) - Test Conducted Twice a year Time : 2.5 hours for each paper Mode: Pen & Paper

OTHER CAREERS OPTIONS

LAW:

Degree	Period	Eligibility	Career Prospect:
• BA (Hons.) LLB	5 Yrs	10+2 Any Stream	Lawyer, Advocate, Social
• B.Com. (Hons.) LLB	5 Yrs	10+2 Any Stream	Activist, Litigator, Diplomat,
• BBA (Hons.) LLB	5 Yrs	10+2 Any Stream	Judicial Magistrate, Judge,
• BLS (Hons.) LLB	5 Yrs	10+2 Any Stream	Legal Advisor etc.
• B. Sc. (Hons.) LLB	5 Yrs	10+2 Science (PCM/PCB)	
• B. Tech. LLB	6 Yrs	10+2 Science (PCM)	

BUSINESS MANAGEMENT:

Degree	Period	Eligibility	Career Prospect:
• BBA (Bachelor in Business Administration)	3 Yrs	10+2 (Any Stream)	Executive, Manager,
• BMS (Bachelor in Management Studies)	3 Yrs	10+2 (Any Stream)	Administrator/ Jobs in
• BBS (Bachelor in Business Studies)	3 Yrs	10+2 (Any Stream)	Marketing,HR, Finance/
• BBM (Bachelor in Business Management)	3 Yrs	10+2 (Any Stream)	Entrepreneur etc.
• BBA+MBA Integrated Programme	5 Yrs	10+2 (Any Stream)	

MASS COMMUNICATION:

Degree	Period	Eligibility	Career Prospect:
• BMM (Bachelor in Mass Media)	3 Yrs	10+2 (Any Stream)	Journalist, Correspondent,
• BMC (Bachelor in Mass Communication)	3 Yrs	10+2 (Any Stream)	Anchor, Editor, Content
• BMS (Bachelor in Media Studies)	3 Yrs	10+2 (Any Stream)	Writer, Creative Writer,
• BJMC (Bachelor in Journalism & Mass Com)	3 Yrs	10+2 (Any Stream)	Public Relations Specialist
• BA in Journalism/ Communication & Media	3 Yrs	10+2 (Any Stream)	etc.

HOTEL MANAGEMENT:

Degree	Period	Eligibility	Career Prospect:
• B. Sc. (Hospitality & Hotel Administration)	3 Yrs	10+2 (Any Stream)	Caterer, Hotelier, Chef,
• BA (Hons.) in Hotel Management	4 Yrs	10+2 (Any Stream)	Travel Manager,
• BA (Hons.) in Culinary Arts	4 Yrs	10+2 (Any Stream)	Housekeeping Manager, Air
• B.Tech. (Hotel Management & Catering Technology)	4 Yrs	10+2 (Any Stream)	Crew, Ship Crew, Restaurateur etc.

SOCIAL WORK:

Degree	Period	Eligibility	Career Prospect:
• BSW (Bachelor in Social Work)	3 Yrs	10+2 (Any Stream)	Social Activist, Rural
• BA (Social Work)	3 Yrs	10+2 (Any Stream)	Development Officer, NGO,
• BSW+MSW (BSW + Master)	5 Yrs	10+2 (Any Stream)	Community/Child and
• BRS (Bachelor in Rural studies)	3 Yrs	10+2 (Any Stream)	Women Welfare Worker etc.

DESIGN / FINE ARTS / VISUAL ARTS:

Degree	Period	Eligibility	Career Prospect:
• B.Des.(Bachelor in Design)	3 Yrs	10+2 (Any Stream)	Apparel, Automobile,
• BFA (Bachelor in Fine Arts)	3 Yrs	10+2 (Any Stream)	Exhibition, Fashion, Graphic,
• BVA (Bachelor in Visual Arts)	5 Yrs	10+2 (Any Stream)	Industrial, Interior, Product,
• B.Cr.A(Bachelor in Creative Arts)	3 Yrs	10+2 (Any Stream)	Textile, Toy Designer Etc

SPORTS:

Degree	Period	Eligibility	Career Prospect:
• BBA(Sports Management)	3 Yrs	10+2 (Any Stream)	Sports Manager, Coach,
• BA(Sports Management)	3 Yrs	10+2 (Any Stream)	Physical Trainer, Sports
• BPE (Bachelor in Physical Education)	3 Yrs	10+2 (Any Stream)	Analyst, Referee etc.

UPSC CIVIL SERVICES EXAMINATIONS (IAS/IPS/IFS)
General Information

The Civil Services Examination (CSE) is a nationwide competitive examination in India conducted by the Union Public Service Commission for recruitment to various Civil Services of the Government of India, including the **Indian Administrative Service (IAS), Indian Foreign Service (IFS), and Indian Police Service (IPS)**.

PROCESS:

- **Stage I: Prelim** - Held in May/June every year. Results are usually announced in August.
- **Stage II: Mains** - Held in September/October every year. Results are usually announced in January.
- **Stage III: Personality Test (interview)** - Held in March. Final results are usually announced in May. The training program for the selected candidates usually commences the following September.

Stage I: Preliminary Examination - Held ususally in May/June every year, the Preliminary Exam includes two papers of two hours duration and 200 marks each. Both papers have multiple choice objective type questions only. The results are announced in August.

- **Paper I** tests the candidate's knowledge on current events, history of India and Indian national movement, Indian and world geography, Indian polity Panchayti Raj system and governance, economic and social development, environmental ecology, biodiversity, climate change and general science, Art and culture.
- **Paper II** tests the candidate's skills in comprehension, interpersonal skills, communication, logical reasoning, analytical ability, decision making, problem solving, basic numeracy, data interpretation, English language comprehension skills and mental ability.

It is qualifying in nature and the marks obtained in this paper are not counted for merit. However, it is mandatory for the candidate to score a minimum of 33 % in this paper to qualify the Prelims exam. Those who qualify in the Prelims become eligible for the Mains.

Stage II: Mains Examination: The Civil Services Mains Examination consists of a written examination and an interview.

The Civil Services Main written examination consists of **nine papers**, **two** qualifying and **seven** ranking in nature. The range of questions may vary from just one mark to sixty marks, twenty words to 600 words answers. Each paper is of a duration of 3 hours. Candidates who pass qualifying papers are ranked according to marks and a selected number of candidates are called for interview or a personality test at the Commission's discretion.

Paper A - (Qualifying)300 marks: (One of the Indian languages listed in the Eighth Schedule to the Constitution of India): Assamese (Assamese), Bengali (Bengali), Bodo (Devanagari), Dogri (Devanagari), English (English), Gujarati (Gujarat), Hindi (Devanagari), Kannada (Kannada), Kashmiri (Persian), Konkani (Devanagari), Maithili (Devanagari), Malayalam (Malayalam), Manipuri (Bengali), Marathi (Devanagari), Nepali (Devanagari), Odia (Odia), Punjabi (Gurumukhi), Sanskrit (Devanagari), Santhali (Devanagri or Ol Chiki), Sindhi (Devanagari or Arabic), Tamil (Tamil), Telugu (Telugu), Urdu (Persian),

Paper B - English (Qualifying)300 marks

Ranking Papers:

- **Paper I - Essay** (250)
- **Paper II - General Studies I** (250) (Indian heritage and culture, history and geography of the world and society)
- **Paper III - General Studies II** (250) (Governance, constitution, polity, social justice and international relations)
- **Paper IV - General Studies III** (250) (Technology, economic development, bio-diversity, environment, security and disaster management)
- **Paper V - General Studies IV** (250) (ethics, integrity and aptitude)
- **Papers VI, VII** (500 - 250 marks for each paper) Two papers on one subject to be selected by the candidate from the list of optional subjects - **Agriculture, Animal Husbandry and Veterinary Science, Anthropology, Botany, Chemistry, Civil Engineering, Commerce and Accountancy, Economics, Electrical Engineering, Geography, Geology, History, Law, Literature (of any one of the languages listed above), Management, Mathematics, Mechanical Engineering, Medical Science, Philosophy, Physics, Political Science and International Relations, Psychology, Public Administration, Sociology, Statistics, Zoology**

Public administration is one of the most sought after optional subjects in the Mains examination as it has overlapping content with other subjects like Current Affairs, History, Polity. The standards of Optional papers is of honours level. Paper I is theoretical but Paper II is often dominated by Current Affairs and Application based questions.

MARKS: 2025

- Prelim: Qualifying
- Written Test: 1750
- Personality Test (Interview): 275

ELIGIBILITY:

Nationality:

- For the IAS/IPS, the candidate must be a citizen of India.
- For other services, the candidate must be one of the following: A citizen of India, A citizen of Nepal or a subject of Bhutan, A Tibetan refugee who settled permanently in India before January 1, 1962, A person of Indian origin who has migrated from Pakistan, Myanmar, Sri Lanka, Kenya, Uganda, Tanzania, Zambia, Malawi, Zaire, Ethiopia or Vietnam with the intention of permanently settling in India

Educational Qualification:

All candidates must have as a minimum one of the following educational qualifications:

- A degree from a Central, State or a Deemed university
- A degree received through correspondence or distance education
- A degree from an open university
- A qualification recognized by the Government of India as being equivalent to one of the above

The following candidates are also eligible, but must submit proof of their eligibility from a competent authority at their institute/university at the time of the main examination, failing which they will not be allowed to attend the exam.

- Candidates who have appeared in an examination the passing of which would render them educationally qualified enough to satisfy one of the above points.
- Candidates who have passed the final exam of the MBBS degree but have not yet completed an internship.
- Candidates who have passed the final exam of ICAI, ICSI and ICWAI.
- A degree from a private university.
- A degree from any foreign university recognized by the Association of Indian Universities.

Age:

The minimum age to appear for UPSC Civil Services Exam is 21 years. Upper age limit for General category is 32 years, for OBC it is 35 years while for SC/ST it is 37 years.

Number of attempts:

The number of attempts permissible for a general category candidate in UPSC CSE is 6. For OBC candidates the number of attempts permitted it 9. SC/ST category candidates will have unlimited attempts till 37 years of age to appear for UPSC CSE. Appearing to attempt one of the papers in the preliminary examination is counted as an attempt, including disqualification/ cancellation of candidature. However, applying to sit the exam but failing to attend is not counted as an attempt.

LIST OF SERVICES:

All India Services

- Indian Administrative Service (IAS)
- Indian Police Service(IPS)
- Indian Foreign Service (IFS)

Central Services (Group A)

- Indian P&T Accounts and Finance Service (IP&TAFS)
- Indian Audit and Accounts Service (IA&AS)
- Indian Civil Accounts Service (ICAS)
- Indian Corporate Law Service (ICLS)
- Indian Defence Accounts Service (IDAS)
- Indian Defence Estates Service (IDES)
- Indian Information Service (IIS)
- Indian Ordnance Factories Service (IOFS)
- Indian Postal Service (IPoS)
- Indian Railway Accounts Service (IRAS)
- Indian Railway Personnel Service (IRPS)
- Indian Railway Traffic Service (IRTS)
- Indian Revenue Service (IRS-IT)
- Indian Revenue Service (IRS-C&CE)
- Indian Trade Service (ITrS)
- Railway Protection Force (RPF)

Group B Services

- Armed Forces Headquarters Civil Services (AFHCS)
- Delhi, Andaman and Nicobar Islands Civil Service (DANICS)
- Delhi, Andaman and Nicobar Islands Police Service (DANIPS)
- Pondicherry Civil Service (PCS)
- Pondicherry Police Service (PPS)

For more info: visit https://upsc.gov.in

Good News!

The Govt. of Manipur officially launched the **Chief Minister's Scholarship Scheme for Civil Services Coaching** worth over Rs.1 crore recently.

After a selection test, top 150 students will be given 100% scholarship sponsored by the State Government under Chief Minister's Scholarship Scheme for Civil Services Coaching. The next 50 students will get 75% scholarship, the next 50 students will be given 60% scholarship, the next 100 will get 50% scholarship and the remaining 100 will be given 40% scholarship, all sponsored by ALS-IAS Institute.

All of the selected 450 aspirants of the State will get coaching from the authorised centres of ALS-IAS Institute located at Imphal, Churachandpur, Ukhrul, Senapati, Tamenglong, Maram and Motbung.

Articles

WHY AM I HERE?

- Khumukcham Roshan

Obedience is the most important value that we inculcate in our students in schools and colleges. One who always says 'Yes' to what the teacher in front of them is delivering is considered to be the best and is loved and is assured that s/he will be successful in life. But what does success mean is debatable. And one who questions is often mocked and ridiculed in the class, answers to which is even the teacher with an experience of whole life in that very subject, in front, finds uncomfortable. 'That's quite a weird question to be raised and not within the syllabus' is how the teachers generally react. "Don't waste your time thinking out of the box" is the instant reply received. You are never encouraged to think differently. 'You don't need to know it to get letter marks in your board or get selected in competitive examination' is the common explanation heard. S/he ranks top in every class. And luckily gets the so called government job. Congratulated and admired by junior and seniors alike in the schools and colleges, becomes examples within the friend circle, family and relatives. An overnight star in the world s/he lives.

Is getting over 90% in board examination the only interest we have in our children? The questions of the said examination are 80% designed to test the memory of the students. Never meant to eliminate them and at the same time paying little room for application of what they have learned from textbooks in real life situations. How much they can mug up and reproduce in the answer script they are supplied with is all that is tested. Thanks to Macaulay, for the minutes that lead to enactment of the English Education Act, 1835 designed to produce clerks to serve the Queen. So that Indians would never question the legitimacy of the British Empire. No wonder even the civil servants recruited by the UPSC who get lateral entry in all the major departments, many a times hesitate to take bold and apt decisions because what they knew is what they have read in their standard textbooks. But the questions and situations they face in jobs and lives are all out of syllabus. Something they have no clue of!

We are heading towards a future where Artificial Intelligence would play a major role in every sphere of our lives. So how much data we have fed in our brains will be irrelevant. Today, anything and everything that we want to know pops out from a 5 inch screen of our smartphones ready to be assisted by Google and Siri. So, do we still need to by-heart stuffs? In future, only those persons will be required who are creative and innovative? Surely, they will be the future leaders. So, time has come, the policy makers direct the boards like CBSE and ICSE of our nation to change the way questions are framed. Which in turn will force the teachers and parents to change their approach towards the way they instil knowledge in students and children. Let's stop sending child to schools for getting a well-paid job craving social prestige and recognition. Even after more than 70 years of independence, no Indian University finds a place in top 200 university in the world. Although, India holds the world record of producing more than 5 lakh engineers in a year but a recent study says that at least 60% of those who land up a job do not need their engineering degree. Is 15 years of formal education only meant to get 9 to 9 job where half of our lives are spent to pay the EMIs?

From our childhood till today, it has been observed that we always feel excited to learn a new thing whether it's cycling or swimming or flying a kite. But, why do a whole lot of students not feeling the same way when they go to school. Aren't they going to learn something new every day? Rather, they suffer a lot. Academics are really not meant for

everyone. We need to understand that not everybody can excel in academics. We badly need to relook at the way things are taught in school. Don't we have the necessary infrastructure to train our teachers to teach things that will remain in lives of the students forever? Something like how to concentrate in anything they do. Careful observation and involvement in whatever we do is what we need to teach in schools and home. Rest, they can excel in whatever field they choose in life. Marks in board examination do not reflect our abilities in comprehensive way to make our lives successful and meaningful. Parents very well know that the High School Leaving Certificate is used in life only as age proof! Let's define success and failure once again. Let's emphasize that stuffs like emotional intelligence and social skills have a greater role to play in our lives.

With a population more than 120 core, Indians obviously feel that we need to be competitive from their first class, the kindergarten. Darwin's 'Survival of the fittest' is made applicable in every walk of our lives. Will it only remain a dream that our children are never taught of competition in their schools and colleges just like in Finland and yet holds the tag of the best education system in the world? Competition kills the genius in a child. Comparison with others is an insult to self. In a rat race of getting a few marks more than our classmate, the possibility to explore other fields where we could have excelled joyfully and happily is forbidden. An artist, a plumber, a barber, a chef, a teacher and a farmer is as important as a doctor, an engineer or a civil servant. They are just different and not one above the other. We need everyone's service in the society. In fact, farmer must be given more attention than anyone else. He is feeding us. Can education be such that the toppers in classes choose farming or teacher to be their career? How far we are away from this mentality? Let's take charge of things and create a environment which brings out the best in us. Life is successful when we know how to walk joyfully no matter who we are and what we do for living.

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Roshan is a Preventive Officer at Customs & Central Excise Department, Government of India. He is currently posted at NSCB International Airport, Kolkata.

DON'T QUIT!
- Ksh. Bidyarani Devi

It is probably one of the most cliché phrases we ever heard as we build our careers. But then, there is a reason for that. Most people tend to give up when they face difficulties. Please remember that all the successful people didn't become one so easily. They all faced huge challenges and difficulties as they travel towards success.

 Most of us want to have a successful career but only a few have fulfilled their dreams. Why? Because not all of us have realized the challenges one has to face towards their path to success. We only see the final result, the successful person without knowing the pain and difficulties he/she had gone through. To be successful, one has to set goals, equip themselves with self-confidence, commitment and determination. But he/she must not forget to work hard as it is the ultimate ingredient for success.

There is no shortcut to success. So, we must work hard to gain knowledge and to rise above the ordinary. If you want to succeed, you need to taste failure at some stage! So, don't quit easily when you face rejections and failures. You never know when and where success will strike. Maybe in the next step, no one knows.

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Bidyarani is a Financial Consultant with HDFC Life, Imphal. She is an MCA from Manipur University.

DISCIPLINE: THE FOUNDATION OF STUDENTS' LIFE

- Dr. Khumukcham Ranibala Devi

"Discipline without talent can often achieve astounding results, whereas talent without discipline inevitably dooms itself to failure"

As said by the famous American author Sydney Harris is true in all sense of words. Until and unless one strictly observes discipline in life, one cannot unleash the potential inside oneself, however promising it may be. It enables us to channelize and focus our energy into desired direction and right way thereby empowering us to fulfil every goal that we may have. It is the basic foundation upon which the success of every human endeavour and enterprise is laid upon. This sums up the importance of discipline in one's life.

Discipline in one sense is a systematic way to perform various activities in life. It is the structured manner in which things are carried out. It is also the quality of being able to behave and work in a controlled way which involves obeying particular rules and standards. To discipline one-self means, training one-self to behave and work in a strictly controlled and regular way. It is the subordination of one's selfish wishes, desires and tendencies to a higher ideal. It also entails the control, regulation and guidance of those forces which contribute to the growth of character. It is thus, a process of mental and moral training.

Technically, the word discipline originated from the Latin word *disciplina* which means "instruction" and derives from the root word *discere* which means "to learn". The word *Discipulus* which means disciple or Pupil also originated from the same word. So, primarily the word discipline can be considered as systematic instruction given to a disciple. The Cambridge dictionary defines it as "training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken or the behaviour produced by this training".

In the broadest sense, discipline consists in the way in which an individual expresses self-restraint and thereby makes an effort to achieve the highest good of life. In these sense discipline implies the modification or refinement of natural inclination through channels which are socially acceptable. It is some form of restrictions imposed upon individual's rights and privileges which if left unregulated may lead to lawlessness in the society. Everyone doing whatever they want to do unfettered in the name of freedom will only lead to anarchy and crumbling down of the society. On the other hand, by learning to restrain our natural impulses, we can have better control over our instincts and ourselves. Thus, one will be able to go on doing one's work when one's instinct utters to quite. In this way, discipline strengthens our determination and sharpens our talents increasing more and more our ability to perform. It enables us to push our limits farther and farther by restraining worthless distractions until we achieve a near perfection in the works we do.

The universe is sustained by physical laws that govern the movements of celestial bodies. It is the upkeep of these physical laws by the heavenly bodies that sustains the existence of this vast universe. Without this strict observation of law, it is not possible for the universe to occur at all. Such is the importance of discipline in our lives and the society in which we live in. From a small unit such as a family to as big as a nation, discipline binds each individual to the other with a sense of obligation that each has to undergo certain restrictions on his/her privileges for a greater group interest to protect the integrity. Thus, the ability of a nation or a society to sustain itself is endowed

to it by the discipline of the constituent members.

Discipline enables human to do wonderful things. The expansion of Roman Empire despite large groups of opposing tribes which greatly outnumbered them had been made possible because of the disciplined Roman army during that time. No ordinary group of people could perform like the disciplined Roman army. A Roman soldier was able to fight single-handedly against up to six men at once. This is how discipline can enhance our abilities to unimaginable levels of human excellence. A small army of disciplined soldiers can accomplish much more than a group of thousands of untrained warriors. In a similar way, a large country like India had been ruled by a handful of British for more than two hundred years. One finds it very unusual that a country of sub-continental size was subdued by a country the size of just one of its state. The highly trained army of the British and their disciplined way of dealing with things was their major advantage which was not with the Indian soldiers during that time. A hundred British Soldier was too much for thousands of untrained Indian warriors who consisted mostly of peasants, farmers and part-time soldiers. This is why discipline is indispensable to excel in any human endeavour.

The constitution of India provides fundamental duties of citizens which also include striving towards excellence in all spheres of individual and collective activity so that the nation rises to higher levels of endeavour and achievement. This is possible only with strict discipline like the formidable Roman army who though small in numbers were able to subdue larger groups of tribes to expand their empire. It needs great amount of discipline on the part of citizens to work as a group foregoing self-interests for greater good of the country. The spirit of discipline must inspire the citizens to live in conformity and obedience to set rules. They must observed discipline even with day to day things such as standing in queue, following the law for instance traffic rules etc. Apart from this, upholding punctuality, helping woman in problem, safeguarding public property, respecting national symbols, promoting inter-communal harmony so and so forth are part of discipline as a citizen. These are examples of social discipline. It is an established fact that no nation can move forward properly without the way of discipline. Furthermore, an individual's well-being lies in the welfare of the nation or society. Therefore, as a citizen, it is obligatory to discharge selflessly the duties towards one's nation. For this, one needs to be abided by the laws of the land which requires discipline. The children of today are the citizens of tomorrow, and so it is expected that children are trained in discipline from childhood onwards in order that they become a responsible citizen when they are grown up.

We are inculcated with basic disciplines from early years of our lives at home. Discipline is the observance of certain well-defined rules as mentioned earlier. All families have their own sets of rules and norms. The proper way of dressing, eating, addressing to people, behaving and proper way of conducting daily life activities are basic disciplines that we learnt from childhood at home. Usually all members of a family obey the instructions of the family's head which is an indication of discipline. All the members of the family consider such instructions binding to them which are mandatory to carry out. A child growing up in such a family will have great respect for the values that the family upholds. Such a child will mature up as a responsible member of the society well-adjusted to the accepted social norms. This is because a society requires all members to submit to the restrictions of social codes or else the society will disintegrate.

A small army of disciplined soldiers can accomplish much more than a group of thousands of untrained warriors

Discipline, as already mentioned in the very outset, starts from home in the form of observing family's norms and rules. However, as a child grows up she gradually has to learn more things and acquire more knowledge. The knowledge she already had also become gradually refined and flawless with the attainment of new ideas. In order to be able to acquire such new things and ideas in a more efficient manner she needs a disciplined approach towards all of them. The way of discipline instilled in the young minds from the family will help them out in this venture. Otherwise, she will only learn a few portion of it in a vague and mostly unclear way. Therefore, discipline trains a child in all possible ways for future life.

Disciplined approach to any field of learning entails proper way, right time and appropriate amount of practice. Discipline systematises behaviour and thinking thereby making students methodical and systematic. A student will never excel in studies until such a systematic approach is adopted. She needs to study at right time for appropriate duration. She is not supposed to play throughout the day and study only during the night. This will not only disrupt proper sleep and destroy her health but will also ultimately result in a weak body. She is also not supposed to get out of bed any time she wants. She needs to rise early to maintain a healthy body and a sound mind. A student needs orderliness in her life to learn effectively the trade which she is interested in. Only self-discipline will bring this orderliness of doing things in the right time and correct way. Not only in studies but also in games and sports, only a disciplined person can master over the field. A player needs to follow every rule of the game in letter and spirit if the player ever hopes to earn medals. Similarly, in learning fine arts and performing arts such as dance and music, following of certain set-norms are compulsory. The gracefulness that we witness in the professional artist and players in their performance is the result of years of training with strict discipline. In this sense, discipline is the foundation of every field of learning.

Students in their formative years must try to inculcate a disciplined way of lifestyle. Later in their lives, discipline will guide them through in their tough times and steep competitions. In today's world, the competitions have become so tough in every field that twenty-four hours a day are not enough to excel in one. Yet still, some find success and some ended in failure despite everyone dedicating equally to their works. The only difference is in the degree of dedication they had towards their work. Our perseverance must also be honed with impeccable self-discipline. A disorderly or inconsistent dedication without proper self-discipline is useless. As for instance, preparing for a competitive examination requires hard-work over an extended period of time. One needs to study for years steadily without getting discouraged or misguided. Sticking to books for a long period of time is not an easy task. It requires great amount of determination and dedication to do so. A person is required to be steered by discipline to develop such an unwavering determination.

Students must also have certain codes of conduct through which they must live their life. These are their principles. A principled man is respected and loved by all. This is because such a person is trustworthy and always thinks good for the society. Such an individual leads a happy life and finds success in whatsoever task she undertakes. Living one's life bounded by such rules and norms is a form of discipline. On the other hand, a person without principles lacks credibility and people consider her untrustworthy. She will lead a life of disorderliness which often ends in failure. Students in particular must try to follow certain principles which will guide them against bad temptations. They need

principles to maintain a high moral standard and to do things in their proper time without procrastination. Adhering to these principles requires stern disciplines. Thus, discipline is vital in a student's life.

Physical purity is one of the important elements of discipline. It does not mean keeping our body clean with frequent bathing but getting involved in good actions beneficial to mankind. One must always nurture good thoughts and promote good actions. Positive thinking brings positive results even in highly unlikely situations. Students must not get dishearten when they come across any difficult topic rather they must have a positive attitude that we grow by doing things bigger than ourselves. Ingraining of positive thoughts is in itself a reward as this will keep us afloat in times of great difficulty. Maintaining the balance in rough times is the manifestation of a disciplined mind.

Another important aspect of discipline is keeping one's word. A person must always keep her word. This will earn credibility and respect in the society which are essential component of a successful life. Students are supposed to do many works that teachers assigned them to do. Students in the class will commit to the teacher to meet in the next class with their homework or assignments done. However, the temptations to skip classes or homework are very strong when the topic or the subject is tough. Students must not breach the assurance given to teachers by skipping homework or classes. Those students who try their best to do every task given to them in spite of difficulties will invariably learn more than others. Learning happens when tough things and concepts are grasped properly. Persevering in the face of such difficult situations need self-commitment and holding on to it. Keeping one's word for the sack of obligation is a feature of discipline.

In life we come across many talented people who are unsuccessful in their lives. It is the lack of discipline which had led them to failure despite the potential they have within them.

Howsoever talented a person may be, she will never master over her field without disciplined hard-work. The energies and aptitude inside her will rust into void if proper trainings are not undertaken to bring those potentials out of her. The potentials are needed to be regulated and channelized properly in right direction to achieve the desired ends. Fine-tuning of talents will take place through such regulations. Thus, students must be willing to undergo restrictions and regulations imposed upon them which are meant to bring the best out of them.

Despite all these, it must also be kept in mind that discipline in a narrow sense implies the system of rewards and punishments by which people are rendered amenable to authority. In this logic, discipline narrows down to following orders of or adherence to a superior authority. This in turn may hinder the growth of a child's individuality. Thus, a fine balance is necessary for students to develop their individuality at the same time repressing those traits which are not desirable in them.

In conclusion, discipline is a necessity for a successful life. Discipline starts from early years at home. Without it, it is not possible to achieve any desired goal. It strengthens us to master the field in which we are interested. It is indispensable in students' life if they ever wish to outshine in any arena in their lives. As the iron is made stronger by heating in fire, our talents will become our ability by undergoing firm disciplines. Discipline is a pre-requisite for success in all spheres of human endeavour be it academics, sports, fine arts etc. It is indeed true to say that 'Discipline is the refining fire by which talent becomes ability'. However, a fine balance between authoritarian discipline and freedom is required so that a student's individuality gets develop hand in hand with the elimination of undesired traits in them.

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Ranibala is a lecturer in Manipuri at Sugnu Hr. Secondary School. She holds a Ph.D. degree in Manipuri.

DOES SMARTPHONE MAKE A STUDENT SMARTER ?

- Khumukcham Shyamchandra Singh
Vice President, KKEF

A smartphone, in short, is a mobile phone with highly advanced features. Modern smartphones have thousands of apps for a wide variety of purposes and functions which help us in our personal and professional lives and altered the way we work, socialize, organize, and entertain ourselves. Nowadays we noticed many students used smartphones in the schools/colleges, and their day to day activities and this can effect positively or negatively on the overall performance of the students.

Smartphones provide information the way we want it. Proper and useful ways of using smartphones help students to improve their overall knowledge and skills and make them smarter. Nowadays so many students are using smartphones in their classroom related and for learning purposes. If they use it properly, they can update their knowledge about new inventions, discoveries, current affairs, development in socio-political activities of different countries in the world etc. Study materials for various competitive examinations, job notifications, online form submission and many more facilities are also available through smartphones. They can also consult experts of various subjects by using smartphones. In short by using smartphones students can find almost everything what they required for their studies. By using smartphones students can make friends and connect people from different places. They can exchange their thoughts and ideas which help them to broaden their minds and enhance their knowledge. In the school also

When you change, the World around you also changes.

by using smartphone they can discuss and share their ideas/knowledge with friends and teachers. All these things help to make a student's life easier and become smart by reducing his efforts.

On the other hand though smartphones provide immense knowledge and opportunities to explore new things by the students, it has lots of limitations if they misuse it. Students must be very careful while using this gadget. Misuse of smartphones may create lots of problems individually as well as in the society. Nowadays smartphones are becoming ubiquitous among students. There are a lot of addictive games and other apps available in a smartphone. Especially online games are very addictive among young students. Once a student gets addicted to these games, he or she becomes overly obsessed with these games and it results disruption in his or her routine works and activities. At this point of time, lack of concentration on their studies is a very common symptom. Excessive use of Smartphones by students may cause students to develop eye problems, sleeping problems and may suffer from adverse health effects in the long run. More depending on smartphones makes students lazy and prevent them from unlocking their mental and physical potentials. There are so many unwanted and restricted sites on internet, sometimes through smartphones many
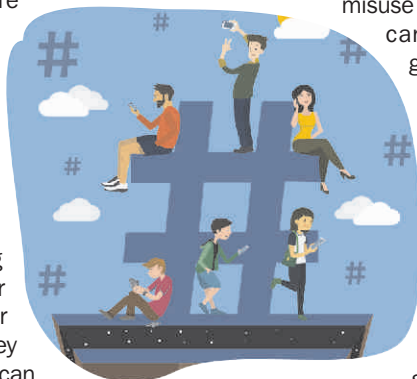
young students get explore to these harmful sites and once if they get habituated to these sites, their thoughts become gradually polluted, they find it very difficult to unhook from it and ultimately it ruins their entire careers.

 Smartphones are society's latest addiction. Today's children and young students are able to adapt to new gadgets faster than people in their thirties and forties and these young minds easily get addicted to smartphone if they are not given proper guidance. Sometimes many teachers and parents are worried about how to deal with smartphones use amongst young students. Parents and teachers should guide and instruct the children and young students on how to use smartphones properly, safely and purposefully in a useful ways. They also should make the young children understand about the harmful effects of misusing smartphones. Generally children learn their first smartphone experience from parents. Parents know best whether their children can handle smartphones properly. So parents should be very cautious about this fact while handling smartphones with their children. Parents also should regularly monitor their children's social media accounts, activities and browsing history of smartphones and this will help the young children and students from misusing smartphone.

Today Smartphones are becoming the most widely used gadget worldwide. It is also clear that though smartphones offer a number of important advantages to young students, there are also its negative effects equally that should not be overlooked. The young students also should restrain from navigating restricted or potentially harmful sites. It is advisable to young students to use smartphone on a need-to-know basis. Besides purposeful use of smartphones for classroom and academic related activities, students can use it for other various important day to day purposes. By using smartphones they can also refresh and enjoy by listening music and preserve their precious moment with a snap. Finally we can conclude by saying that when our young students use smartphones properly, safely, meaningfully and purposefully only then they will become smarter.

Shyamchandra Singh Works for Ministry of Home Affairs, Govt. of India.

KAKCHING KHUNOU: ON THE PATH TO PROGRESS

- Mayanglambam Helena Devi

Kakching Khunou is a small township about 65 km from Imphal along the Imphal-Sugnu road. It is characterized by a well-planned cluster of Leikais with perpendicularly crossing lanes and bye-lanes. Due to the geographical distance from the state capital, development in all spheres have lagged behind. People are hardworking and keen to leap towards progress however, lack of guidance and exposure to opportunities remain a bottleneck for growth. Individuals who manage to come up and hold a position in the Government/private sector and the financially capable ones have settled down in the capital city, Imphal for obvious reasons.

Like a kite - no matter how high it flies, it does not last long unless anchored to the ground, Individuals who have managed to rise in life should not forget their roots and be attached to their birthplace else they will fade away like a loose kite.

In my case, no matter what, I never forget my roots and the place I have come from. Kakching Khunou holds an important place in my life and it shall ever remain the same. I, having married to a security force officer, roam the length and breadth of the country and mostly stay away from home. But whenever we come on leave, I always make it

a point to visit Kakching Khunou. The following is some of my observations to bring Kakching Khunou on the path to future progress.

- **Education:** It is the most powerful weapon which can change the world. With education the very nature of our existence change - the way we think, the way we look at things and situations, the way we act, the way we behave, the way we live. Education raises our existence to a new height. Hence, bringing about an educational revolution amongst the growing generation of children and youngsters is the weapon for uplifting the community. Kakching Khunou, however, lacks good schools. Voluntary contributions by the educated youths in the form of free coaching during vacation etc. shall go a long way. Every giant leap starts with a small step.

- **Playgrounds:** A healthy body houses a healthy mind. Sports teaches us camaraderie, discipline, dedication, and healthy competition, and it should form an essential part of our growth. Adequate playgrounds should, therefore, be developed which caters to every age group.

- **Spirituality** must be an important part of education. By spirituality, what I mean is the age-old values that have always sustained and nourished our society and life on earth. These values serve as the very foundation of the harmonious existence between humans and all of nature including the plant and animal kingdom.

- **Community Hygiene:** Education on hygiene will prevent us from communicable diseases. Practicing good hygiene is also a behavioral change. Everyone, whether rich or poor, young or old, educated or not can make a difference with a little change in hygiene and sanitation practices. Kakching Khunou is a small township wherein we can achieve our hygiene and sanitation goal with some self-discipline and a systematic way of waste disposal. We can and should strive to attain the "cleanest township" in the state, region and the country.

- **Plantation of flower** in every household, streets (leikais) will help the environment. It would enhance the beauty of the town too.

- **Psychological counseling** of different age groups is also needed. Career counseling, especially for students of Class XII and above is very much necessary as students are the pillars of our society.

In today's Manipur, getting a state govt. job is a very costly affair. The reason which we all know well. We, therefore, should encourage young and educated ones not to chase for state government jobs only and lose valuable time. On the contrary, we should encourage them to opt for self-employment programs/projects.

Kakching Khunou as we all know is an agricultural township and has a good potential in pisciculture and watermelon & pineapple farming. They are some of the established income generating avenues. Other new ventures need to be explored for self-employment and sustainable income generation. Some suggested programs are:

- Dairy farming with good breed jersey cows and buffaloes.
- Poultry farming
- Weaving industries by employing womenfolk
- Floriculture
- Handicrafts (Wood/bamboo/stone etc.)

Another important aspect is to uplift young talents in the field of art and culture. Excelling in art and culture not only provides a means of livelihood but also will bring laurels to the community.It really warms my heart that the Kakching Khunou Educational Forum is coming out with voluntary initiatives such as bringing out this magazine. Rome was not built in a day so shall Kakching Khunou be.

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Helena is an ardent supporter of KKEF. She currently lives in Itanagar, Arunachal Pradesh with her family. She is an M.Sc. and a trained B.Ed. too.

URINARY TRACT STONES (UROLITHIASIS)

- Dr. Khumukcham Somarendra
M.B.B.S, M.S.(Surgery), M.Ch.(Urology)

Urinary tract stones or urolithiasis is a common ailment in our population. The recurrent nature of this condition leads to overall increase in the number of people suffering from this disease. Within one year of a stone episode another 10% of the patients develop another stone ,and 50% of them will have stone recurrence within the next 10 years.

The disease may be manifested as severe pain, blood in urine, whitish turbid urine, burning sensation while passing urine, fever or even kidney failure in a later stage. Sometimes they are silent and found out incidentally during a routine check-up.

Stone formation is multifactorial with both Intrinsic factor and environmental (extrinsic) factors playing important roles and also the main reason for it being a condition which is difficult to control. Younger age, male sex, anatomical abnormalities and genetic predisposition are important intrinsic factors while hot climate, excess food, high animal protein ,inadequate fluid intake ,limited exercise, high salt intake and low calcium diet are important preventable extrinsic factors.

Urine is a supersaturated solution of various solutes of calcium, oxalate, uric acid crystals etc and its ability to hold more solutes than pure water as a clear solution is by virtue of the body temperature, urine pH and presence of various inhibitors of aggregation e.g. citrate, Mg, glycosaminoglycans, Tamm Horsfall proteins etc. The urine normally shows aggregation of crystals when collected overnight and exposed to the cold atmospheric conditions which the quakes misinterprets the sediments to be due to dissolution of patients stone from their treatment regimen.

Type of stones:

Calcium oxalate stone	60-85%
Uric acid stone	5-10%
Struvite (infection) stones	2-20%
Cystine stones	1%

Treatment:

The armamentarium for management of Urolithiasis has developed rapidly with introduction of technological advances in the recent times. It ranges from a simple watchful waiting to more complicated surgical interventions using different technology & energies as enumerated below

a) Conservative or watchful waiting: it is meant for asymptomatic small stones which may be passed along the urinary stream sometimes unknowingly. Urinary alkalisers as in case of acidic urine in uric acid stone, pain killers, antibiotics andincreasing fluid intake are the mainstay of the conservative approach. It is against the popular belief that any stone can dissolved by medicines.

b) Medical Expulsive Treatment (MET) e.g. some drugs relaxes the urinary smooth muscles and helps in expediting the smaller stone (<6mm size) passage along the narrow tract.

c) Non- invasive e.g. Extracorporeal Shock Wave Lithotripsy (ESWL) or Shockwave lithotripsy or Lithotripsy is an useful technology where stones are broken down using shock pulse wave into smaller fragments and allowed to pass along the

urinary stream. It is suitable only for moderately small size (<1.5cm) normal urinary tract anatomy, without infection or bleeding tendency and not during pregnancy.

d) Surgical intervention

- **Endoscopic procedures** like Ureterorenoscopic Lithotripsy (URSL), Retrograde Intrarenal Surgery (RIRS) ,Cystolithotripsy (CLT) ,DJ Stenting etc. URSL is an endoscopic removal of impacted Ureteral stone without any incision

- **Percutaneous nephrolithotomy (PCNL)** is a keyhole surgical technique for removal of kidney stone by making a small tract of the size of little finger from the back. It is a very popular technique but still has the risk of bleeding in larger tract sizes.

- **Laparoscopic procedures** are gradually replacing open surgery with reduction of significant morbidity in terms of Pain , Hospital stay etc.

- **Open surgery** still remain as an unavoidable choice for some complex cases where stone burden and kidney status does not allow the minimally invasive options and where kidney salvage is the priority.

e) Removal of kidney along with the stone in case of renal failure or irreversibly damaged kidney.

All the above techniques may be considered individually or in combination to achieve the goal of a stone free status of the kidney.

DIETARY RECOMMENDATIONS FOR KIDNEY STONE PATIENTS:

A. Dietary Modifications:

a) Foods Recommended

- Fruits and Vegetables provide Magnesium, Potassium, fibre, citric acid that is associated with reduced stone risk e.g. lemon, Pineapple, banana, apples,watermelon, Carrots, etc

- Dietary calcium: Low calcium intake is paradoxically associated with an increased risk of stone formation. It is advised to make sure that 1000mg of calcium supplementation per day along with the meal is taken.

b) Foods to be restricted

- Carbonated drink/high salt and sugar intake. High salt intake induces hypercalciuria leading to stone formation

- Restrict high oxalate and uric acid food e.g. dark chocolate, tomato ,Brinjal, pumpkin, Mushroom, cashew nuts, liver,tea, Coffee etc.

- limit intake of animal proteins High intake of animal proteins causes increased urinary excretion of calcium,reduced pH,high urinary uric acid and reduced urinary citrate, all of which predispose to stone formation.

B. Fluid Recommendations:

Low fluid intake is the single most important risk factor for recurrent stone formers .Thus fluid intake of 2.5 to 3 L/24 hrs is the single most important dietary recommendation for all stone formers . The fluid intake has to be evenly distributed throughout the day to prevent episodic supersaturation of urine leading to stone formation

C. Lifestyle Modifications:

Like in many other ailments it is always protective if a person maintains healthy weight and healthy lifestyle principles. Metabolic syndrome is a risk factor where there is association of obesity, Hypertension, Diabetes Mellitus, Hyperuricemia and sedentary lifestyle. Regular exercise , avoidance of substance abuse, healthy diet and fluid intake and Medical check up benefits in the management and preventing Urolithiasis and other health related issues.

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AN INTRODUCTION TO CARDIOVASCULAR DISEASE

- Dr. Angom Ramcharan Singh

Despite the advancement in the area of healthcare and the emerging health services, cardiovascular disease or CVD (Heart and blood vessel disease) remains a major challenge in India . Overall, the total problem of CVD has increased worldwide and is prevalent among Low and middle-income countries such as India. The leading cause of the emerging CVD cases in the country may be linked to the increasing population growth and aging (old age). The estimated CVD related death rates in India have risen from 155.7 to 209.1 per 100,000 between 1990 and 2016. Seemingly, this escalation in the number of CVD cases appears to be almost entirely due to population aging. However, there is considerable inconsistency in the burden of CVD across different states in India, and there are widespread variations. Interestingly, to our surprise, the healthcare system in developed countries like in the United States has evolved significantly and has experienced significant declines in age-linked CVD death due to population-wide primary prevention measures coupled with improvements in secondary and acute care. To accomplish a similar kind of development in the healthcare system and similar improvements, India also needs to implement such kind of population-level policy involvements and the establishment and assimilation of its overall health systems. Attaining widespread health coverage, as well as financial risk protection, remains an ambitious goal to help all Indians to understand their right to health. Moreover, ground-breaking research across the translational spectrum will be crucial for unbiassed CVD prevention.

RISK FACTORS WHICH CAUSE HEART DISEASE:

Several contributing factors are known to cause heart disease such as,

1. Age, remains one of the main contributing factors in the heart disease, also evidently, there is a correlation in the increasing age and the narrowing of the blood vessels (arteries) and the heart muscles got thicker or weaker with age.
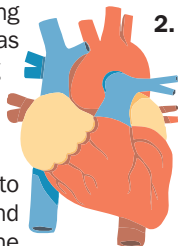
2. Family history, a second factor which causes heart disease relates to the family history of any heart disease which further increases the risk of heart disease.

3. Third, Nicotine consumption also causes shrinking of blood vessels, and the carbon monoxides from the smoke can impair the vessels thus making them susceptible to the situation called atherosclerosis. Also, certain cancer therapy drugs and radiations may increase the risk of cancer. Similarly, various other factors majorly contributing to heart disease include **Poor diet, High blood pressure, High blood cholesterol levels, Diabetes, Obesity, Physical inactivity and stress, Poor hygiene**, etc.

COMPLICATIONS OF HEART DISEASE OR CVD:

Complications of heart disease include ailments

1) Heart failure: Heart failure constitutes one of the most common problems of heart disease, and this condition occurs when our heart can't pump a sufficient amount of blood to meet your body's requirements. Heart failure can also arise from various forms of heart disease, including heart defects, cardiovascular disease, valvular heart disease, heart infections or cardiomyopathy, etc.,

2) Heart attack: It is a condition where, a blood clot leads to the blockage of the blood flow in the blood vessel and causes heart

attack, possibly by obstructing or destroying a part of the heart muscle due to insufficient supply of oxygen in the heart. For example, Atherosclerosis can cause a heart attack.

3) Stroke: Cardiovascular disease can also lead to an ischemic stroke, which occurs when the arteries to our brain become narrow or blocked so that too inadequate amount of blood reaches our brain. A stroke signifies a medical emergency situation where the brain tissue begins to die within just a few minutes of a stroke.

4) Sudden cardiac arrest: In this situation, there is a sudden and unexpected loss of heart function. Irregular heartbeat or rhythm is also known as arrhythmia also cause a heart attack. Sudden cardiac arrest is also a medical emergency. If not treated immediately, it is deadly, resulting in sudden cardiac death of the patients.

PREVENTION OF CARDIOVASCULAR DISEASE:

Heart disease conditions such as heart defects, can't be prohibited. However, we can prevent many other types of heart disease by adopting a healthy lifestyle that will improve our heart function, such as

1. Quit smoking.

2. Control and normalize high blood pressure, high cholesterol, and diabetes.

3. Perform, regular exercise for at least 30 minutes a day,

4. To eat a healthy diet that comprises low salt and saturated fat,

5. Maintain a healthy weight;

6. Decrease and achieve stress management;

7. Practice a good hygiene habit.

Moreover, regular health checkups and proper medication play a crucial role.

Common treatments:

Some conventional treatments and options for different types of cardiovascular disease include

1. Medications and Heart valve surgery for Heart Valve Problems,

2. Medication and Pacemaker implant for Arrhythmia,

3. Medication, coronary angioplasty and coronary artery bypass graft surgery in case of Heart attack (medication such as clot-buster must be administered as soon as possible to prevent heart attack).

4. Similarly, for Stroke, medication and Carotid endarterectomy is general options.

The medications prescribed against a cardiac event can assist in the recovery and prevent subsequent stroke or heart attack.

It should be our primary responsibility to help our loved one who is suffering from this ailment to take their medications as directed by the physician, and to educates them about the correct dose and the role of various medicines. Most importantly, it's essential to follow the doctor's directions carefully.

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UNFAIR MEANS IN EXAMINATION

- Mayanglambam Meghachandra Singh
President, KKEF

Education is a systematic process of imparting knowledge from a well-qualified person called educator to a learner. In this process, the learner acquires knowledge, skills and attitudes from the educators. The knowledge thus received by the learner through education is the most powerful tool to be used in his/her journey of life. According to Wikipedia, Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him/her to have the spiritual strength of religious, self-control, personality, intelligence, noble character, and the skills needed themselves and society.

So, how does cheating creeps in education? Why do the learners use unfair means in getting education for himself?

One of the most common features of today's examinations is the involvement of students in cheating. When students fail to prepare themselves well before an examination, they resort to cheating. Cheating seems to delight the students but he ignores the fact that he is simply cheating his own conscience. He may go ahead and cheat but at some point, of time, it definitely haunts him. By cheating, the students may pass the examination but he will never learn what was actually taught and he will always remain behind his class in every way.

It is interesting to see how students cheat. They plan the method for cheating. They write notes on slips of paper or scribble something on their palms or thighs. They stick notes into their socks and under their shirts. Some carry their notes to the toilet and leave the slips of paper there. In the course of the examination, they go to the toilet and consult the sheets to locate the correct answers.

Now-a-day, adoption of unfair means in the examination has become a crucial problem in our system of education. This is one of the symptoms of degenerating condition prevalent in our society.

Using unfair means in examination is one of the major problems that affects our education system. To adopt unfair means in the examination is a very bad tendency. Those students who are irregular and inattentive to their studies usually adopt unfair means in the examination. It proves the inability and insincerity of a student. Their aim in education may be getting good marks and getting pass in the examination and then joining a white-collar job to feed their family. Due to the declination of the moral values of our society, some guardians or outsiders and even invigilators might help the examinees in copying in the examinations. It is for sure that education is the backbone of the society, of a nation. So, we must eradicate using of unfair means in examination to ensure real education of our citizens. We should identify the factors responsible for this problem. Some educational institutions do not have sufficient well-trained teachers. Many teachers do not take classes properly but are more concerned with private teaching or tuition or coaching institutions. And lessons are not taught to the students according to their aptitude and more stress is given on theoretical knowledge than on practical knowledge. Moreover, some students spend much time in un-academic activities including gossiping/entertainment/mobile games. They don't value the fruits of knowledge acquired through education. They and their guardians just value the mere paper called certificate which can be bought at some commercial/business minded educational institutes. They will pass public exams by hook or crook and then after some time, they or their parents will claim, our wards passed higher secondary examination, completed graduation, he or she must get some white-

collar job All these are related in bringing unfair means in educational examination. It is an evil practice and it degrades the moral values of students. We should not support unfair means in the examination at any cost. The students who pass any examination by adopting unfair means in the examination do not get any good job and cannot serve the nation. A dishonest youth like him / her is the burden of the society.

The most worrying factor is that some tutors or teachers or academicians are directly or indirectly involving in such dirty deeds. What are their motives behind it? At least they must stop these nonsense things done. Nowadays, tutors are helping in making small slip notes called micro slips and distributing these so-called micros to the students. Questions can be easily acquired through social media applications, can be spread into hundreds in a minute. The question here arised is how they got these questions through social media apps just 40/45 minutes before the commencement of the examination. Who are responsible for these? I think the WhatsApp application is not responsible for such a nonsense act. Unfair means in the examination does not simply mean copying from books. It includes any sort of malpractice in or outside the hall. In many cases, the question paper is leaked out in advance. Many attempts to supply cut pages of books or handwriting notes inside the hall. Some examinees write their copies on the walls and benches beforehand. Helping our youth in doing such dirty things, threatening those strict invigilators, having meal with those dirty minded invigilators, will worsen these problems. We have to stop these things immediately. We have to purify the minds of our dear child. It is our utmost duty.

The causes of adopting unfair means: There are many causes of this crime. Of them, the main reasons are:

- (i) Moral bankruptcy in the department of administration.
- (ii) Defective education system.
- (iii) Carelessness of some teachers in performing their duties and responsibilities to the students.
- (iv) ill plan syllabus and non-availability of necessary books.
- (v) Student's tendency of giving more importance to get an academic certificate that to acquire knowledge.
- (v) The indifference of some guardians to their children.
- (vi) Family conflicts.
- (vii) wasting of their valuable precious times of study by gossiping/texting friends/playing mobile games etc.

Because of all these problems, the students get discouraged in their studies and ultimately choose the way to adopt unfair means in the examination.

Remedies: In order to solve these problems, a combined, united effort of all classes of people is required. All of us should come forward to take necessary measures and actions in keeping up a wholesome atmosphere in the field of education. Awareness programmes and career counselling programmes must be done regularly. The teachers should be

sincere in carrying out their class duty. The guardians should be more conscious of their children's studies. The students should be made aware of the bad effects of adopting unfair means. The students must be taught that education is not about a white-collar job, it is a quality itself, it is for acquiring knowledge. Above all, the prevailing education system should be improved. Recently the authorities have taken some effective measures to prevent unfair means in the examination. The whole system of examination has changed. The measurement of punishment against the offenders has also been increased. The good effects of the preventive measures are that the consciousness of the authorities, teachers, students, and guardians has been increased.

Conclusion: In short, it can be said that the adoption of unfair means in the examination is a great offense. It negates not only the noble aim of education but also the dignity of the nation. Today's students are the instructors or pillars of tomorrow's nation. So, to serve and conduct the nation effectively, the students must be well educated and competent. But without giving up the tendency of adopting unfair means, they will totally be failed in the task. The teachers, the students, the guardians, all sections of the society should come forward to stop unfair means in the examination.

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IMPACT OF BOOKS ON THE YOUTH
- Khumukcham Bijenti Chanu

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Books are the carriers of civilization. Without books history is silent, literature is dum, science crippled, thought and speculation at a standstill
-Barbara Tuchman

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INTRODUCTION: Knowledge is the totality of the ideas conserved by human beings through the ages. Knowledge is power. The quantity, as well as the quality of knowledge, differs from one person to another. Naturally, a more knowledgeable person is more respected. Knowledge is acquired stage by stage in various ways. The knowledge earned by man must be useful and should be made known to others for their use. Knowledge is the sum total of facts, intelligence, thought, information, etc., which is known and accepted. From immemorial, knowledge has been transmitted from one generation to another generation. In ancient times knowledge was imparted by using only a few limited means like symbolization, tale-tell, oral methods, etc. With the changing of time and increase of experience, man has introduced many media by which knowledge can be imparted. To store all sorts of knowledge received through media like books, periodicals, microcards, microfiche, films, tapes, cassettes, disks, T.V., video, etc. and make use of them are objective of

libraries. As knowledge is considered as power, the library is the powerhouse of knowledge. The term library derives from the Latin word liber, meaning book. The library is a storehouse of books and other materials for the use of readers. The library collects human experience represented through different media and cultivates a conducive cultural atmosphere which is nourishing to men's mind as fresh air goes to the lungs. It is a living symbol significantly responsible to man, who is in the eternal quest of knowledge for his mental perfection and happiness. L.M Harrod defines a library as 'a collection of books and other literary materials kept for reading, study, and consultation.'

IMPACT OF BOOKS ON THE YOUTH: Youth is the pillar of the nation. They are the barometer of the society and the nerve center of the humankind. If we could tape the potentials of the youth and influence them in a positive direction it would turn earth into Heaven.The 21st century has been declared as the 'Knowledge Century'. In this knowledge century, education will play a crucial role because education is the key to unlock the main gate to civilization, and modernization.Education is not only used to bring about constructive and desirable social, economic political changes and development, it is also the immediate answer to raising the expectation of the people anywhere today. A.P.J. Abdul Kalam said: "Education is the most important element for the growth and prosperity of a nation"In a value-based society, there is an inextricable link between the people and the books. A good book can inspire youth and ignite their minds. They could capture the allure of understanding the world through books. It will give a taste of the imagination and ideas, the constant striving and the Modern books of science writing also reflect the power and importance of the communication of science in the modern world.

Education is the most important weapon that you can use to change the whole world –Nelson Mandela

ON BOOKS BY WORLDS FAMOUS PERSONALITIES: A nation's wealth is the young generation of the country. Kim –Woo-Chung author of "All roads are paved with Golds'' said "Youth without dreams is not youth. Dreams are important and essential to youth. Youth is dreams. And history belongs to dreamers!'' Our former President and one of India's most distinguished scientists Dr. A.P.J. Abdul Kalam wrote a number of books to ignite the 640 million youths. Kalam is a dreamer of great dreams. In his book 'Ignited Minds' he mentioned:

Dream, Dream, Dream

Dream transforms into thoughts

And thought result in action

Kalam further said: "Ignited minds of the youth are the most powerful resource on the earth, above the earth and under the earth."

Rene Descartes (1937), the great mathematician rightly said: "Reading of all good books is like a conversation with the finest men of the past centuries." The **Australian physicist Erwin Schrodinger's** little book 'What is Life' which was based on a series of lectures delivered in Trinity College, Dublin, in 1943 influenced a whole generation of physics to go into biology. Biologists know him too as an important influence on several key figures of the molecular biology evolution, including Maurice Wilkins and Francis Crick.

Subrahmanyan Chandrasekhar, a distinguished astrophysicist could receive a book as a gift during his college life. The book was 'The Internal Constitution of the star' written by the great astrophysicist Authur Edington. It was his first turning point to think about astrophysics. Chandra left India for Cambridge at the age of nineteen after graduating from Presidency College, Madras now Chennai. On this voyage to England, he discovered what later came to be known as the Chandrashekhar limit considered to be one of the most significant discoveries in

astrophysics in the 20th century since it led to the discovery of neutron stars and black holes.For this work, he was awarded Nobel prize in Physics in the year 1983. Chandrasekhar gave a message to the youngsters as:

A little bit of simplicity, A little bit of patience, and A little bit of hard work are the three essential characters that a scientist should possess.

C.V. Raman once said: 'The two books which had a great influence in my life are: 'The light of Asia' and 'The Elements of Euclid.' **Swami Vivekananda's** two books 'Mind and its control' and 'The work and it's secret' had a great impact on youths.

Even the writing /biographies of **Mahatma Gandhi** had a deep influence on the Nobel laureate and democratic icon **Aung San Suu Kyi**, as mentioned in the inner cover page of Jesper Bengtsson's book Aung Sann Suu Kyi : A Biography 'published by Amaryllis an imprint of Manjul Publishing House Pvt. Ltd., New Delhi,2012.

Abraham Lincoln developed the habit of trying to learn from the books he read, the people he met, and casual events. The classic book 'Think and Grow Rich' written by Napoleon Hill motivated thousands of persons throughout the World to acquire wealth and succeed in their careers. Stephen Covey's book "The 7 habits of highly Effective people" (1989) is one of the phenomena of modern personal development writing. It has sold a million copies a year since its release, has been translated into 32 languages, forms the intellectual basis of a large corporation. It took Dale Carnegie's "How to Win Friends and Influence People" 60 years to have the same sort of impact. The 7 habits promise a life revolution, not as big bang, but as the cumulative result of thousands of small, evolutionary changes. The English novelist Charles Reade summarized what convey is referring to "Sow a thought, and you reap an action; Sow an action and you reap a habit; Sow a habit, and you reap a character; Sow a character, and you reap a destiny."

In a nutshell, the book reveals: Real effectiveness comes from clarity (about your principles, values, and vision). Change is only real if it has become habitual.

BOOKS IN DIGITAL ERA: With the entry into the Digital Era, lots of books are available today over the internet. There are E-books, E-journals, ETDs, free open resources, and many educational resources from numerous information system all over the world. In such a situation Digital library plays a crucial role in the education process by making aware of a need and motivating the use of information new knowledge organized collection of multimedia and other types of resources. Millions of such resources are also made available by consortia. This also opens new avenues for the youth to access such resources and they can be benefitted to a great extent.

> *The History of the world is the history of a few persons who had faith themselves.*
> *- Swami Vivekananda*

CONCLUSION: To conclude, be a lover of good books. Books are essential material for everyone. When we are reading a book; we are feeding our brain. And this is how that food nourishes us in whole. A good book is like a good friend.It will inspire and ignite our mind. It improves language, widens our mental horizons, improves our characters, converses with the author and makes us feel good.

Remember: A man is known by the company he keeps. A man is known by the food he eats. A man is known by the book he reads.

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MASS COMMUNICATION & JOURNALISM: A MULTI-DIMENSIONAL SUBJECT AND ITS JOB PROSPECT

- Dr. Naorem Nishikanta Singh
Guest Faculty, Dept. of Law Assam University Silchar

In the vast array of subjects that have been studying and being studied for decades, students opted for a few known subjects irrespective of their interest and fascination. And we are used to be bound by limited knowledge of where and what to study after higher secondary or further higher education.

The major challenging task ahead is about job prospect which at any cost we cannot compromise. Here Mass Communication & Journalism is one of the recently booming subjects of Social science at large. Many government and private colleges had been started opening this multi-dimensional subject in Bachelor, Master, and even Ph.D. since few decades. Luckily in the State, the colleges began starting this subject as Vocational Course and for Master; the Manipur University started the Department of Mass Communication in 2007. Likewise in Northeast India, the subject is considered a new one except in Assam where numbers of colleges and universities are rendering the opportunity of this subject to fresh students.

Nevertheless, the subject is quite new, being a professional course; those who studied the Course are easily placed in different private and government sectors. For instance, Print media, Electronic Media, Film making, Advertising sector and government media wings – PIB, DIPR, DAVP, Doordarshan and AIR, etc. provide placement. Beyond these, now we can witness the placement of media students as PROs in numerous institutions and as Content writers in Publication Houses.

Above all, Indian Information Service (IIS) is one of the most reputed post recruits through UPSC Examination wherein only media student can apply. It is the high time to choose wisely what you should study in the near future to own a secure life ahead.

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SOFT SKILLS: KEY FOR A SUCCESSFUL CAREER IN LIFE

- Dr. Kshetrimayum Birla Singh

I was wondering quite a long that on what topic I should write an article for the upcoming souvenir of Kakching Khunou Educational Forum (KKEF) which is going to be released in its Annual felicitation function for meritorious students, a program which has become an integral part in the walk of young students and people of Kakching Khunou. My first thought and priority is that it should be a new topic and at the same time should be useful to our reader, especially young students. While my mind is still in despair on this, one day one week before the final phase of Lok Sabha election, I came out after taking the class of MSc in my Department after recess time, tired and exhausted with other administrative deadlines to be finished. As a habit or you can consider it "My way of Teaching" whenever I take class, out of the one hour I spend in the classroom, initial ten minutes, I always try to start the class with a new vibes, especially inspiring talks in order to encourage and motivate them with new thoughts, ideas, experiences of the life. What I think is at this point of time, master students need more inspiration so that they can fully utilize their potential during this crossroad of career shift

after master degree so that they can opt good career options after master degree. That very day, I was interacting with the MSc 2nd semester students about the importance of "Soft Skills" in life so that one can build a very successful career in the future. This suddenly struck in my mind and then on that day, I finally decided that I should write an article on "Soft Skills''. This is how I come out with this topic. However, the problem here is that most people including students as well as teachers don't spend much time thinking about their soft skills, maybe because it is a new idea or doesn't have knowledge on it. Or for some people, it is totally a new term and topic. Regardless of whether it's a lack of knowledge or a lack of awareness, it's worth remedying, because we use soft skills every single day—even when we aren't thinking about them consciously. First and foremost having well developed soft skills will help us to have better conversations, enjoy our work environment, and create a closer relationship with our team. Before I move on the central content of my topic, I would like to take this privileged of reminding the readers regarding the recent development related to this topic. During 25th to 28th July 2018, there was 3-day Conference of Vice-Chancellors, chaired by the Minister of Human Resources Development, Shri Prakash Javadekar, the Vice-Chancellors belonging to Centrally-funded Universities, State Universities, Deemed to be Universities and Private Universities, also committed themselves to transforming the Universities into institutions engaged in cutting edge research blended harmoniously with quality teaching for creating and disseminating new knowledge. In this conference, in one of the keynote talks by Prof. D.P. Singh, Chairman, University Grants Commission(UGC), New Delhi on the vision of "UGC - Quality Mandate" in order to ensure quality education and research to all the Universities and research Intuitions in India, imparting soft skills or to train at least 75% of the students in essential professional skills including soft skills with a focus on personality development is one of the

important target of UGC in the coming years and have already instructed to all the universities to organize orientation program from time to time in this regards so that students can aware of the importance of soft skills in future careers and life.

Now let me simply you about the concept and components of "Soft Skills". During the job application and interview process, employers look for applicants with two skill sets: hard skill and soft skills. Successful candidates will make sure to put both sets of skills on display. In order to do so, it helps to understand the difference between these two types of skills. Unlike hard skills, which can be proven and measured, soft skills are intangible and difficult to quantify.

One reason soft skills are so revered is that they help facilitate human connections. "Soft skills are keys to building relationships, gaining visibility, and creating more opportunities for advancement," says Kathy Robinson, founder of Boston career-coaching firm Turning Point. Basically, we can be the best at what we do, but if our soft skills aren't cutting it, we are limiting our chances of career success.

1. DIFFERENCE BETWEEN HARD SKILLS AND SOFT SKILLS:

Hard skills are teachable abilities or skill sets that are easy to quantify. Typically, we use to learn hard skills in the classroom, through books or other training materials, or on the job. Examples of hard skills include proficiency in a foreign language, a college or university degree or certificate, Diploma certificate, certificate for typing speed, machine operation, computer programming, etc. Once we acquired a hard skill, it usually stays with us throughout our entire career. These hard skills are often listed in our cover letter and on our resume and are easy for an employer or recruiter to recognize. Soft skills, on the other hand, are subjective skills that are much harder to quantify. Also known as "people skills" or "interpersonal skill" soft skills relate to the way we relate to and interact with other people. Most of the ones we possess were not taught to us but are the natural result of our

emotional intelligence and experience. We can't quite quantify our soft skills either, such as how good we are at communicating, even if we took a communications class in school and interact with customers daily. Some, such as our work ethic, take time to demonstrate to our employer. By contrast, we could demonstrate a hard skill like Photoshop techniques right away.

2. SOFT SKILLS FOR OUR CAREER

- **Communication Skills:** Both written and verbal communication skills are of utmost importance in the workplace because they set the tone for how people perceive us. They also improve our chances of building relationships with co-workers. Communication skills boost our performance because they help us to extract clear expectations from our manager so that we can deliver excellent work. Workers are more productive when they know how to communicate with their peers. If we can clearly express the who, what, when, where, why, and how of a project, we will be a hot ticket. One way to hone our communication and presentation skills is to join Toastmasters, a national organization that offers public speaking workshops.

- **Teamwork:** A company/Institution's success is rarely dependent on one person doing something all by him/herself. Success is the result of many people working toward a common goal. When employees can synthesize their varied talents, everyone wins. Employers look to team players to help build a friendly office culture, which helps retain employees and, in turn, attracts top talent. Furthermore, being able to collaborate well with your co-workers strengthens the quality of our work. To generate goodwill, lend a hand when we see a co-worker in need.

- **Adaptability:** Things don't always go as planned, and instead of digging in our heels, we need to be able to pivot and find alternate solutions. "Successful leaders are the ones who know how to be flexible when problems arise," Why employers look for it: "The speed of change in any given workplace is so rapid. Consequently, employers need workers who can adapt to industry shifts and keep the company current. Pushing ourselves to be an early adopter of change is best methods. "For example, adapting to technology without mourning what used to be true yesterday is crucial for people to be seen as someone who is capable of meeting new challenges.

- **Problem-solving:** When something goes wrong, we can either complain or take action. It's the latter that will get us noticed. Knowing how to think on our feet can make us indispensable to an employer. Nothing is a given. Companies rely on problem solvers—a.k.a. their top performers—to navigate unexpected challenges. So "Always approach our boss with a solution, not a problem,". When an issue crops up, we need to sit down and think through how we are going to address it before bringing it to your boss' attention.

- **Critical thinking/observation:** Data doesn't mean much if we don't know how to interpret it. Is there a pattern emerging? What else should you be looking for? Being a critical observer can help make us a better worker all around. All Institutions/Companies need critical thinkers—people who bring a fresh perspective and offer intuitive solutions and ideas to help the Institutions/Companies get a leg up on the competition or improve internal processes. To be a critical observer, we need to be able to analyze information and put it to use. One tactic is to try to identify patterns of behaviour at work. For example, does our head/boss actually read the weekly or monthly or yearly achievement reports? What was his/her reaction to bad news in the staff meeting? What's the best time of day to approach our head/ manager with a question? By observing how people respond to the

constant flow of information we can better understand the critical aspects of improving business operations.

- **Conflict resolution:** Any time we put more than one person into an organization, there is going to be conflict. "It's human nature." Therefore, being able to resolve issues with co-workers will help you maintain relationships with peers and work more effectively. Being able to constructively work through disagreements with people is a sure indicator of maturity—as well as leadership potential. Someone like this helps to promote a healthy, collaborative workplace. The best way to resolve disagreements between co-workers is to address issues directly but delicately. So, when stepping in as a mediator, let both parties air their grievances in a judgment-free environment and then work together to find a solution.

- **Leadership:** Having confidence and a clear vision can help influence our co-workers and get them on board with our ideas now and in the future. Displaying such leadership skills helps us gain visibility within an organization, which can lead to more opportunities for promotions or salary bumps. Why employers want it: Head and managers of any institution/company are always looking for employees with leadership potential because those workers will one day be taking over the reins and building on the Institution/company's legacy. Being a leader isn't merely about getting people to do what we want. Leadership means inspiring and helping others reach their full potential. One way to do that is to become the internship supervisor which gives us the opportunity to manage people, learn how to motivate a team, and take on more responsibility.

3. WHY SOFT SKILLS MATTER: The one who has great work ethics and encourage his/her colleges in the one who will most likely to excel in his position and organization. In these situations and all the others like them, it's the soft skills that matter. While our technical skills may get our foot in the door, our people skills are what open most of the doors to come. Our work ethics, our attitude, our communication skills, our emotional intelligence and a whole host of other personal attributes are the soft skills that are crucial for career success. With these soft skills, we can excel as a leader. Problems solving, delegating, motivating and team building are much easier if we have good soft skills. Knowing how to get along with people-displaying a positive attitude- is crucial for success. The problem is, the importance of these soft skills is often undervalued and there is far less training provided for them like hard skills. For some reason, organizations seem to expect people to know how to behave on the job. They tend to assume that everyone knows and understand the importance of being on time, taking initiatives, being friendly and producing high-quality work.

4. HOW DO WE KNOW IF WE HAVE SOFT SKILLS: Soft skills are personality traits and interpersonal skills that directly affect our relationships with other people. They stem from who we are and how we interact with the world around you. Luckily, these skills can be identified, harnessed, and strengthened. We know those people who seem to know everybody. They know the names of people in other departments, their titles, and maybe even tell us who owns a pet or how long someone has been with the Institution/company. They always know the best people to talk to about an issue (even if they don't know them personally). Or, perhaps we have a friend who is the go-to person for advice. Everyone (including us!) is comfortable talking to him/her. These people have wonderful soft skills. It's not relevant whether they're the smartest person in the room: They're comfortable interacting with others and others feel good interacting with them. But, it's not only the presence of soft skills that's noticeable in our colleagues: we might also be able to name co-workers who lack soft skills. Maybe there's one man/woman in your office whom nobody

wants to talk to. He/she is difficult. He/she makes a federal case out of everything we ask him/her about. People dismiss him/her as rude and make a conscious effort to avoid her. The problem isn't his/her personality—the problem is his/her soft skills. He/she has almost no soft skills and is unable to effectively interact with the people he/she works with.

5. CATEGORIZING SOFT SKILLS: INTERNAL VS. EXTERNAL:

We can break soft skills down into two main categories: internal and external. Internal soft skills relate directly to how we interact with ourselves (think: self-talk). External soft skills relate directly to how we talk to and handle the people around us. And yes, we'll need both to be successful. The skills below are the main soft skills we need to use in our own career and have repeatedly highlighted when coaching co-workers. If we focus on improving these skills, we will have a happier and less stressful work life.

Internal Soft Skills:

- Self-confidence
- Self-awareness
- Self-compassion
- Accepting criticism
- Critical thinking/problem solving
- Resilience
- Perseverance
- Emotional management
- Perceptiveness
- Growth mindset

External Soft Skills:

- Collaborative teamwork
- Effective communication
- Interpersonal skills
- Self-Promotion
- Managing conflict
- Adaptability
- Networking
- Influence
- Negotiation
- Expectation management

6. SOFT SKILLS IN DEMAND: What are the tangible benefits of soft skills? What are the tangible benefits of soft skills? For any individual, regardless of the seniority level, for example, Associate or CEO, it is very important to have a certain set of soft skills to be successful. Academic research by Cunningham and Villasenor in The World Bank Research Observer, says that "Surveys of employers from around the world corroborate that soft skills are in great demand; and that firms often struggle to find workers with high levels of these skills." Soft skills are best inculcated from childhood, as research has proven. A body of research also proves that it gets difficult to attain non-cognitive skills at later ages. For those with "low baseline stocks", it is particularly difficult. This implies that people whose proficiency of these soft skills is on the lower side, it is hard to train them with such skills at an older age. An academic research tests whether workers with low baseline stocks can be taught soft skills, it's business impact on the productivity metric and, if there is enough return on investment for companies investing in soft skill training.

Mastering soft skills take persistence. It requires that we be mindful about ourselves and our career. It demands that we look honestly and critically at our behaviour, as well as genuinely being open to feedback whether good or bad. Mastering these practical and tactical skills don't magically happen overnight. It requires hard work, but the payoff can be tremendous. Whether we are an extroverted marketing person, businessman, teacher, doctor or an introverted engineer, civil servants or may be in any kind of job, mastering the soft skills will serve us well."

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IMPORTANCE OF MATHEMATICS IN COMPUTER SCIENCE

- Dr. Khumukcham Robindro

Introduction

Computer Science is quite an interesting subject which is the study of problems, problem solving and solutions that come out of the problem-solving process. It is the scientific and practical approach to computation and it's applications. Many students study Computer Science with the hope of being a Computer Scientist, become a Hacker, or a System Analyst among lucrative careers. A Computer Scientist's goal is to develop an algorithm, a step by step list of instructions in solving a problem. Algorithms are the finite steps of the process to be followed that has to solve the problem.

Mathematics is a logical foundation that most of our sciences are built upon. Analysis, critical thinking, and reasoning are just a few abstract skills that are developed by studying and applying mathematical concepts. The importance of Mathematics in Computer Science has been quite a controversial topic for years. Some people believe that Mathematics is important for Computer Science; others see it as a subject adds only little value in Computer Science. Mathematics provides excellent modeling tools for analyzing the real-world phenomenon and is a vital tool used in a wide range of applications including Computer Science. It is the background behind many computer operations and is therefore essential in Computer Science. Without solid mathematics skills, a career in Computer Science is impossible. This article will discuss briefly the importance of Mathematics in Computer Science.

Mathematics: Abstract in Nature

The concepts of Mathematics are taught through an abstract language. On the other hand, the study of programming languages which is covered in Computer Science is also abstract in nature. They are characterized by syntax, well-defined processes, symbols, single words, and even visuals. Given the abstract nature of Mathematics; students must have a smooth sailing of Mathematics when learning programming languages. Mathematics will impart a student with the art of reading, understanding and analysing a problem before coming up with a solution. All these skills are vital when it comes to programming and Computer Science in general.

Mathematics: On how to utilize Algorithms

An algorithm is a commonly used term in the field of Computer Science in general. It is precisely defined sequence of rules on telling how to produce specified output information from a given information in a finite number of steps. It provides a basis under which any program or application should be created and implemented. Although most students encounter this term for the first time in Computer Science, it is the fact that the algorithms were introduced to Computer Science with the help of Mathematics. As we know that a simple equation such as $(a+b)^2=a^2+b^2+2ab$ is an algorithm. From such simple equations, students are then

introduced to complex algorithms in Computer Science.

Mathematics: Source of students' analysis skills

Coding is not a one-way process. The students have to keep coming back to inspect what they have written and verified whether it is correct. This is because students are bound to make one or several mistakes when coding. In the field of Mathematics, students are usually forced to analyse their work because the answers that they might have given are not always accurate. So, they need to come back and inspect the formula and the figures which have been used and will fix the mistakes or errors before reaching out to the final answer. In other words, Mathematics prepares students for the tasks of identifying and fixing bugs. Even if there are tools that can do this job automatically, students will still have the zeal of doing this job effortlessly.

Computer Science: Having lots of Mathematics

Apart from the source of analysis skills, students will also encounter lots of Mathematics in Computer Science. They will be required to use Mathematics knowledge to solve real-life problems through a Computer. If the students never took Mathematics seriously, it will be very difficult for them to solve these complex problems in Computer Science. For instance, there are lots of mathematical equations and formulas that are used to design a program for controlling a self-driven car. It will be very difficult for them to write such programs if they are completely green in the field of Mathematics.

Discrete Mathematics: The background of Computer Science

It is not a secret that Discrete Mathematics forms a strong foundation for the study of programming and Computer Science. It has more equips Computer Science with logical-mathematical skills. Discrete Mathematics is the study of Mathematics that underpins Computer Science, with a focus on discrete structure, for example, graphs, trees, and networks. It will equip the students with deep knowledge about algorithms, computability, and complexity which they will use in programming. Boolean algebra- a subject in Discrete Mathematics is applied in creating control functions when programming. Once the students master these Mathematical theories, they will have an easy time putting them into practice in Computer Science.

Conclusion

This article discussed the importance of Mathematics in Computer Science and its significance as a skill for the aspiring Computer Scientist. Most schools and colleges today embed Mathematics into Computer Science. However, they rarely inform students why they are doing so. They just do this as a basic routine. It is clearly discussed in this article that the theories of Mathematics are practical in Computer Science. They can be applied to implement various core aspects of Computer Science. For students who enjoy Computers and have strong mathematics and problem-solving skills, a career in Computer Science could be worth exploring. It is high time to build up some passion for Mathematics if we are planning to study Computer Science. It is thus concluded that whether working as a Computer Programmer, System analyst, or other areas of field, Computer Science careers require a solid understanding of Mathematics.

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PROSPECT OF FISHERY SCIENCE AS A PROFESSION

- Dr. Ngasepam Romen Singh, Ph.D.
KBM English School

Fish is one of the most important items and easily digestible protein-rich foods. Many species of fish are consumed as food in virtually all regions around the world. fish is an important source of omega-3 fatty acids. These essential nutrients keep our heart and brain healthy. There is more emphasis on the culture of fishes in recent times, in view of its burgeoning demand.

Fisheries Science is an academic discipline of managing and understanding fisheries. This is a multidisciplinary subject that includes the biological study of life, habits, and breeding of various species of fish. It also involves farming and husbandry of important fishes and aquatic organisms in freshwater, brackish water, and many marine environments.

NATURE OF WORK AND JOB DESCRIPTION:

The main objective of fisheries science is to make available the much needed technically competent extension personnel for transfer of technology. It helps a person to assist the research and development, to develop and execute fisheries development plan. Admissions to various branches of Fisheries Science are available at state as well as central agricultural university though test like Andra University Common Entrance Test (AUCET) during 1st week of May.

ELIGIBILITY:

To become a fishery graduate one has to pass 4 year degree from Fisheries College of State Agricultural Universities. For Admission in B.F. Sc. (Bachelor of Fisheries Science) course one can apply after 10 (+2) having Physics (P), Chemistry (C), and Biology (B) i.e. PCB group. Admission is given as per merit of candidates and availability of seats. Special quota for outside state candidate is allowed to the candidates who have passed entrance exam of Indian Council of Agricultural Research (ICAR) and getting-fellowship too. Special reserved seats are there for Jammu and Kashmir, Mizoram, Arunachal Pradesh and Nagaland.

After completion of B. F. Sc, candidates can become M.F. Sc for all India level common Entrance Test conducted by ICAR, New Delhi.

TENTATIVE DATES:

Online application release: First week of June

PERSONAL SKILLS:

Those who have taken fishery science as career must possess a genuine interest in marine life and should be free sea sickness. The field requires a lot of research work and one should have research oriented mentality. A good managerial skill is also required, as fishery science is a field which is directly or indirectly related to business.

JOB OPPORTUNITIES FOR FISHERIES GRADUATES:

State Government: In every state in the country, the government has fishery department in which fisheries graduate can apply for the post of Assistant Fisheries Development Officer (AFDO), Fishery extension officer (FEO) and District Fisheries Development Officer.

Central Government: One can get job in central agencies like Marine Product Export Development Authority (MPEDA), Fishery Survey of India (FSI), National Institute of Oceanography (NIO), World health organization (WHO), Food and Agriculture Organization of the United Nations (FAO), Network of Aquaculture Centre in Asia-Pacific (NACA), NABARD - National Bank for Agriculture and Rural Development (NARBARD), Environmental Impact Assessments (EIA).

Academic Institution: Candidates having completed degree (B.F.Sc) can apply for the post of Research Assistant, Biochemist,

Technicians, etc. candidates having Post Graduate (M.F.Sc) can apply for the post of Assistant Professor in the Faculty of Fishery under ICAR, ASRB (Agricultural Scientific Research Board) conducts an All India Competitive Exams, Agricultural Research Services (ARS) followed by viva voice.

National Banks: Fisheries Graduates can get jobs as field officer, managers in agriculture loan section in nationalized as well as private banks.

Self Employment: As an entrepreneur, after completing the professional degree in B.F. Sc. Candidate can start their own enterprise. The financial support can obtained through NABARD or through other nationalized banks. The main area in which fisheries enterprise can be developed are feed sales, ornamental fish culture and breeding, aquaculture, hatchery and seed production, commercial pearl production, fish processing and marketing, net making, fish disease diagnostic centre, consultancy services and establishment of agri-clinics.

Private Sector: Candidates can work as manager or officer in seafood processing and export units, aqua feed plants, fishing gear industries and pharmaceuticals companies. There is great paucity of skill manpower in the area of designing, construction, management of fish farms and hatcheries.

Fishing/ocean: The increasing demand for sea food, sea based machines and grooming of eco-friendly industries likely to create a huge demand for oceanographers. Fishing is one of the areas in fishery sector. Participating in deep sea exploration has tremendous scope. Fishing is one of the areas in fishery sector.

Government and World Bank have been supporting to develop fishing industry by Assistance in terms of subsidies and finance.

Foreign Jobs: Apart from scope for higher education in fisheries in countries such as USA, Canada, Australia, Japan, China and European countries, there are demands for fisheries professional in the aquaculture and processing sectors in Gulf and African countries also. There are a number of fisheries graduates doing business in foreign countries in the field of aquaculture, export and import.

Remuneration: Remunerations in the field of vary widely, depending on the areas of specialization chosen. In the private sector one may start with initial salary range of Rs. 6000-8000 per month. But in the government sectors, the salary range may be different but it offers stability. In this field, research positions are more lucrative but these are usually reserved for doctorate holders with experience.

Useful Contacts:

Indian Council of Agricultural Research (ICAR), www.icar.org.in

Central Institutes of Fisheries Education (CIFE). www.cife.edu.in

INSTITUTIONS WORKING IN THE FIELD OF FISHERIES:

- Andra University, Visakhapatnam
- Annamalai University, Tamil Nadu
- Assam Agricultural University, Assam
- Central Agricultural University, Manipur
- Central Institute Fisheries Nautical And Engineering Training, Kerala
- Central Institute Of Brackish Water Aquaculture, Chennai
- Central Institute Of Fisheries Education, Mumbai
- Central Institute Of Food Technology, Kerala
- Central Institute Of Freshwater Aquaculture, Orissa
- Central Marine Fisheries Research Institute, Kerala
- Chandra Shekhar Azad University Of Agriculture And Technology, Uttar Pradesh
- College Of Fisheries, Agartala
- College Of Fisheries, Orissa
- College Of Fisheries, Punjab

- College Of Home Science, Bihar
- College of Veterinary Science And Animal Husbandry, Madhya Pradesh
- Desh Bhagat University, Punjab
- Dolphin P.G. College of Science And Agriculture, Punjab
- Doon (p.g) Agricultural And Applied Sciences Uttarkhand
- Dr. Balasaheb Sawant Konkan Krishi Vidhyapeeth, Maharastra
- Dr. Rajendra Prasad Central Agricultural University, Bihar
- Fisheries College And Research Institute, Tamil Nadu
- Goa University
- Govind Ballah Pant University Of Agriculture And Technology, Uttarakhand
- Guru Angad Dev Veterinary And Animal Sciences University, Punjab
- Haldia Government College, West Bengal
- Himgiri Zee University, Himgiri Nabh Vishwavidyalaya, Uttarakhand
- Indian Institute Of Technology, West Bengal
- Indira Gandhi Agricultural University, Chhattisgarh
- Junagadh Agricultural University, Gujarat
- Karnataka Veterinary Animal And Fisheries University, Karnataka
- Kerala Agricultural University, Kerala
- Kerala University Of Fisheries And Ocean Studies, Kerala
- Maharana Pratap University Of Agricultural And Technology, Rajasthan
- Maharastra Animal And Fisheries Science University, Maharastra
- Mangalore University
- Nanaji Deshmukh Veterinary Science University, Madhya Pradesh
- Narendra Deva University Of Agriculture And Technology, Uttar Pradesh
- National Backward Krushi Vidyapeet Solapur,maharastra
- National Bureau Of Fish Genetic Resources Lucknow
- National Institute Of Oceanography, Goa

- National Research Centre For Cold Water Fisheries, Bhimtal
- Orissa University Of Agriculture And Technology, Orissa
- Pandit Deen Dayal Upadyay Institute Of Agricultural Sciences, Manipur
- Punjab University, Punjab
- Sher-e-kashmir University Of Agricultural Sciences And Technology Of Kashmir,kashmir
- Sri Venkateswara Veterinary University, Andra Pradesh
- Tamil Nadu Dr. J.J. Jayalithaa Fisheries University, Tamil Nadu
- Tamil Nadu Veterinary And Animal Sciences University, Tanil Nadu
- West Bengal State University, West Bengal

CONCLUSION:

The rapidly developing fishery industry provides employment not only to the traditional fisherman but also to the highly skilled personnel engaged in scientific breeding and management of fisheries. The scope in the field of fishery science is increasing with the development of brackish water and freshwater aquaculture because of the country's expansive natural resources, dynamic entrepreneurial skills, and this profession is advantageous to Indian economy also.

All the above prospects and scope we can choose fishery as a profession in the form of academician, scientist, scholar, researcher, entrepreneur, and even a successful fisherman.

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Dr. Romen holds a Ph.D. in Life Science from Assam University Silchar. He did his M.Sc. in Zoology from Jiwaji University, Gwalior.

INTRODUCTION TO MACHINE LEARNING AND ARTIFICIAL INTELLIGENCE

- Gainingam Phaomei

Machine Learning (ML) / Artificial Intelligence (AI) is gaining much popularity and is very much in the media spotlight. It is the subject of discussion by many speakers around the world. ML/AI in today's world are driving the corporates business system. We should not eschew this subject anymore. The time is ripe wherein we ought to be familiar with these terms, and it's implementation and future implications.

What exactly is ML/AI?

Machine learning is an application of artificial intelligence that provides systems the ability to learn and improve from experience without being explicitly programmed. Machine learning focuses on the development of computer programs that can access data and use it to learn for themselves.

The ideas behind machine learning are that the computer/machine can be trained to automate tasks that would be exhaustive or impossible for a human being. This is made possible by feeding millions of available data to the machine learning system so that it could master the art of accurate prediction. In the beginning, the machine can make a mistake. Over time it learns enough to make proper decisions and perfect itself.

Your personal Assistant **Siri or Google** uses ML. Weather predictions for the next week come using ML. Win Predictor in a sports tournament uses ML.

What is Artificial intelligence (AI)?

Artificial intelligence (AI) is the ability of a computer program or a machine to think and learn. It is also a field of study which tries to make computers "smart." They work on their own without being encoded with commands.

Machine Learning is a current application of AI based around the idea that we should be able to give machines access to data and let them learn for themselves.

SOME EXAMPLES OF ML/AI IMPLEMENTATION

E-commerce: ML/AI capability is used to recommend other products based on one's purchase history. If you have bought a 5-inch Android phone with 2 GB RAM for 5000 rupees, the next time you log in to Amazon, you'll be recommended other phones with similar specs or prices. It may even recommend you to buy a popular headphone, screen guard, or phone cover that goes well with your last purchased phone. How does Amazon know how to recommend these products? ML/AI is the reason behind all these.

Advertisements: Google advertisements are based on machine learning. Google records what activity you performed on the internet, including the products you've viewed or the sites you've visited. This information is fed into an ML/AI module, and then it generates relevant recommendations and advertisements matching closely to your interests. Viewing or clicking the advertisement generate revenue for Google.

Self-driving Car: Have you heard about Google car? This Google car is full of lasers on the roof, which instructs where exactly it is in the surrounding area. It has radar in the front, which informs the car of the speed and motion of all the other vehicles nearby. It also uses all of these data to figure out not only how to drive the car but also to figure out and predict what potential drivers around the car are going to do. What's impressive is that the car is processing almost a gigabyte a second of data.

Welcome to the world of driverless cars. Very soon, we would not need a human taxi driver to take us to our destination.

Healthcare: In 2019 recently, Google unveiled a new AI, which it believes can predict if and when a patient is going to die more reliably than doctors. The algorithm can quickly access a patient's medical records for essential data, which could indicate the likelihood of their survival.

Google also recently announced its new research - an AI model that can predict lung cancer accurately and boost survival rates, with a 94.4 percent success rate.

Today AI is used to design evidence-based treatment plans for cancer patients, instantly analyze results from medical tests to escalate to the appropriate specialist immediately, and conduct scientific research for drug discovery.

Here are some other areas where ML/AI is implemented

Marketing: Extensive use of AI is done in marketing thanks to abundant access to data. Before the age of mass data, researchers develop advanced mathematical tools like Bayesian analysis to estimate the value of a customer. With the boom of data, marketing department relies on AI to optimize the customer relationship and marketing campaign.

Finance Industry: Machine learning is growing in popularity in the finance industry. Banks are mainly using ML to find patterns inside the data to prevent fraud.

Automation: Using Machine learning and AI, industries and factories could use machines or robots to autonomously carry out the duties without the need for any human intervention.

Honda's Asimo, the world's most advanced humanoid robot can function entirely autonomously. This robot is a beautiful illustration of Machine Learning and AI implementation for automation in a robot. Just look up for "Asimo" in Google, and you'll find lots of details about this masterpiece.

How does Machine learning work?

Machine Learning involves learning from data. The greater the volume of data, the higher the chance of success in prediction or recommendations. The machine learns in a way similar to the human being. Humans learn from experience. The more we know, the more easily we can predict. By analogy, when we face an unknown situation, the likelihood of success is lower than the known situation. Machines are trained in the same way. To make an accurate prediction, the machine looks at examples. When we give the machine a similar example, it can figure out the outcome. However, like a human, if it was fed a previously unseen example, the machine has difficulties in predicting. Machines can also predict the future, as long as the future doesn't look too different from the past.

- If you are still struggling to grasp the concept of Machine Learning/Artificial Intelligence, here's a quick logical reasoning quiz as an illustration:

- $2 - 4$
- $4 - 16$
- $6 - 36$
- $8 - ?$

What's the answer? I am sure the answer is $8 \times 8 = 64$. How did you come to 64?

That's precisely the kind of behavior that we are trying to teach machines. We are trying to teach machines to "Learn from Experience." Machine Learning algorithms enable the computers to learn from data, and even improve themselves, without being explicitly programmed.

Why ML/AI matters?

AI will shape our future more powerfully than any other innovation this century. Anyone who does not understand it will soon find themselves feeling left behind, waking up in a world full of technology that feels more and more like magic.

AlphaGo (a computer program) defeated one of the best human players Professional Go player Lee Sedol at Go - an extraordinary achievement in a game dominated by humans for two decades after machines first conquered chess.

In March 2017, OpenAI created agents that invented their own language to cooperate and more effectively achieve their goal. Soon after, Facebook reportedly successfully training agents to negotiate and even lie. On August 11, 2017, OpenAI reached yet another incredible milestone by defeating the world's top professionals Dendi (human) in 1v1 matches of the online multiplayer game Dota 2.

What qualifies as "artificial intelligence"?

The specific standard for technology that qualifies as "AI" is a bit fuzzy, and interpretations change over time. The AI label tends to describe machines doing tasks traditionally in the domain of humans.

Deep Blue a chess-playing computer developed by IBM defeated world chess champion Garry Kasparov in 1997.

The ongoing effort in AI is to allow machines and software systems to perform an intellectual task that human being can - including learning, planning, and decision-making under uncertainty, communicating in natural language, making jokes, manipulating people, trading stocks, or reprogramming itself.

A recent report by the Future of Humanity Institute surveyed a panel of AI researchers on timelines for AGI, and found that "researchers believe there is a 50% chance of AI outperforming humans in all tasks in 45 years".

Machine learning is at the core of our journey towards artificial general intelligence, and in the meantime, it will change every industry and have a massive impact on our day-to-day lives.

Jobs associated with Machine Learning and AI: According to a US Department of statistics report, demand for data scientists and data engineers is projected to grow around 40 percent by 2020. In the US alone, the department estimates a shortage of about 150,000 people with data science skills, as of now.

What is Data Science?

Data Science is a multi-disciplinary field that uses scientific methods, processes, algorithms, and systems to extract knowledge and insights from structured and unstructured data. Data science is the same concept as data mining and big data.

Huge Demand in India: There is a massive demand for skilled professionals in India. Companies are mainly hunting job profiles such as Data Scientist, Data Analyst, Big Data Engineer, Statistician. Not only they are handsomely paid, but a career in analytics has much more to promise.

To become a data scientist, your areas of expertise should include either computer science, information technology, math, or statistics. Experience and fluency in skill sets such as **R, Python, Java, Hadoop, and SQL/NoSQL Databases** are preferred.

Companies that hire data scientists: Companies have recognized the immense business value which can be delivered using data. **Google, Amazon, Facebook, Baidu** are just some of the companies which have made investments in data products.

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2012

KAKCHING KHUNOU EDUCATIONAL FORUM
KAKCHING KHUNOU, MANIPUR - 795103
INAUGURATION CUM FELICITATION FUNCTION
Da... July 2012 (Sunday)

INAUGURAL
EDITION

2013

2014

2015

2016

2017

FELICITATION
MOCK TESTS
LITERARY MEET
MEDICAL CAMP
REVISION COURSE

2017

2018

ABOUT KKEF

The Kakching Khunou Educational Forum (KKEF) was established on 16th January 2012 at Kakching Khunou. It endeavours to provide the students with every possible help which endows them to accomplish success and to raise them intellectually in order to make them better persons in life.

MAJOR ACTIVITIES:

Annual Felicitation Function: The forum felicitates students (of Kakching Khunou origin) who have passed in the first division in the Class X and XII examinations every year in June.

Literary Meet: Held in October, it is a major event where more than 800 students compete in various competitions like - Mathematics, Science, Extempore Speech, Painting, Handwriting, Spelling Bee, Quiz, Debating and all-round-talent competitions.

Free Revision Course: The forum organizes a 30 day - free Revision Course for class X students in Dec.-Jan. every year prior to the board examinations.

WHO'S WHO?

M. Meghachandra Singh
President

Kh. Shyamchandra Singh
Vice President

Dr Ksh. Birla Singh
General Secy.

M. Bijeswor Meitei
Joint Secy.

Shanta Mangang
Publicity Secy.

Gandhi Mayanglambam
Asst. Publicity Secy.

Sivadutta Sarangthem
Asst. Publicity Secy.

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