

**... COME LET US REBUILD THE WALL OF JERUSALEM,
AND WE WILL NO LONGER BE IN DISGRACE**

- NEHEMIA 2:17B

PROJECT
nehemia



REFERENCE BOOK
EVAN TEACHERS' SUMMER CONDENSED COURSE

JUNE 28-29, 2013

Prepared by
TEAM PROJECT NEHEMIA
BYF, EBCC DELHI

PROJECT NEHEMIA AT A GLANCE

- **PAT KUM: 2009**
- **PROJECT NEHEMIA-I** (April 1, 2009 to March 31, 2010):
- Target - ₹ 1,00,000 [One Lakh only].

Sepsuahna - CES, Tuilakjang school building tungding thak; Daniel English School, Behiangjang huipei' muutsiat school building ki bawl; CES Palkhuang school building amun kisan, athak ki lam.

- **PROJECT NEHEMIA – II** (April 1, 2010 to December 31, 2010):
- Target - ₹ 1,00,000 [One Lakh only]

Sepsuahna - CES, Sinzawl library leh science laboratory vanzat leisak; CES, Dawltang school building lamna phungvuh banah CES, Ngalzang staff quarter ki lamthak.

- **PROJECT NEHEMIA – III** (January 1, 2011 to December 31, 2011):
- Target - ₹ 1,25,000 (One Lakh twenty five thousand only).

Sepsuahna - Mimbang EBC English High School science laboratory leh library van leisak, CES Tuimajang school building kise gawp tungding thak.

Note: Projecte Nehemia –III hun ah, i gam a sing-le-lou te tul gawp, a poi-mohna uh phawk thak a, Project tungtawn a hamphatna ana mukha school te'n singnou suan ana pat ding uh deihna in Project Component in ki koih. Hamphatna ana mukha school peuhmah in phungvuhna amuh uh ₹ 1000/- value zel ah singnou khat ana suan hing ding uh, chihdan ahi. Tua hileh, ₹ 30,000/- a phungvuh khak a om Mimbang EBC English High School in singnou 30 leh CES, Tuimajang in singnou 120 ana suan piching ding ua lam-et, chihna ahi.

- **PROJECT NEHEMIA – IV** (January 1, 2012 to December 31, 2012):
- Target - ₹ 1,00,000.

Sepsuahna - Evangelist-Teacher-te leh skul naupangte zat phatuam ding Cambridge English Pronouncing Dictionary 100 copies ki leisak; Evangelist Teachers' Capacity Building adia poimoh mahmah English Speaking

aban bek 6-na ah en in



EVANGELICAL BAPTIST CONVENTION CHURCH, DELHI

Email: pastor@ebccdelhi.org
website: <http://ebccdelhi.org>

PLOT NO 16, POCKET 6, NARISPUR,
DWARKA PHASE - I, NEW DELHI - 110 045
Phone: + 91 - 011 - 2505 2980

Keynote

"Kuan in, sem in, kizang bei in, Na pahna Pa' deihlam nasep" (Bnl.No.199)

Investment lak a manpha penpen tuh Pathian adia mi khat in a hinna tengteng a invest ahi. Toupa Pathian a dia kizang bei ding a kipumpiak hunbit a Toupa 'gam naseptute leh hun awngkal a kuhkal tak a pangte zahna sangpen i pia hi.

Toupa Pathian adia kizang bei ding a kipumpiak tule a Evangelist Teacher i neihte, mahni deihtelna zanga a nuam leh haksat hun a le Zodawn mun tuamtuan a Pathian min a kalsuante, ziak in saptuam leh minam hon ittu Pathian min phat hang!

Directorate of Institutions, EBC panlakna nuai ah tukum ETSCC Training (June 17-29) neih a om ding ahihthu a kitheih in Zodawn a Missions School-te puahphatna leh siamsinna lama kitundingna in masawn zel ding ahi chih lametna thak hon pia hi. Huchihlai in, hiai training hun ah ni nih (June 28 & 29) sung TBYF, EBCC Delhi nuai a Project Nehemia Team (PNT) in hun vazang thei ding a hamphatna piak a om ahihthu zaak ahih in saptuam pumpi kipahna'n kidim hi. Saptuam' Missions School-te puahna nasep a taksa mahmah tawh kihelkha thei ding a hamphatna piak a ompen kipahna gensenglouh toh Project Nehemia Team in pan nasatak a la in hon enzui pah uhi.

Tu in, siamna tungtuan nei leh hihtheihna kichuptak nei hunkhop Delhi a omte' lak ah tuhun a hong lemtang, itna leh deihsakna toh, hong kalsuan thei mi 4te - Upa T Kaithang, L/Upa L Ngulminthang, Nu Grace Siamlian-vung, leh Lia Kimremmawi ahi uh a, amaute tung ah kipahna lian mahmah hi. Amaute tawh kithuzak in PNT in teaching/lesson module hon bawlkhia uh a, kithalop huai mahmah hi. Hiai teaching module hong kipiante tungtawn a kihanthawntuahna leh thathohna thak kipahhuai a hongpian ding ka lamen mahmah hi.

Huai ban ah, Missions School nasepna leh Zodawn siamsinna ngai poimoh, Project Nehemia phungvuh gigete' lakah mi 5te' comment leng hong kitaklang hi. Semtute leh naupangte adia hanthawwna ahih ding lamet ahi.

Toupa'n amah deihna bang a kitungding tuah thei ding in pankhawm siamna hon pia henla, eimah mimal a hihtheihna omte hon vualzawlsak in EBC Missions School tungtawn in i mi-le-sate lak ah kikhekna manphat ak hon tun hen aw.

Lametna leh deihsakna lianpi toh,

Na seppih uh,

PASTOR NENGLIAN

Project Nehemia at a glance zopna

Skills training July 24-27, 2012 sung Mimbang English High School a Mizoram Division sunga Evan. Teacher teng (mi 50 vel) in a neihna uh leh October 2-6, 2012 sung Singngat Division sunga EBC School a sem teng (mi 96 vel) in Lungthul khua a aneihna ua expenditure teng Project in sponsor sak.

- **PROJECT NEHEMIA – V** (January 1, 2013 to December 31, 2013):
- Target - ₹ 1,75,000 (One Lakh Seventy Five Thousand only) ki bikhiah. Muhsuahna dingin pan naktak a laak hitou zel.

Sepsuahna - Thrust area 3 in kikhen. Tuate - *Teacher Empowerment/ Capacity Enhancement, Infrastructure Building leh Student Motivation*. Teacher Empowerment toh kisai sepsuahna in EBC Headquarter in Evan Teacher teng adia training program abawl, Evan Teachers' Summer Condensed Course [June 17-29, 2013], hun ah ni nih i.e, June 28-29, 2013 Team Project Nehemia Resource Person li (4) va kuan in heutate sinsakna va nei uh. Student Motivation toh kisai in July 26- August 1, 2013 sung Mission Motivational Tour chih min vuah in zodawn a siamsinte leh saptuamte vehna leh amaute toh va kithuahna ding tour sawm ahi. Infrastructure building ahihleh, Director (I) apan need based a recommendation hong pai omte etkhawm a phungvuh hiding.

PROJECTE NEHEMIA PHUNGVUH DAN TANGPI:

- i) BYF, EBCC Delhi tuailai milip kiangah Project Nehemia Box ki koih. Area heututen kuhkal & awlmoh takin hiai box a tuailaite'n neih leh phal bangbang ana khiakte uh kha tengin hon kaikhawm zel uh.
- ii) EBCC Delhi ah Project Nehemia Drop Box ki koih a, awlmoh leh phungvuh ut peuhmah in a phal bangbang uh khe zel.
- iii) Fund raise na tuamtuam – T-shirt bawl, gari sawp a kiloh, souvenir tuamtuam [button badge/pens/table clock] bawl a zuak leh adang-dang.
- iv) BYF initiative mai hilou in EBCC Delhi Saptuam pumpi project ahina ah, TBSUC inleng kiphaltak in hong phungvuh pih ngiitngeet.



L Ngulminthang



MISSION SCHOOLS & TEACHERS

(Roles & responsibilities as Agents of Change)

I. MISSION SCHOOL ETKIKNA *(Historical perspective of Mission Schools):*

I. *Saptuam in School Ngaipoimoh:* Pathian gam nasepna ding a siamsinna (education) poimoh leh vanzat manpha ahihna phawk in, Saptuam in i gam a Pathian thu (gospel) honglut tuung apan in School ana ngai poimoh gige hi.

- a) 1910 in Senvon khua, Manipur South District ah Gospel honglut a, huai kum mah in Senvon khua ah Mission School patkhiak in om ngal hi.
- b) Ei Guite kual a ding a Mission School masapen, Phaitong khua ah kum 1915 in Evan Pu Thangvang in ana pankhia hi.
- c) NEIG Mission heutu masapen (First Field Superintendent) Rev. R. Dala ahi a, aman Mission School teacher hihna toh hiai mohpuak na lenkhawm hi.
- d) Pu H.K. Dohnuna Field Secretary hong hih (1928) in Mission bial pumpi area 7 a khen in om a, hiai area sagih munpi teng ah Middle School, Class VI chiang zil theihna khat chiat phuhkhiak in om hi.
- e) Tulel a Saptuam School lama heutu lianpen a i neih Rev V. Thangkhingin, Director(I) leng Mission school Headmaster effective leh lohching tak a ana pangsa ahi chih i thei chiat uhi.

Hiai atung a i gente apan Saptuam in education/school ana ngai poimoh den ahihdan kichian tak in muh theih hi. Hiai awlmohna(zeals) mah paitou in tuni chiang in EBC Saptuam in a run school 58 bang omta hi. Huan, hiai school te a sinlai naupang 4,259 (Source : EBC website 22.5.13) tulle in kinei hi. Hiai school te lohchin leh gahsuhna ding a kuhkal tak a pang tunia hong paikhawm teacher te na hi uhi.

II. *Mission School tup-le-ngimte (Aims & Objectives):* Ei Christian te ading in Lai-siangthou(Holy Bible) pen Pathian kilakna bukim leh mihing hinna a thunei tupen (ultimate authority) ahihman in, michih in Holy Bible sim theih a, asung a thute sui theih chiat ding tuh apoimoh leh aloutheilou(imperative) ahong suak hi. Huaizia kin, missionary masate'n siamsinna ana pibawl ua, evangelism toh ana paikhawm sak uhi. Mission school phuh khiakna san leh tup-le-ngimte kichian tak record muh ding om kei mahleh hiai anuai a bang tup-le-ngim nei ahihdan theihtheih hi:

- i. Michih laisim leh gelhdan (3 Rs) sinsak;
- ii. School tungtawn a Pathian thutak sinsak leh phuanzak ding;
- iii. Mission/evangelist nasem dingte sinsakna piak;(Rev. Paul Rostad Dinwiddie Bible College 1928).
- iv. Michih amau siamna leh hihtheihna banga nna khat peuhpeuh semthei dia sinsak; (Lord Macaulay in Bengal).
- v. Talented leh brilliant naupang zonkhiak a, chawmna piak;(Mission Compound school 1920; eilak a heutu masa i suan mahmahte tamtak hiai tungtawn a khangkhia ana hi uh).

Tup-le-ngim kichiantak neih in maban pai dingdan hon kawkmuh ban ah lohch-inna leh lohsapnate hon taklang thei ahiman in, poimoh mahmah hi.

III. Mission School panlaknate (Mission Schools Initiatives): Historical perspective (hunpaise et in) siamsinna toh kisai a missionary masate nasep dan leh ana panlakna dan tangpi uh hiai anuai abang ahi.

- a) I gam a missionary masate siamsinna lam ah ana lunglut ua, nasa tak in ana kizang uhi. Midangte siamsinna piak kia hilou in, amau mah in leng asepa na gam paute ana sin uhi. Pettigrew, J.H. Lorrain, Savidge leh Herbert Cope (Aman Tanchinhoih Matthai ana letkhia a, huan Kamhau Primer kichi leng 1920 in ana phuan hi) etc. chiamteh tham ahi uhi.
- b) Amaute awlmohna leh panlaknate ziak in i gam ah Mission school tamtak patkhiak in om a, tuate tungtawn in Pathian thu phuanzak ahihban ah siamna mi tampi'n i na ngah uhi.
- c) Mission headquarters in Centralized Annual Exam, Class II apan Class VI na conduct zel ua, hiai exam a siampente khatna apan thumna tan (1st , second leh third position) Mission in chawmna (sponsorship) pia hi.
- d) Missionary leh Mission school teacher masate kuhkalna leh chihtakna ziaikin i gam in siamsinna lam ah masawn hi. Mission school teacher masate gin-omna, thutakna leh omdan in huai hunlai a sinlai naupangte hinkhua thuzoh zou mahmah ahihdan kigen tampi om hi. Tunia i lak a khantouhna leh kikhekna muhtheih omte Mission school gah ahi i chilou thei kei.

2. SIAM SINNA TOH KISAI A TULEL DINMUN:

Siamsinna leh theihna lam a kitaitehna, mi dangte'n a uangbawl mahmah lai un, eigam ah bel siamsinna lama kiakniamna thupitak om ahi de aw chih nop huai hi. I zakdan leh theihdante dik ahihleh, singtang a siamsinna school tamzawte loh(deserted) in om a, naupangte amau deihnelna tellou in, siamsin thei dinga ahamphatna uh lakmang sak in om, chihte zaak in om hi. Hiai bangte zaak a om chiang in, kei leng

tulai hun a naupang ana hikha hileng laizil zoulou ding ka hi maimah a, chih mimal tak in hong ngaihtuah sak hi. Teacherte'n lah amau dinmun leh hihna banga mite lamet leh muanna, credibility i chi diam ah, tampi mansuahta i bang uhi. Teacher hingal a, school kaiding donlou, zudawn/zukham hat etc. chihthe kigen bang i zak chiang in puaknat huai mahmah hi. I gam in, siamsinna sang a election politics, communal issues khawng buaipih zaw i batna chiang om dekdek bang hi. Hiai bang dinmun leh thilhihte'n khangthak naupangte hinkhua thil hoihlou a thuzoh leh pisual thei ahilham mangngilh kei ni hang. Politician hoihlou, nekguk hat officer ahikheileh mi thulimloute sang mah in leng teacher hoihlou in siatna nasa zaw tun thei hi. Aziakbel, teacher hoihlou in naupang lungsim hihse thei a, huai in khangsawn sawn tan ah leng siatna tun thei lai hi.

Ahitak a gen in, ibuai pih mahmah politics, economics hi'n khotaang vai hitaleh, atup-le-ngimte uh school lohchinna ah kinga hi. School lohching leh gahsuah in nam leh gam bawl in, nek-le-tak zonna hoih zaw hon pe ding hi. Huan, khotaang a dinmun poimoh leh thupi zawte hon luahsak thei ding hi. Rev.(Dr.) Wapang, Nagaland in NE lamte buaina toh kisai houlimna khat ah 'We lack basic' achia, ei context ah leng dik mahmah kha ding hi.

3. *MISSION SCHOOL TEACHER DINMUN LEH MOHPUAKNATE(ROLE & RESPONSIBILITIES):*

Naupangte hinkhua thuzoh thei pente tuh school teacher te ahi uh. School teacher te'n naupangte siamsinna a panpih kia hilou in, amau omdan leh athilhihte naupangte'n enton mahmah uhi. Sinlai naupang hinkhua a kikhekna bawltu teacherte ahi uh. Huai-ziak in, school teacherte tuh i gam a khantouhna leh kikhekna tuntu ding a dinmun poimoh pen lentute ahi uh. Huan, tununga heutu leh makai hong hidingte sinsaktu leh amaute mihinzia ding bawltu ahihman un, teacher mohpuakna lian in thupi mahmah hi. Mission school teacher te dinmun leh mohpuakna poimohdan point 3(thum) in i gen ding:

- i) *Mission school teacher te tuh Evangelist(missionary) ahi uh:* Saptuam school teacher leh Government/Private school teacher te kibatlouhna, Mission school tup-le-ngim kigente apan chiangtak in muhtheih hi. Mission school teacher tuh Evangelist/Missionary, Mission field a nasemtu ahi. Huaiziak in, naupangte Laisiangthou thutak sinsak a laisiangthou deihna bang a hinkhua leh khovel etdan(Christian world view) nei ding a amaute panpih leh sinsak ding tuh mission school teacher mohpuakna ahi.
- ii) *Midangte etton(Role model):* Teacher hinkhua tuh sinlai naupangte etton pen ahi. Abiktak in, singtang khua leh laisiam tamlouhna munte ah, teacher te ngaihsangna lian mahmah hi. Khopi ah leng ahi, naupangte'n a teacher uh gendan/chihdan leh hihdante dikpen leh hoih pen ding in pom uhi. A mawltak a gen in, school/college subject lunglutna i neihte bangleng a honhilhtu teacher kipiakzohna leh awlmohna(passion) ah kinga mahmah hi. Naupang

hinkhua khekthei ding khop a thuzoh theihna (influence) nei teacher te ahihman un, Dr. Radhakrishnan, India President lui in, 'Teachers should be the best minds of our country' ana chi hi. Huaiziak in, omdan, gamtat, thilchiin leh kampaute a teacher te pilvan mahmah kul hi.

- iii) *Agent of change(Kikhekna omsaktu/palai)*: Teacherte khotaang a ding a role model ahimah bang un, agent of change leng ahi uh. Kikhekna i chih chiang in thil omsa khat a hoihzawkna ding a bawl lamdang(transformation) genna ahi. Kikhekna i chih pen group nih in khen theih hi. Taksa khanna, exam a mark muh leh mihing kum hong pungzelte tehtheih(quantity)a kikhekna ahi. Lungsim ngaihtuahna, deihdan, utdan, thil etdan a kikhekna pen hihna(quality) kikhekna ahi. Tunia kikhekna i gennop tuh, banghiam spectacular leh sensational tak a polam a hong omkhia chituamna hilou in, mihing sun-glam apan deihdan, utdan leh lungsim putdan(attitude), huan thil muhdan, etdan(perspective) leh i hoihsak dan, thupi leh manpha i chihte tehna(value system) toh kisai a kikhekna hong omte ahi. Mimal a kikhekna hong om chi-ang in, huai mah in khotang ah leng kikhekna omsak zel hi. Hiai kikhekna tungtawn in masawna leh khantouna ingah thei ding uhi. Hiaite bangziak a poimoh hiam chih anuai ah genchet I sawm ding:

KIKHEKNA BANG HIHIAM CHIH HOULIMNA & ILLUSTRATIONS

- a) *Perspective(thil etdan/muhdan)*: Thil hong tung leh i tuahkhak khat peuh hitaleh etdan dik a enthei ding leh tuate pan a sinlai hoihzaw muthei ding a kisinsakna poimoh hi. Teacher lohchingte tuh, naupangte a sinlai(subject) ua pan a amau hinkhua a zat theihding mukhe saktute ahi uh. Hiai in mimal hinkhua ading in thilthak leh hoih tampi a sinsak thei hi. Hiaite tungtawn in, thil etdan/muhdan dik leh phatuam aneithei ding uhi. Naupan lai a thil etdan/muhdan midangte apan i na laksawnte mah pichin nung a leng I personality hongsuak hi. Huaiziak in, hinkhua manpha leh gahsuh neihna dingin right perspective neih poimoh hi.
- b) *Attitude*: Lungsim mumal neilou mi ading in thil bangpeuh ah lohchinna ngah ding a kuhkal leh thanop suah haksa mahmah hi. Atangpi in, naupan lai akipan a lungsim putdan kichian neih khaklough ziak in lohchinna ngah ding bang zah kingah zoulou hi kha ding hi. Muh dandan ahoih bang a ngai a, lohching leh lohsam hihlam nasan leng kitheilou leh phawklou a hinkhua zat theih ahi. Huaiziak in, lohchinna i ngah theihna ding in lungsim putdan, deihdan leh hinkhua a tup kichian neiding a naupangte sinsak poimoh mahmah hi.
- c) *Value system (Morals and traditional values)*: Mihingte'n thupi, manpha leh enhuai/deihuai (desirable) i sakte mimal tehna dan ah (value system) kinga hi. I gam a moral lam a kiakniamna ompen hiai value system adiklough ziak

hi kha ding hi. Sum-le-pai, thuneihna leh nopsak utluatna in adik leh diklou khenkak theihna(morality) nuaisiah gawpta abang hi. Pi-le-pu apan a chiindan leh paidan hoihtak i neihte(traditional values) nasan limsak louhna uang mahmah ta hi. Huaiziak in, hinkhua manpha leh lohching neiding in sinlai naupang i hih apan value system hoih sinsak a kiphamoh hi. Hiai mah tuh mimal hinkhua manpha saktu ahi. Victor E Frank in “Cry for meaning” laibu ah hichi'n ana gelh hi ‘Ever more people today have means to live but no meaning to live for’.

(Hiai atunga point-te toh kisai houlimna & Illustrations)

4. MISSION SCHOOL TEACHER TE HAKSATNATE:

Mission school teacher ana hikha ngeilou te'n amau buaina leh haksatnate akim sipsip in theihpih kei mah lehang atangpi hiaite bang ahi kha ding hi.

- i) *Sepna mun gamla, deihdong kulmohte kining chinglou:* Mission school teacher te hi teacher job sem kia hilou in Pathian nna sem (evangelist) ahihna uh kiphawk a, utna muna om hilou, akulmohna mun a sawl/pai ding leh kizang ding a commitments nei ihi chih phawk gige kul hi. Africa gam a missionary nasem, David Livingston, tangthu apan sinlai tampi zil ding omkha ding hi.
- ii) *Hiai sepna pen fulltime himahleh khaloh(salary) leh facilities tuamtuam kining chinglou hi:* Govt leh Private school teacherte khovel siamna leh pilna sinsak ding a loh leh facilities piak ahihlai un, Mission teacher te bel Pathian gam zatna ding a nasem tute ihihman in, i kipahman sum leh pai value a simtheih leh bukkak theih veklou ding ahi chih thei kawm ni hang.
- iii) *Akulmoh bang siamna leh sinsakna(qualification & training) tasam:* Teacher te akulmoh qualification leh training taksap ziak a quality education leh school objectives i neih te compromised khak ding lauhuai in pilvan huai mahmah hi. Mission school kia hilou, i gam a Govt leh private school te ah leng hiai bang taksapna lian mahmah hi. School teacher nna pen taksap awng hukna(adhocism) dan i koih ziaka lunggulh leh lamet bang quality education sinlai naupangte'n ngah zoulou ahi diam chih ngaihtuah tham mahmah hi. Hiai taksapna pen policy level a et thakna(abiktak in, recruitment & training) poimoh kha ding hi.
- iv) *Naupangte genhak, discipline omlou lua:* Tulai khovel akhantouh dungzui in, singtang hi'n khopi hitaleh chindan leh omdan ah nidanglai bang a innocence leh mawltak a khosa om nawnlou hi. Inn sung leh schoolte ah kisinsakna deih bang a omlouh ziak in, kholak leh tulai vanzat tuamtuamte tungtawn in thilhoih lou tampi naupangte'n muh ding ana nei uhi. Huaiziak in, kithumanna leh zahtakna bang leng tawmta hi. Hiai toh kisai, naupangte sinsakna hon panpih ding in ‘Khristian Sinsakm’ laibu saptuam in a bawl phatuam mahmah ding hi. Hiai laibuta(booklet) mimal ngaihndan leh hoihsak dan kigelh

himai hilou in, hoihtak a sui leh etkhiakna pansan a kibawlkhia(research product) ahihman in, naupangte akum dungzui ua lungsim putdan, utdan, lunglutna uleh tempaina lam toh kisai sinsak dingdan technicalities tuamtuam hiai laibu ah kimtakin kigelh hi. Naupang kepna toh kisai in hon panpih thei mahmah ding hi.

Huan, haksatna leh taksapnate ei hon bawlhohitu agent poimoh tak hithei ahi chih mangngilh kei ni. Buaina leh taksapna om hetlou hinkhua zaw hinkhua nuam leh manpha pen hilou ding ahi. Huai naksang in haksatnate'n i hinna hon manpha sak ahi chih phawkni hang.

(Haksatnate toh kisai houlimna & illustration)

5. **THUKHITNA :**

Tunia houlimkhawm thei a i om hamphat huai leh kipah huai kasa hi. I houlimna ua pan in hia dotnate enkhawm le hang i chi hi.

- i) Mission school tup-le-ngimte leh Saptuam education policy bangchi'n i mu a?
- ii) Tuchiang in khochih ah saptuam ding a, Pastor leh Upate makaihna nuai ah Pathian thu kisinsakna leh biakkhawmna hun regular tak in in i neita uhi. Hiai dinmun et in, Mission school objective evangelism sangmah in leng quality education ahithe i zaw ta diam?
- iii) School tup-le-ngimte sepsuahna ding in bangbang hihdan(mechanism) i na zang ua?
- iv) Teacher dinmun leh mohpuaknate semzou leh kembit zou hi'n i kithei hia?
- v) Sepna school, khomite leh seppihte'n hon hamphat pih uhia?
- vi) Na school apan naupang lai siamthei leh lunglut mahmah panpih ngai bangzah na mu khia a?

(Hiai dotnate toh kisai houlim ding)

Dotnate positive hi'n negative hitaleh dawnna piak ding i neih a, tua bang a piak tuak i sak om leh, tunia hunzat khawm lohching leh gahsuh ahi ding hi. Kipak ing, Pathian in na sepna uah hon vualzawl zel hen aw!.



Pu L Ngulminthang, March 24, 1967 in Buangmun, Vangai Taang ah piang hi. Buangmun khua ah a siamsinna pan a, 1979 in Buangmun Govt. School apan Class-VIII (MSLC) zou hi.Sorok Atingbi Govt. High School ah Class-IX sunzom in, 1982 in Standard English School, Imphal akipan in Class-X ana zoukhia hi. DM College ah 1985 in PUC zou nawn in, Manipur University nuai ah BA distinction in 1987 in zou hi. Tu'n Ministry of Home Affairs, Govt. of India ah sem lel in, azi-atate toh Tuglakabad Extn. New Delhi ah khosa lel uhi. Pu Thang ahihleh tulel a EBCC Delhi a Tualsung Upa Committee member ahihban ah Sunday School Senior Pawl ah guest teacher in leng pang zel hi. Saptuam sung abik a tuailai leh naupangte lak a Toupa mizat mahmah ahi.





Mrs. Grace Siamlianvung

2

EFFECTIVE TEACHING IN THE CONTEXT OF ZODAWN

Teaching is a noble profession as the saying goes and all of us present here today are therefore entrusted with the great responsibility of shaping and nurturing young minds. Such is the importance of this career choice that we have in our hands the power to guide and propel the lives of our young students. It is therefore imperative that we approach it in a systematic and scientific fashion so as to reap the maximum benefit for ourselves and our students.

Teaching cannot be approached in a haphazard manner. Like other professions it follows a 'cause-effect' principle. Hence:

1. **HOW** we teach will directly reflect in the degree of knowledge assimilation by the students.
2. **WHAT** we teach will sow the seed of knowledge enquiry in their fertile young minds.
3. **WHY** we teach will ensure that they will independently pursue more knowledge.

The foundation to become a good teacher is first realizing the monumental task that we have undertaken in choosing this profession. It entails dedication and hard work to guide students and make them successful. Very often when our students achieve success the credit is given to their hard labour while their instructors are obliterated to the background. As a teacher the first rule that we need to learn and accept is that the nature of our vocation is such that bouquets and congratulatory messages will rarely come our way. We teach because we love to and are driven by the passion to help others, to be the invisible rock on which our students build their lives and careers. It also involves acceptance of and adaptation to challenging work environment and inadequate remuneration. My sincerest admiration and praise is for all of you present here today who toil on land where no one wants to till. As mission school teachers all of you have the common problems of working in a materialistically and intellectually challenging profession.

To ensure that teaching is effective let us try to follow the guidelines below:

INTEREST:

It is very important for a teacher show interest in what they are going to teach to their students. A teacher who is involved in his subject takes extra effort to ensure that his students will also acquire the same degree of knowledge as himself.

EXPLANATION:

A good teacher is not one who is a storehouse of knowledge but one who is able to impart precious life enhancing skills to students. You may have fancy degrees but you will be a failure if your students are unable to understand, follow, enjoy and most importantly look forward to your classes. Deciding what to teach, deciding how to teach and communicating realistic expectations should be the 3 steps one must follow before each class.

EMPATHY:

It is very important as teachers that we remember that we were all once students too. Some of us may have pleasurable memories of those days but for most of us we dreaded certain classes and subjects. My point is this: put yourself in the shoes of the student. Before each class ask yourself how can I make class interesting for my students? What can be the most effective way by which I can capture the interest of my students and retain that attention for the next 50 minutes?

SET GOALS:

Effective teachers set high standards for students and articulate clear goals. Students should know up front what they will learn and what they is expected of them. To achieve this one must be able to befriend their students in order to gain their confidence and make them feel important. A sense of participation is necessary so that the student feels that without his help the teacher cannot progress in class. This ensures that the child's best efforts will be channelized in his studies.

FEEDBACK AND ASSESSMENT:

Teaching is not a one-way affair. Effective teaching takes place when information has been imparted from the teacher and has been thoroughly understood by the student. Simply walking into the classroom and delivering your topic is not teaching. Your student has to grasp what you have taught. To ensure that this takes place feedback and regular assessment must be carried out.

All the best in your effort to uplift the poor and marginalized sections of our society. Remember that your hard work today will reap its benefit tomorrow.

In times of your crisis please read the following Bible verse:

Sam 37:1-5:

Thil hoihlou hihte Ziakin kihih lungkham nuam dah inla, dikloutaka hihte leng eng ken. Loupa bangin at paih in a om zok ding ua, louhing bangin a vuai ding uh a hi ngal a. Toupa muang inla, thil hoih hih in; hiai gam ah om inla, gin omna delh zel in. Toupa tungah leng kipak in; huchiin na lungtang deihlamte a honpe ding hi. Na omdan ding Toupa tungah nga inla; amah muan in, aman a hih vek ding.



Nu Grace Siamlianvung is the wife Mr. Thanglian Hauzel and currently resides in New Delhi with her infant son. Born and brought up in Kolkata, she is the daughter of Mr. Khaikhanthang Hangzo. With an M.Phil in English Literature from Jadavpur University, she worked briefly as sub-editor (trainee) with The Telegraph, a national daily newspaper. She currently works as an Assistant Professor in the Department of English, Shivaji College, Delhi University.



Give the pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking; learning naturally results.

- John Dewey

When a teacher calls a boy by his entire name, it means trouble.

- Mark Twain

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

- William Arthur Ward

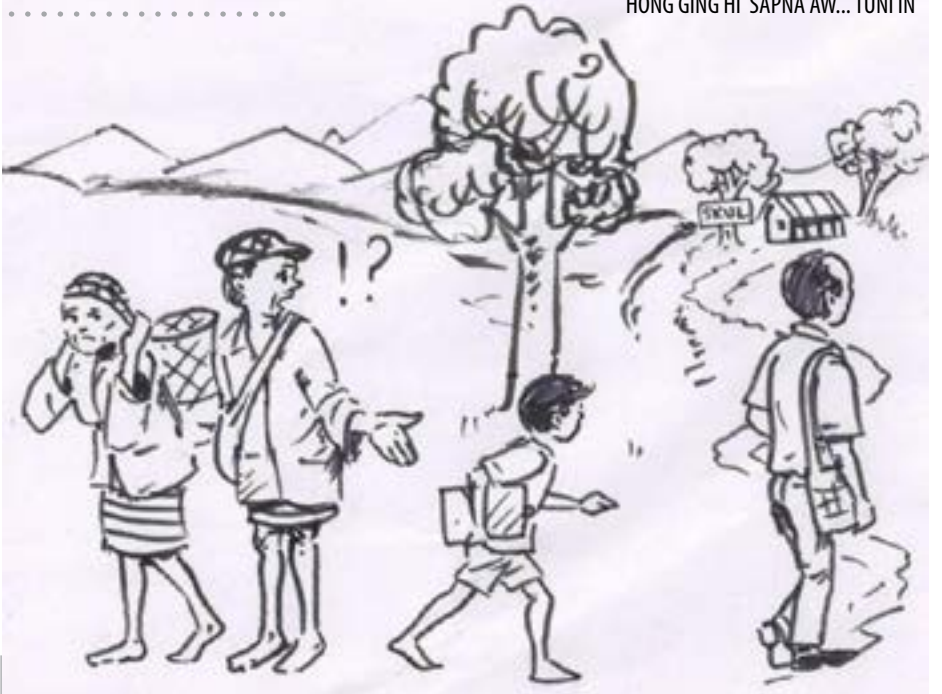
Intelligence plus character-that is the goal of true education.

- Martin Luther King Jr.





ZOGAM MIAL A
KHUAVAK PUK DIING,
HONG GING HI SAPNA AW... TUNI IN





Upa T. Kaithang



TOWARDS PERSONAL TRANSFORMATION

(Prepared from "7 Habits of Highly Effective People" by Stephen Covey)

SCRIPTURE FOUNDATIONS:

1. **John 10:10**

"The thief comes only to steal and kill and destroy; I came that they may have life, and have {it} abundantly." (New American Standard Version)

[Guta jaw, gu ding leh hihlum ding leh hihse ding louin a hongpai kei; kei jaw hinna a neihna ding ua, tampitaka a neihna ding ua, hong ka hi.]

2. **Ephesians 2: 10**

For we are His workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them.

[Thil hoih hih dingin Kris Jesu ah siamna omin, amah khut suak i hi ngalua; huai thil hoih hih tuh i khosakdan dingin Pathianin a bawlkhol ahi.]

3. **Philippians 4:8**

Finally, brethren, whatever is true, whatever is honorable, whatever is right, whatever is pure, whatever is lovely, whatever is of good repute, if there is any excellence(virtue) and if anything worthy of praise, dwell on these things. (New American Standard Version)

[Huai khit chiangin unaute aw, thil dik peuhmah, thil phathuai peuhmah, thil kilawm peuhmah, thil siangthou peuhmah, thil hoih (kilawm)peuhmah, thil minhoih peuhmah, hoihna himhim a oma, phatna ding a om aleh, huai thilte tuh ngaihtuah un.]

HABIT 1: BEING PROACTIVE

Habits defined:

*Sow a thought, reap an action,
Sow an action, reap a habit,
Sow a habit, reap a character,
Sow a character, reap destiny.*

Create a Habit.

It is the fruit of the desire and the ability to sacrifice what we want now for what we want eventually.

THREE (3) THEORIES OF DETERMINISM THAT CANNOT BE CHANGED (?)

Genetic Determinism – Destiny sown by seeds of grandparents/parents. Habits and Character the result (quiet/noisy/ill tempered/lazy/hard-working, etc.) of DNA inherited.

Psychic Determinism – You are what your parents did to you or upbringing (prone to be shy or this or that)

Environmental Determinism – Your neighbourhood, schooling, economic situation

Consequence: I am destined to be what I am because I carry my ancestors' gene, or because my upbringing was this background, or I grew up in this environment which was poor.

Stimulus & Response

Pavlov experiment on dogs – reaction determined by the stimulus. Russian scientist who experimented on dogs to establish how behaviour is associated with stimulus.

Viktor Frankl's Experience in Concentration Camp under the Nazis, established that human beings can choose their response to stimulus.

Response can be choice based on being Self-aware, imagination, Conscience, and Independent will

Proactive & Reactive

Proactive is taking responsibility or able to respond (response-able)

Proactive says taking initiative by choice

Choice is based on values and not on feelings or weather condition or social weather

Reactive people depend on feelings – weather, social behaviour of others, conditions.

What hurt us? Is it what people do to us or our response? Do we have a choice?

Example of how the nurse responded to a fault-finding patient.

Did Viktor Frankl allow himself to be hurt? He made choice and inspired others.

Act or be Acted upon

Seizing the Initiative
Be the solution, not the problem
Act, before you are acted upon
Speak the language of the proactive

Circle of Concern & Circle of Influence

Circle of concern is the area - no control

Circle of Influence – control

(Our habits, where we have direct control, others over whom we have indirect control, and attitude to problems where we have no control)

First step to changing any problem is changing our habit (in our Circle of Influence)

Growing Circle of Influence

Step 1: Keep Commitments & Promises to self & Others

Step 2: Set Goals and keep them

Step 3: Grow in Knowledge, Skill and Desire

(Alcoholic Anonymous Prayer: Lord, give me the courage to change the things that can and ought to be changed, the serenity to accept the things which cannot be changed, and the wisdom to know the difference)

HABIT 2: BEGIN WITH THE END IN MIND

Attending the funeral, your own funeral
What would you want your loved ones say about you?
The end in mind means to start with clear destination
Means what is deeply important
Means setting clear vision

Self-awareness, Imagination and Conscience
Create your own plan, (or others will make you follow their plan)
Creation means departure from past (example of Anwar Sadat)

Create your Vision (Personal, Family and Professional Life)
Put down the Mission Statement (How you practise values worthy of the vision)
Put down what matters most to you (as if you have only a month to live)
Visualize the right thing, produce the right thing

“No Involvement, No Commitment”

(Author experienced highly motivated staff in the hotel he conducted sessions)

Where each hotel wrote mission statement in harmony with chain of hotels
 Unit mission statement in harmony with Individual.
 Involve staff members in organisation
 Involve family members in family
 What differentiates a successful person from the others?

HABIT 3: FIRST THINGS FIRST

E.M. Gray suggests Common Denominator of Success is "Putting First Thing First"

	Urgent	Not Urgent
Important	<i>I. Activities</i> Crises Pressing Problems Deadline-driven project	<i>II. Activities</i> Prevention, PC Activities Relationship Building Recognizing New Opportunities Planning Recreation
Not Important	<i>III. Activities</i> Interruption, Some calls, Some Mails, some reports Some Meetings Proximate, Pressing Matters Popular Activities	<i>IV. Activities</i> Trivia, Busy Work Some Mails, Some Phone Calls Time Wasters Pleasant Activities

They do what the failures don't like to do
 They are driven by burning desire of their mission, purpose
 Burning "Yes" inside that makes saying "No" possible

Interregnum: Maturity Continuum

- i) Dependence - being directed, nurtured by others, blaming others for the result
- ii) Independence - control over self, physically, emotionally, financially- 'can do' stage, being responsible for the result
- iii) Interdependence- win-win situation - synergise, create, what individual cannot achieve.
 'We' becoming more important than 'me'.

HABIT 4: THINK WIN-WIN

Moving into Interdependence
 Independence attained through being Pro-active, Having clear vision and mission and able to organise ourselves through scheduling priorities
 Independence is Private Victory
 Interdependence is Public Victory
Glues of Interdependence

- Emotional Bank Account-Building Deposits
- Major Deposits- Understand the Individual (what is important for one is equally so to you)
- Attend to Little Things
- Keep Commitments-create trusts
- Clarify Expectations
- Personal Integrity (treating everyone by the same set of principles)

HABIT 5: SEEK FIRST TO UNDERSTAND. . .

- Communication Involves Reading, Writing, Speaking and Listening
- Change in Paradigm – (from making others listen to us to listening to others)
- Prescribing before diagnosing
- Character holds the key for earning trust or distrust
- (Trust is determined not by what we verbalise since our communications are 10% by words, 30% by other sounds, 60% by body language)

Levels of Listening

- Ignoring or Pretending
- Selective
- Attentive
- Empathic (empathetic)

Empathic Listening

- Putting yourself in the other's shoes
- Listen with ears, Listen with eyes, listen with the heart (listen for feeling, meaning, behaviour)
- Increases your deposits into Emotional Bank a/c

. . . Then To Be Understood

- Manufacturers listen to customers
- Lawyers step into the opponent's shoes before writing drafts
- Parents listen to their children (spend time with them)
- Teachers listen to students
- Treat this as P/PC opportunity



The eldest son of Pu Sialngenthang, Upa T Kaithang was born and brought up in Lamka. After a successful stint with State Bank of India (SBI), he took voluntary retirement as Chief Manager to join Emmanuel Hospital Association (EHA) in 2005. Truly committed to serving the people, he has several years of teaching experience, including being the Headmaster of Singngat Hill Model High School before joining SBI.

He currently holds the portfolio of Finance Director for EHA. At present, he is the Vice Chairman of TBSUC, EBCC Delhi and guest lecturer for BCD. He lives in Delhi with his family.



Poor people cannot rely on the government to come to help you in times of need. You have to get your education. Then nobody can control your destiny.

- Charles Barkley

Education is a progressive discovery of your own ignorance.

- Will Durant

Education makes a people easy to lead, but difficult to drive; easy to govern, but impossible to enslave.

- Peter Brougham.

Don't limit a child to your own learning, for he was born in another time.

-Rabindranath Tagore.



Kimremmawi

4

ENGLISH: CORRECTING COMMON ERRORS

The objective of this initiative is to address some of the most commonly made mistakes in written and spoken English. Our aim is to concentrate only on trying to rectify the basic grammar (*tenses*) and pronunciation errors often made by us.

GRAMMAR- TENSES

Past Tense: A *tense* used to express an action or a condition that occurred in or during the past.

For Example: He ***ran*** a marathon last month.

She ***looked*** beautiful yesterday.

He ***wrote*** an article about the white horse 3 days back.

Present Test: A *tense* that expresses action in the *present* time, indicates habitual actions, or expresses general truths.

For Example: I ***am eating*** a banana.

He ***is leaving*** from his house now.

My mother ***is making*** me drink milk.

Future Tense: A *tense* that expresses actions or states in the future or time that has not yet begun.

For Example: I ***will write*** a letter to my uncle tomorrow.

Santa ***will come*** to visit us on Christmas.

Bobby ***will buy*** the computer one week from now.

Things to remember about simple tense:

- a. ***Present tense*** is the original verb form.
- b. ***Past tense*** has a few patterns.
- c. ***Future tense*** needs will (shall) + verb.

Word	Past	Present	Future
Write	I wrote a letter last week.	I am writing a letter to my father.	I will be writing a letter to Sam next week.
Eat	I ate a banana yesterday.	I am eating a banana right now .	I will eat a banana tomorrow.
Draw	I drew a giraffe.	I am drawing a giraffe.	I will draw a giraffe.
Sing	The bird sang yesterday.	The bird is singing .	The bird will sing tomorrow.
See	I saw a movie yesterday	I see a movie once a week	I will see a movie tomorrow
Know	I knew it	I know it	I will know it
Learn	I learnt English	I learn English	I will learn English
Cook	I cooked dinner	I cook every day	I will cook tomorrow

Multiple Choice Questions:

1. Although the police _____ every precaution, the robber managed to escape.
(take, takes, has taken, had taken)
2. The boys _____ television every night unless they have homework.
(watch, watches, watched, watching)
3. Maria _____ an appointment to see the doctor. It is at 10.00 am tomorrow.
(make, makes, made, has made)
4. They _____ when they are ready.
(come, came, will come, have come)
5. Judy _____ watching horror films although she has nightmares afterwards.
(like, likes, liked, will like)
6. It _____ every afternoon for the past week. The weather forecast predicts rain for next week too.
(is raining, was raining, has been raining, had been raining)
7. I _____ the door before I realized that the keys were inside the house.
(lock, locked, has locked, had locked)
8. When Sally _____ her first pay, she bought presents for her parents.
(receive, received, has received, had received)
9. It's lovely to wake up in the morning and _____ birds singing.
(hear, hears, heard, hearing)
10. Aaron _____ \$80.00 for that bag.
(pay, paid, pays, paying)

Try it yourself

1. Last year I _____ (go) to England on holiday.
2. But we _____ (see) some beautiful rainbows yesterday.
3. I _____ (learn) English for seven years now.
4. But last year I _____ (not / work) hard enough for English, that's why my marks _____ (not / be) really that good then.
5. As I _____ (pass / want) my English exam successfully next year, I _____ (study) harder this term.
6. During my last summer holidays, my parents _____ (send) me on a language course to London.
7. It _____ (be) great and I _____ (think) I _____ (learn) a lot.
8. Before I _____ (go) to London, I _____ (not / enjoy) learning English.
9. But while I _____ (do) the language course, I _____ (meet) lots of young people from all over the world.
10. There I _____ (notice) how important it _____ (be) to speak foreign languages nowadays.
11. Now I _____ (have) much more fun learning English than I _____ (have) before the course.
12. At the moment I _____ (revise) English grammar.
13. And I _____ (begin / already) to read the texts in my English textbooks again.
14. I _____ (think) I _____ (do) one unit every week.
15. My exam _____ (be) on 15 May, so there _____ (not / be) any time to be lost.
16. If I _____ (pass) my exams successfully, I _____ (start) an apprenticeship in September.
17. And after my apprenticeship, maybe I _____ (go) back to London to work there for a while.
18. As you _____ (see / can), I _____ (become) a real London fan already

Fill in the blanks with appropriate forms:

1. We _____ TV when it started to rain. (to watch)
2. I _____ to visit you yesterday, but you _____ not at home. (to want) (to be)
3. Look! It _____, so we can't _____ to the beach. (to rain) (to go)
4. There are a lot of clouds! It _____ soon. (to rain)
5. The sun _____ in the East. (to rise)
6. Since 2011 they _____ their son every year. (to visit)
7. While the doctor _____ Mr Jones, his son _____ outside this morning. (to examine) (to wait)
8. I _____ for my girlfriend for two hours. (to wait)
9. After Larry _____ the film on TV, he decided to buy the book. (to see)
10. Wait a minute, I _____ this box for you. (to carry)

Complete the story with appropriate tenses:

John _____ (always/travel) a lot. In fact, he _____ (be) only two years old when he first _____ (fly) to the US. His mother _____ (be) Italian and his father _____ (be) American. John _____ (be) born in France, but his parents _____ (meet) in Cologne, Germany after they _____ (live) there for five years. They _____ (meet) one day while John's father _____ (read) a book in the library and his mother _____ (sit down) beside him. Anyway, John _____ (travel) a lot because his parents also _____ (travel) a lot.

As a matter of fact, John _____ (visit) his parents in France at the moment. He _____ (live) in New York now, but _____ (visit) his parents for the past few weeks. He really _____ (enjoy) living in New York, but he also _____ (love) coming to visit his parents at least once a year.

This year he _____ (fly) over 50,000 miles for his job. He _____ (work) for Jackson & Co. for almost two years now. He's pretty sure that he _____ (work) for them next year as well. His job _____ (require) a lot of travel. In fact, by the end of this year, he _____ (travel) over 120,000 miles! His next journey _____ (be) to Australia. He really _____ (not like) going to Australia because it is so far. This time he _____ (fly) from Paris after a meeting with the company's French partner. He _____ (sit) for over 18 hours by the time he _____ (arrive)!

John _____ (talk) with his parents earlier this evening when his girlfriend from New York _____ (telephone) to let him know that Jackson & Co. _____ (decide) to merge with a company in Australia. The two companies _____ (negotiate) for the past month, so it really _____ (not be) much of a surprise. Of course, this _____ (mean) that John _____ (have to catch) the next plane back to New York. He _____ (meet) with his boss at this time tomorrow.

PRONUNCIATION

Pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

OR

Pronunciation is the act or manner of pronouncing words; utterance of speech or a way of speaking a word, especially a way that is accepted or generally understood or a graphic representation of the way a word is spoken, using phonetic symbols.

Pronunciation tips

- The most important thing to remember is practice. Learning English takes time but if you practice often you will soon improve and be able to pronounce words like a native speaker.
- Practice pronunciation in front of a mirror. You have to train your mouth to move in new ways in order to make new sounds. Watch your mouth as you speak. Think about each word before you say it. Try to imagine the position your mouth needs to be in to produce the sound.
- What you see is not always what you get. Remember that the spelling of words and their pronunciation are often different.
- Recognize that the English language has many different dialects depending on the country and the different regions within a particular country.

Basic Rules:

- Regarding Consonants:

When sounding consonants, air flow is interrupted or limited by the position of the tongue, teeth or lips.

The majority of letters in the alphabet are consonant letters. Most consonant letters have only one sound and rarely sound like their name.

B C D F G H J K L M N P Q R S T V W X Y Z

B: Usually pronounced like the 'b' in 'big'. However, in words ending with '-mb', such as comb, plumb, numb, bomb, etc, the 'b' is silent.

C: Usually pronounced like 'k', as in 'cat'. However, 'c' takes on the sound of 's' when it precedes 'e', 'i' or 'y', as in ceiling, cistern, cynic, etc.

dge: Usually pronounced like 'j', as in 'bridge'.

G: Usually pronounced as in 'go'. However, before 'e', 'i' or 'y', 'g' is often pronounced like 'j', as in germ, ginger, gyrate, etc.

gh: In some words, '-gh' is pronounced like 'f', as in laugh. However, in some words it is silent, as in high.

H: For example, 'head'. However, in a few words, the 'h' is silent, as in hour, honour, etc.

K: Generally pronounced like the 'c' in 'cat'. However, when followed by 'n', it is usually silent, as in knife, knave, knight, etc.

L: Generally pronounced as in 'leaf'. However, in a few words, the 'l' is silent, especially when followed by 'k' and 'f', as in talk, walk, half, calf, etc.

S: Generally pronounced as in 'sun'. However, in some words 's' is pronounced like 'z', as in *nose*, *president*, etc. In a few words, such as *television* and *azure*, 's' takes on a sound generally represented phonetically as 'zh'.

Th: Generally aspirated, *i.e.* let out with a puff of air, as in *think*, *third*, etc. However, in some words, such as *this*, 'th' is not aspirated.

X: Usually pronounced like in *box* (the sound is -ks). However, when it is the first letter of a word, *x* is pronounced like 'z'.

Y: Generally pronounced as in *yesterday*. In some words, it takes on the sound 'ee', as in *city*. In yet other words, it takes on the sound 'ai', as in *fly*.

Regarding Vowels: When sounding vowels, your breath flows freely through the mouth. Five of the 26 alphabet letters are vowels: *A*, *E*, *I*, *O*, and *U*. The letter *Y* is sometimes considered a sixth vowel because it can sound like other vowels. Unlike consonants, each of the vowel letters has more than one type of sound or can even be silent with no sound at all.

A: Before two consonants, 'a' is pronounced as in *sand*. This also applies when it appears before a single consonant at the end of a word, as in *fan*. Before a single consonant followed by a vowel, 'a' is usually pronounced as in *ate* (the sound is *ey*). Before 'r' and after 'q' and 'w', 'a' is usually pronounced as in *call* (the sound is like 'aw'). Other examples are *squash* and *wall*.

E: Before two consonants and before a single consonant at the end of a word, 'e' is usually pronounced as in *desk* or *ten*. This also applies when 'e' appears before a single consonant followed by a vowel (*ever*), although sometimes 'e' is pronounced 'ee' in such cases, as in *even*.

At the end of a word, 'e' is usually silent, as in *ate*, *fate*, etc; however, at the end of very short words, 'e' usually takes on the sound 'ee', as in *be*.

I: Before two consonants and before a single consonant at the end of a word, 'i' is usually pronounced as in *fit* or *fill*. However, in some cases, before two consonants, 'i' takes on the 'ai' sound (rhymes with *eye*). Ex: *wild*. Before a single consonant followed by a vowel, 'i' generally takes on the 'ai' sound, as in *eye* and *tire*.

O: Before two consonants in some words and before a single consonant at the end of a word, 'o' takes on the sound 'aw', as in *rock* and *not*. In other words, it is pronounced 'oh' when it appears before two consonants, as in *bolt*. The same applies when it precedes a single consonant followed by a vowel.

U: Before two consonants and before a consonant at the end of a word, 'u' usually takes on either the short 'oo' sound, as in *pull* and *put*, or the blunt 'uh', as in *duck* and *jut*, and before a single consonant followed by a vowel, 'u' takes on the long 'oo' sound, as in *June*.

Words using GN have varied set of pronunciation rules:

1. Some words beginning with **GN**, **G** is silent.
Eg: gnat, gnaw, gnarl, gnome
2. In words with **IGN** not at the beginning of the word, **G** is silent.
Eg: champaign, campaign, sign, arraign, deign, ensign, feign, foreign, reign, align
3. In words with **IGN** at the beginning of the word, **G** in **GN** is the end of the first syllable and the **N** in **GN** is the beginning of the next syllable.
Eg: ignite, ignition, ignoble, ignore
4. In words with **UGN**, **G** is silent while others such as repugnant the **G** is the end of a syllable and **N** the beginning of the next syllable.
Eg. impugn, oppugn
5. In words with **OGN** the **G** is silent, while others recognize the **G** is the end of a syllable and the **N** the beginning of the next syllable.
Eg: Cologne
6. In words with **EGN** the **G** in **GN** is end of one syllable and the **N** in **GN** the beginning of the next syllable.
Eg: impregnable, pregnant
7. In words with **AGN**, the **G** in **GN** is end of one syllable and the **N** in **GN** the beginning of the next syllable.
Eg: magnet, magnolia, magnificent, magnify, diagnose, and stagnant,

Words Ending in AMB, IMB, OMB, and UMB, have the letter- B silent.

1. These words include: *lamb, jamb, climb, limb, bomb, comb, entomb, tomb, womb, crumb, dumb, plumb, numb, rhomb, thumb, succumb.*
2. Also many of these that also add **ER** to the end such as dumber, the **B** is also silent.
3. However some exceptions to rule 2 above are limber and number where the **B** is not silent.

NOTE:

- In the pronunciation of Sign, gn are considered to be a single syllable and hence "g" is silent and the word is pronounced at "Sa-i-n". However, in the word Signature, "g" and "n" are treated as different syllables and hence is pronounced as "sig-na-ture"
- In the word "Champaign", gn are again considered to be one syllable, hence in the pronunciation, G is Silent. (*Cham-pain*)

Read the following paragraph aloud and underline the words with unusual/difficult pronunciation:

THE ZOO

Last Wednesday we decided to visit the zoo. We arrived the next morning after breakfast, cashed in our passes and entered. We walked toward the first exhibits. I looked up at a giraffe as it stared back at me. I stepped nervously to the next area. One of the lions gazed at me as he lazed in the shade while the others napped. One of my friends first knocked then banged on the tempered glass in front of the monkey's cage. They howled and screamed at us as we hurried to another exhibit where we stopped and gawked at plumed birds. After we rested, we headed for the petting zoo where we petted woolly sheep who only glanced at us but the goats butted each other and nipped our clothes when we ventured too near their closed pen. Later, our tired group nudged their way through the crowded paths and exited the turnstile gate. Our car bumped, jerked and swayed as we dozed during the relaxed ride home.

THE STATE BANK

This morning at 8:33, someone robbed the State Bank downtown. The thief entered the bank and stated that he wanted all their money. The thief smiled but looked very tired. The tellers seemed worried. The thief received the money he requested, asked to be excused, and then stormed out quickly as the door revolved. He dashed down the street and screeched away in a damaged car that rattled, squeaked and smoked. It appeared that he really needed the money. The police soon arrived. They barreled and chased down the street. They searched and questioned bystanders, but the thief vanished. The police failed to catch him. Investigators abandoned the case and neglected to do anything else. The money was never recovered and the thief was never identified the report of the incident ended.

Exercise -1:

1. Listen and repeat these words. Each word begins with "s". *Secretary, Sandwich, Subway, Sunday, Saturday*
2. Listen and repeat these words. *Japanese, Taiwanese, Australian, Canadian, Korean*
3. Listen and repeat these words. Each word begins with "w". *Well-built, Waitress, Watch, Worker, Wallet*
4. Listen and repeat these words. Each word begins with "f". *First, Four, Funny, Five, Fifteen*
5. Listen and repeat these words. There are two different endings, -y and -een. *Thirty, Forty, Thirteen, Fourteen, Fifty, Sixty, Fifteen, Sixteen*
6. Listen and repeat these words. Each word contains the sound "th". *Brother, father, mother, their, they*

7. Listen and repeat these words. Each word contains the sound "ee". *Green, jeans, cheese, tea, these*
8. Listen and repeat these words. Each word contains the sound "ay". *Table, plate, train, name, day*
9. Listen and repeat these words. Each word ends in the sound "air". *Fair, hair, there, chair, where*
10. Listen and repeat these words. Each word begins with "b". *Bank, book, bus, beard, bag*
11. Listen and repeat these words. Each word begins with "sh". *Shopping, short, shelf, shoes, shirt*
12. Listen and repeat these words. Each word begins with "bl", "pl", "gl", or "cl". *Classes, blue, plate, glasses, play*

Exercise - 2:

1. Listen and repeat these words. The stress is at the beginning. *Pilot, airline, dentist, clinic, office, driver*
2. Listen and repeat these words. The stress is at the end. *Tai chi, guitar, before, Japan, Taiwan, routine*
3. Listen and repeat these words. The stress is at the beginning, but one word is different. *Yoga, German, Chinese, soccer, Monday, baseball*
4. Listen and repeat these words. The stress is at the end, but one word is different. Write down the odd one. *Unkind, TV, CD, honest, yourself, below*
5. Listen and repeat these words. There are two different endings, -y and -ing. *Sunny, foggy, breezy, raining, cloudy, snowing*
6. Listen and repeat these questions. Yes/no questions usually have a rising intonation.
Is this Station Road?
Do I go straight ahead?
Is it on the left?
Do I turn right?
7. Listen and repeat these words. The stress is at the beginning. *Relatives, exercise, babysit, overtime, bicycle, Saturday*
8. Listen and repeat these words. The stress is in the middle. *Computer, recorder, ambitious, romantic, aerobics, tomorrow*
9. Listen and repeat these words. Is the stress at the beginning or the end? Write down the odd one. *Camping, relax, hotel, temple, hiking, behind*
10. Listen and repeat these questions. Wh- and how questions usually have a falling intonation.

*How do you make a pizza?
Where can I put my suitcase?
When can I take a shower?
What are you doing on Monday?*

11. Listen and repeat these words. Do they end in /id/ or /t/? Write each word in the correct column. *Started, missed, worked, waited, needed, baked*

/id/	/t/
started	missed
_____	_____
_____	_____

12. Listen and repeat these words. Do they begin with /s/ or /sh/? Write each word in the correct column. *Souvenirs, shower, sunbathed, seafood, shoes, shopping*

/s/	/sh/
souvenirs	shower
_____	_____
_____	_____

Exercise - 3:

1. Listen and repeat these words. Do they begin with /ch/ or /sh/? Write each word in the correct column. *Shirt, checked, shorts, chicken, cheese, chef*

/sh/	/ch/
shirt	checked
_____	_____
_____	_____

2. Listen and repeat these words. Each word ends in the sound /?/. *Pasta, tuna, pizza, cola, yoga, visa*

3. Listen and make a note of the words you hear. Then listen and repeat.

/l/
Blind, light, clouds, fly

/r/
Bright, right, crowds, fry

4. Listen and repeat these words. Can you hear /s/ or /z/ at the end? Write each word in the correct column. *Twist, bruise, slice, movies, shoes, mouse*

/s/	/z/
twist	bruise
_____	_____
_____	_____

5. Listen and repeat these words. The stress is at the beginning, but one word is different. Write down the odd one. *Chemistry, architecture, medicine, education, languages*
6. Listen and repeat these words. The stress is in the middle, but one word is different. Write down the odd one. *Repellent, mosquitoes, medical, binoculars, emergency*
7. Listen and repeat these words. Each word has -ea in the middle but one word sounds different. Write down the odd one. *Greasy, weak, steak, tea, cheap, read*
8. Listen and repeat these words. Each word ends in the sound /k/. *Energetic, artistic, enthusiastic, guidebook, silk*
9. Listen and repeat these words. Is the stress at the beginning or in the middle? Write each word in the correct column. *Sympathetic, sociable, genuine, argumentative, uncaring, generous*

sympathetic	sociable
-------------	----------

_____	_____
_____	_____

10. Listen and repeat these words. Do they end in /d/ or /t/? Write each word in the correct column. *Confused, embarrassed, even-tempered, striped, checked, organized*

/d/	/t/
-----	-----

confused	embarrassed
----------	-------------

_____	_____
_____	_____

11. Listen and repeat these words. Do they contain the sound /a/ or /e/? Write each word in the correct column. *Ankle, head, leg, fan, math, belt*

/a/	/e/
-----	-----

ankle	head
-------	------

_____	_____
_____	_____

Exercise - 4:

1. Listen and repeat these words. The stress is at the end. *Tonight, parade, exchange, put up, put on, Chinese*
2. Listen and repeat these words. The stress is at the beginning. *Lemon, entrée, chicken, tofu, noodles, mushrooms*
3. Listen and repeat these sentences. The stress is on I when it's at the end of the sentence.

I love Italian food!

I don't like golf.

I'm crazy about jazz.

I can't stand Kung Fu movies.

So do I.

Neither do I.

So am I.

Neither can I.

4. Listen and repeat the words. Is the stress at the beginning or at the end? Write down the odd one. *Desert, degrees, New York, river, July, airport*
5. Listen and repeat these words. The stress is at the beginning, but one word is different. Write down the odd one. *Graduate, Wimbledon, Hollywood, separate, promotion, waterfall*
6. Listen and repeat these words. The stress is in the middle, but one word is different. Write down the odd one. *Recycle, potatoes, gasoline, banana, Sahara, Pacific*
7. Listen and repeat these words. Do they begin with /t/ or /d/? Write each word in the correct column. *Dark, tall, travel, transportation, die, deep*

/d/	/t/
dark	tall
_____	_____
_____	_____

8. Listen and repeat these words. Do they begin with /p/ or /b/? Write each word in the correct column. *Pants, baggy, bottles, peaceful, beautiful, population*

/p/	/b/
pants	baggy
_____	_____
_____	_____

9. Listen and repeat these sentences. Suggestions usually have a falling intonation.
Perhaps you'd better go on a diet? Why don't you get a job?
You should say you're sorry? Why don't you go to a doctor?

10. Listen and repeat these words. Do they begin with /v/ or /f/? Write each word in the correct column. *Vaccination, formal, visa, volcano, fashionable, Philippines*

/v/	/f/
vaccination	formal
_____	_____
_____	_____

11. Listen and repeat these sentences. Listen for the stressed words.
I've never been to France. My computer's crashed.
I can't send an e-mail. I've been scuba diving.

12. Listen and repeat these words. Do they begin with /r/ or /l/? Write each word in the correct column. *Relieved, lottery, lights, written, relaxed, love*

/r/	/l/
relieved	lottery
_____	_____
_____	_____



Kimremmawi



HINDI: COMMONLY USED WORDS AND PHRASES

Khosakna, nekzonna toh kisai in khualzin-gamvak angaih hun atam hi. Mun khat kia a om gige theilou, leh, namtuam-pautuam te toh kisai khakna mihing hinkhua a alou theilou thil tuah ahi sek hi. Khovel ah pau tampi a om a, aza zaw a mi toh kisai tuahna ah pautam theite mah mavang uhi. Pauteng theihkim thil haksapi himahleh, mahni omna' gam pau theih a poimoh hi.

Hiai ngaihkhawk a nei in, vaipau (Hindi) kisinsakna ei context adin hong kibawl hi. A bukim zou hetkei diing a, himahleh, mite toh kidawltuahna a zat diing taangpi tamlou taklang ihi zaw hi.

Kihouna (Conversation) Tangpite

1. Na min banga? = Aapka naam kya he?
Ka min _____ ahi. = Mera naam _____ he.
2. Nang koi apan hong kipan? = Aap kaha se aaye ho?
Sinzawl apan kahi. = Me Sinzawl se aaya/aayi hu.
3. Koia hoh ding? = Kahaa jaa rahe ho?
Lamka a hoh dek kahi. = Lamka jaa raha/rahi hu.
4. Ann na neta hia? = Khana kha liya?
Neta / Ne nailou. = Kha liyaa/Nahi khaya.
5. Bang nna e nang nasep? = Aap kya kaam karte ho?
Teacher kahi = Me teacher hu.
Kei Saptuam' school a teacher nna sem ka hi. = Me church ka/ki school teacher hu.
Student ka hi. = Me student hu.
Lou nna sem ka hi. = Me kheti karta/karti hu.
6. Koi khua a om/teeng nahia? = Kis gao me rehte ho?
Thanlon a teeng kahi. = Me Thanlon me rehta/rehti hu

7. Amah (na lawm) kua a? = Ye (aapke saath) kawm he?
Amah ka zi/tapa/tanu/naunu/naupa ahi
= Ye mera/meri biwi (wife)/beta (son)/beti (daughter)/behen (sister)/bhai (brother) he.
Amah ka seppih ahi. = Ye mere saath kaam karta/karti he.
8. Amah na thei ngei hia? = Kya aap isko jaante ho?
Hi, amah maw _____ ahi. = Ha, ye _____ he.
Ih, thei ngeilou. = Nahi, me nahi jaanta.
9. Banga na puak? = Kya leke jaa rahe ho?
Meh di/puan hiveh aw. = Sabji/kapra he.
10. Na sakhau (bag) sunga om bang a? = Aapke bag me kya he?
Puan/khedap/meh di hi.= Kapra/jhoota/sabji he.
11. Sorry Sir, ken hindi theilou.
= Sorry Sir, mujhe Hindi nahi aata.
12. Hehpihtakin, english in non genthak thei diam, Sir?
= Please aap English me bol sakte ho?
13. Welcome. Hehpihtakin insung ah honglut in.
= Welcome. Please andar aayii e.
14. Bang toh kisai a hong hoh (hongzin) na hi ua, Sir?
= Aap kis kaam (kya karne) ke liye aayee ho?
15. Koi a hong kipan na hi ua? = Kaha se aaye ho?
16. Tua koilam manoh ding na hi ua? = Ab aap kaha ja-aw ge?
16. Hiai thilte na ne ngei uhia? = Kya aap ye chiiz khaate he?
17. Tampi ne un aw. = Khuubh saara khayi e
18. Tui/singpi dawn un aw.= Paani/chai pijii-e.
19. Ka inn uah hong khawl/lut ve ua, please.= Hamare ghar aayi e
20. Hehpihtakin hiai thilpiak (gift) hn sansak/pomsak in
=Kripya ye tofa kabool kijiye.
21. Ka kipak lua = Dhanya-waad/Sukriya/Thank you Sir.
22. Mite/student te na tungah kipak lua uh ahi.
= Ham sab/sabhi student aapke bahut aabhaarii he.
23. Hiai khua a hausapa amah ahi. = Ye is gau ke mukhiyaa/chief he.
24. Amah mun dang a khualzin khia ahi. = Vo dusri jagha/gau gayee he.

25. Amah lou kuan khia ahi. = Vo kheet gayee he.
26. Doctor ki-ensak ding ka hi uh = Doctor ko dikhane ja rahe he.
27. Mi bangzah na hi ua? = Kitne log ho?
 Mi ___ ka hi uh. = Ham _____ log he.
 Ka vek ua kho khat ka hi uh. = Ham sab ek gao ke he.
28. Bang hih ding? = Kya karna he?
 Tanaute veh ding ka hi. = Rishtedaro ko milne jana he.
 Moulawm ding ka hi. = Shaadi me jana he.
 Khawmpi (Prog/Function) zang dia hoh ding ka hi. = Function me jana he.
29. Hiai kua van/bag a? = Ye kiska/bag he?
 Kei van ahi. Ama' van ahi = Ye mera/iska samaan he.

SIMPLE WORDS:

Kei = me	ei=ham log
ka/ kei a = mera	ei a= hamara
amah=woh	nang [normal]=tum
ama a = uska	nang [respect]=aap
amau/huaite=woh log	nang a [normal]=tumhara
mau a/huaite a =unka	nang a [respect]=aapka

NITENG VAN ZAT TUAMTUAM TE:

Munphiah=jhaaru	Slipper=chappal
Tem=chaaku	Spectacles=chashma
Tu=kudaal	Lukhu=topi
suahduul=faura	Thau/gun=banduuk
Gophel=guleel	Thautang=gawli (damdoi tang le gawli kichi)
Sakhau/bag= bag	Kawlzaal/ Bag=thela/jhola/bag
Puan= kapra	Laibu=kitaab
Puan-ak=kamiiz	Sana (Watch)=ghari
Khekol/pant=pant	Damdoi=dawai
Khedap=joota	Tutna/seat=kursi
Moja= moja/juraab	Tawnzau=baniyaan
Khutbuh/glove=dastana	Mei (fire)=aag

MUN LEH MUAL:

khua/village=gao	vuah/rain=baarish
lampi/road=rasta/sarak	ni/sun=suuraj
taang/mual=pahar	inn=ghar
lui/river=nadi	lou/paddy field=kheet
vaan/sky=aasmaan	gamlak/jungle=jangal
mei/cloud=baadal	

NEEK LEH DAWN VAN:

Meh=sabji
 ann=khaana
 anntang=chawal
 kuang/plate=plate
 Beel=bartan
 nou/cup=cup
 singpi= chai
 sang/bread/tanghou=bread
 malta= mirchi
 tui=paani

chi=namak
 Sa/meat=maas
 nga/fish=machli
 tengkol=ghong-gha
 Annteh/vegetable=hari sabji
 pateh/mushroom=gucchi
 siik-keu=chamach
 thei/fruit=fal
 ganhing=jaanwar
 singkung=peerh

SAPUM KAHANGTE:

Lu=sar
 Sam/mul=baal
 mit=aankh
 naak=naak
 Bil=kaan
 kam=muuh
 lei=jiib
 ngawng=gardan
 Gawl=gala
 liang=kandha
 lenuai=bagal

gil= peeth
 awm/chest=chaati
 nung/back=piith
 khut=haath
 khutzung=unggli
 baan/arm=baaju
 khe=pair
 khuk=ghutna
 khutzung=haath ki ungli
 khezung=pair ki ungli
 lungtang/heart=dil

NNASEP TANGPITE:

ihmu=sona
 thou=uthna
 ha nawt=dant-manjan/brush karna
 ksil=naha-na
 ann huan=khaana banana
 Mai phiat=mu dhona
 schook kai=school jaana
 lai sim=parai karna
 lai gelh=likhna
 exam=pariksha
 suty=chootti
 ann ne=khana khaana
 kuang sil=bartan dhona
 tui tawi=paani bharna
 Lou kuan=kheet me jaana

nna sem=kaam karna
 vuah thuak=baarish me bhiigna
 mei awi=aag seekna
 tui dawn=paani piina
 puan sawp=kapra dhona
 sam tan=baal kaatna
 kimawl=kheelna
 misi gaal=shawk sabha
 leengkhawm =jaagran
 biakinn kai=church jaana
 la sa=gaana gaana
 la zir=gaana siikhna
 thuum/thumna nei/praying=prarthna
 karna

ABRAHAM LINCOLN'S LETTER TO HIS SON'S TEACHER...

HE WILL HAVE TO LEARN, I KNOW, THAT ALL MEN ARE NOT TRUE. BUT TEACH HIM ALSO THAT FOR EVERY SCOUNDREL THERE IS A HERO, THAT FOR EVERY SELFISH POLITIAN, THERE IS A DEDICATED LEADER.

TEACH HIM THAT FOR EVERY ENEMY THERE IS A FRIEND.

TEACH HIM THAT A DOLLAR EARN IS OF MORE VALUE THAN FIVE FOUND.

TEACH HIM TO LEARN LOSE AND TO ENJOY WINNING. STEER HIM AWAY FROM ENVY IF YOU CAN.

TEACH HIM THE SECRET OF QUIET LAUGHTER.

TEACH HIM THE WONDER OF BOOKS. BUT ALSO GIVE HIM QUIET TIME TO PONDER THE ETERNAL MYSTERY OF BIRDS IN THE SKY, BEES IN THE SUN, AND FLOWERS ON A GREEN HILLSIDE.

IN SCHOOL, TEACH HIM TO KNOW THAT IT IS MORE HONORABLE TO FAIL THAN TO CHEAT.

TEACH HIM TO HAVE FAITH IN HIS OWN IDEAS, EVEN IF EVERYONE TELLS HIM THEY ARE WRONG. TEACH HIM TO BE GENTLE WITH GENTLE PEOPLE AND TOUGH WITH TOUGH PEOPLE.

TRY TO GIVE HIM THE STRENGTH ON THE BANDWAGON.

TEACH HIM TO LISTEN TO ALL MEN BUT TEACH HIM ALSO TO FILTER ALL HE HEARS ON A SCREEN OF TRUTH AND TAKE ONLY THE GOOD THAT COMES THROUGH.

TEACH HIM HOW TO LAUGH EVEN WHEN HE IS SAD.

TEACH HIM THERE IS NO SHAME IN TEARS.

TEACH HIM TO CLOSE HIS EARS TO A HOWLING MOB AND TO STAND AND FIGHT IF HE THINKS HE IS RIGHT.

TREAT HIM GENTLY BUT DO NOT CUDDLE HIM BECAUSE ONLY THE TEST OF FIRE MAKES FINE STEEL.

LET HIM HAVE THE COURAGE TO BE IMPATIENT AND LET HIM HAVE THE PATIENCE TO BE BRAVE.

TEACH HIM ALWAYS TO HAVE SUBLIME FAITH IN HIS CREATOR AND FAITH IN HIMSELF TOO, BECAUSE THEN HE WILL ALWAYS HAVE FAITH IN MAN KIND...

THIS IS A BIG ORDER, BUT PLEASE SEE WHAT YOU CAN DO, HE IS SUCH A FINE LITTLE FELLOW, MY SON.

BYF DELHI INITIATIVES: feedback

Giving back to the Society

BYF, EBCC Delhi in 'Project Nehemiah' toh kisai a na panlakna uh kon kipahpih petmah a, Toup'a'n na panlakna uh hon vualzawl in gahsuah thupitak hong om ngei ka lamen hi.

Mimal toh kisai: Singtang khua neuchik a Govt/Mission School a Class V tan simkha ka hi a, huan ah ka pa Govt. LP School a teacher ana hih man in ahun nanung lam ah kenle amah thakheng (substitute) in bangzah vei hiam school ah ka na hilh kha hi. Class X ka zoh phet in EBC sawl in Hanship ah Convention English School ka na

patpih a, himahleh ka khawlsan toh kiton in muih nawn zek a, anung in ki revive nawn hi. Tu'n ahihle a khua mahle beisimta achi ua, School toh kisai bel gendi om nawnlou hileh kilawm. Tua ahihna ah i zoudawn siamsinna a bulpan(pioneer) khat kahihna ah awlmohna ka na nei sam a, SSPP Magazine khawng a ngaihdan ana kum in ka na tangkou pih khasam hi. Ka suggestion khenkhat SSPP GHQ leh EBC tungtawn a hong ki implement panpan ahihman in lungdam huai sa ing.

Augmentation of Nehemiah Project: Nehemiah project hi limited resource toh kipan himahleh mahni chi leh namte itna a Toupa min a nasepna ahihman in impact nasa tak nei ahi chih ka na mu hi. Kum 4 vel paita a EBCC, Delhi Five Years Plan toh kisai a vision document khat draft bawl dia TBSUC in mi bangzah hiam honsehkhiakte lak ah ka na telkha a, huaithu kikupna akineihna a infrastructure toh kisai in ei limited resource toh bangpi asset ching semkhe zoulou di i hihman in HUMAN RESOURCE DEVELOPMENT lampang focus in panla lehang chih hoihsa in recommend le kibawl hi. Tua recommend kibawlte lak a telkha Mission School teacher te training piak di, zoudawn siamsinna amun mahmah (ground reality) va thei dia

From

*Upa G Khamgoupau
Shillong*



Upa G Khamgoupau s/o (L) Khualkhantang March 1, 1964 in Vungbuk, Henglep Sub-Division ah piang hi. Vungbuk Govt leh Mission School te ah Class – V tain (1968-75) ana sin a, Class-VI apan Childrens Training High School, Lamka sunzom in, 1980 in Class-X passed hi.

Tua zoh Churachandpur College, Lamka ah sunzom nawn a, 1985 in B.A. zou khia hi. Class-X azoh in Mission Teacher in hun bangtan hiam sem kha hi. 1989 in Government service (ACIO-II/G) zom a, tu in Ministry of Home Affairs nuai ah Assistant Director lenlel hi. Siamsinna ngai poimoh mahmah mi ahi. Tulel in Shillong ah a innkuan in khosa uhi.

huchilam lunglutna neimite kisawl di chihte le kigenkha hi. Hiaipen tua Khristian tuaiiate tungtawn a sepsuah theih dia hong om man in lungdamhuai kasa hi.

Hih thu a kigen khawm lai a lunglut huai kisa mahmah tuh zoudawn a i mission school teacher te 10/20 tan bang hoihtak a i training i piak nakleh kikhekna thupitak om di ahi chih ahi. Huai ding in a piilpi a training kipiak hoihtou mahleh amau mahmah khopi khawng ah samkhia in training piak hileh chihbang kigen kha hi. Hiai toh kisai in formal deuh a institute omte eg. NECTAR, Shillong in “**2 Months English Teachers Training Course**” kichi kumteng in nei uhi. Hiai training hong la khate hih “hiam” mahmah uh ahi chih ka za kha hi. Tuadan in EBC HQ/EBC-C, Delhi chihte khawng in kumteng bang in 2/3 bang (next 5 years) sung sawlthei lehng atung a kagen “Human Resources” lam a i ki develop na hoihtak hiding in ka um hi.

Zoudawn Missions Tour: Tutung BYF programme ah Zoudawn tour leeng telkha hi. Hiai ka na lunglutna mahmah semsua dia i kisak man un kipahhuai kasa hi. Kei minimal tak ah ka tate khopi a khangkhiate zoudawn phakpih a, i singtang schoolte a Class 2/3 bang laakpih di chihkhawng ka na lunglutna mahmah khat ahi. Bangpi va hilh khekei mahle uh amel uh ana muhna lel ua le phatuam di banah kei tate'n tunung chiang a huchibang i mi i sate om ahi uh chihleh awlmoh leh veina hon neihna ding uh katup ahi. School va pha khakei mahle ung singtang khua 1/2 vei ka phakpih lel in leng amau ah nasep neita hiin kathei hi. This is how we can pay back to our society.

“Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand.

~Native American Saying

Education is simply the soul of a society as it passes from one generation to another.

~G. K. Chesterson

Instruction ends in the school-room, but education ends only with life.

~Frederick W. Robertson

Education is not the filling of a pail, but the lighting of a fire.

~William Butler Yeats”

BYF DELHI INITIATIVES: feedback

The foundation - My early life in Songtal C.E.S

Singtang school apan na khang Skhia a, ka hinkhua masa kum 15 vel singtang siamsinna buuk a ana zang a A AW B CH leh Ba Cha Da... te sim a ana khangkhia ka hih na ah, tuni a azu-aham thuk a, mahni khua leh innmun nuamtak taisan a, sum tam hetlou loh a, awlmohna toh naupangte honna sinsak, salamkhalam a ana makaih gige TEACHER te zahtakna sangpen kape nuam hi!

Khosakna leh neih-le-lam ah mi kipa lou a, nu-le-pate leng leh-kha siam ana hilou lai uhi. Inn kuan khosakna ding, nek-le-tak, silh-le-ten hon got ban uah, ni khat nitha Rs 30/40 ahih lai a tuition fee kha khat a mi khat adi Rs 10/15 va piak khiak gige dingpen thil namai hilou ahi chih theih thakthak in om hi. Tua kia thamlou in, nisim a nek-le-tak ding

ngaih tuah a gim-le-tawl khawk salou a lou nna te sem himah le uh, lai i sim tantan hon tutpih peih, ahih theih sun uh "nalai uh simta un..." hon chichi peih a, alim-al ne ngam lou hial a, mi tate hong bang sam uhen chih na toh a neih sunsun ua pencil leh laipuan ding hong leisak geigei ngam singtang a i nu-le-pate zahtakna sangpen ka pia hi!

Convention English School, Songtal ah Class A to VII tan kana sim a, ka foundation muanhuai leh tuni dong a ka kikulphuhna khuam ahi gige hi. Lampi theilou lampi honhilh a, ka simtheih louh lai a sim dingdan honna hilh, ka gelh theih nailouh lai a ka khut a pencil hon lensak a gelh dingdan honna sinsak, ka gelh theih nung leh simtheih nung a lampi dik a honna pitou den ka Sir leh Madam luite

From

*T Thang za ding,
Chennai*



T Thang za ding s/o Upa T Thangkhanchin, Jan 10, 1984 in Songtal ah piang hi. Convention English School, Songtal ah siamsinna pan a Class A-VII(1988-96) tan kai hi. Class VIII - X St Paul's Insitute & Ebenezer Academy, Lamka ah sunzom in kum 2000 in Ebenezer Academy apan Class X zoukhia hi.

Class XII(Sc) Brighter Academy, Imphal apan 2002 in zou nawn a, 2005 in St Edmund's College, Shillong apan BA(Hons) zou nawn hi.

Co-curricular activities lunglut mi hi a, High School kai lai in SSPP Lamka Block in Essay Competition asaina ah first prize ngah hi. HSLC 1st Division a azoh ziak in SSPP Tuivai Block Topper award leng na sang hi.

Kum 2009 in Indian Overseas Bank ah Assistant Manager in lut a, tu'n Chennai ah posting lel hi.

BYF DELHI INITIATIVES:
feedback

*Mimal muhdan -
Zodawn Siamsinna*

Siamsin kipatna:

Eimite tuni a i tunna tan uh siamsinna ziak ahi chih achiang hi. Kei zong zoudawn apan hiai tan tung ka hi. Govt Jr High School, Suangdoh ah Nursery apan pawl VI tan ka na kai hi. Ka siamsinna "Sintung Bu" apan; A, AW, B, CH, D, leh Manipuri; Sole Aw, Sole Aa leh Kaw, Khaw, Gaw, Goho, chihthe ah ka na pan hi. Zoudawn a ka teacher te'n abul (basics) hoitak a hon sinsak ziak ua abaan ah haksalua omlou hi.

Teacher – Student Relation:

Nidang lai leh kou hun tan in corporal punishment naktak in kichiing hi. Tulai khovel kikheng hat mahmah leh dan tuamtuam omta ahihna ah, chiang zang a ki sat/soisak peen advice huailou hi. Tuaban ah, psychologist te'n leng advice lou uhi. Naupang khenkhat khel diak om thei mah ahi, tuate hihdan tuam deuh zat kul ding hi. Teacherte strict ding, himahleh approachable hih di ahi.

Student te Hanthawanna:

Kei leng singtang khua neuchik, Suangdoh, a kai himahleng laisim ka kuhkal a, ka class ah khatna/nihna in ka pang gige hi. Singtang khua a kipan ka hihman in suty chiang in lou ka kuan gige a, lou nasep tengteng (louvaat apan buh laak tan) ka semkha vek hi. Singtang khua ah kou hun lai in suun(day time) a laisim muhding a vaang mahmah hi, ken bel hun awl in lai ka sim gige hi. Mikhat suah nang in hahpan mahmah poimoh hi. Tua ban ah, sum haute kia/ school hoih a kaite kia lohching dia ngaihsutna neih diklou hi. Kei bang innkuan khosak haksalua tak apan ka hi, kial hun in 'Vaimim chiim/ Baal' chih khawng ann dia kaset hun uh om tham

From

*Major Thangson Shoute
Maibong, Assam*



Major Thangson Shoute s/o (L) Chinza-gou Shoute September 4, 1973 in Suangdoh khua ah piang hi. Govt. Jr High School, Suangdoh ah School kaina pana, Nursery to class VI(1981- 1989) tankai in, Class VII - X St Paul's Institute, New Lamka ah kai in 1994 in Class X passed hi. 1997 in Churachandpur College, Lamka apan Class XII (Sc) zoua, 2000 kum in St Edmund's College, Shillong apan BA zoukhe nawn hi.

2002 in CDS Exam a lohching in Indian Army ah Officer inlut a, tu in Maibong, Assam ah posting lel hi. Michitak, bikna limsak leh siamsinna ngai poimoh mahmah mi ahi.

ahi. Lohchinna dia kuhkalna leh tupguhna mahmah poimoh masa ahi. I Officer masate uh, singtang khota leh innsung haksa apan ngen phial ahi uhi. Lohchinna din, mahni kithunun, hun leh sum zatdik a khuampi ahi. *"There is no substitute for hardwork"*

Teacher te Hanthawinna:

Zoudawn a i mi i sate puatu ding eite mah i hi. I omna/sepna chiat apan in contribution i neithe i tek hi. Zoudawn a teacherte mihing bawltu(moulder/shaper) na hihman un na mohpuakna uh thupi leh ngaihsang huai mahmah ahi. 'Take pride in your job' chi nuam dan i hi. Ken leng class XI –XII ka zil sung in Kaikho-en Academy, Suangdoh ah teacher kana semkha a, phatuam leh nuam kasa hi. Teacherte tunung a i nam, i gam heutu ding leh i officer dingte bawltu (moulder/shaper) na hihna uah hahtak in, ka gim ka tawl chilou in, hong pang teitei un aw. Teaching is one of the most honourable professions in the world.

Zoudawn School te:

Ka muhdan leh tulai thil paidan et in I Zoudawn siamsinnate uh tunung in hong kipuah semsem ding hi. Govt schoolte bel kingakna tak ahihna dia hun lazek lai di, Saptuam' schoolte ahiehleh nasa tak in hong kipuah dia, tunung sawtlou in singtang apan pawl X/XII/ BA chihthe ziltheihna in hong ki upgrade din ka gingta hi. I heutute uh vision leh lunglutna leng hin ka thei hi. Tua ahihman in teacher leh student te opportunity hong om hunhun a hamphat pih ding in kimansa a om kul hi.

Thukhitna:

Tulai khovel ah siamsinna loungal miphak nang lampi dang omlou hi. Siam-sinna a habbawl zouzou mimal/ inkuan/ nam/ gam khangtou ding, ahizouloute niamkiak ding hi. Tuaziak in chihtakna, kuhkalna, tupguhna toh siamsin poimoh mahmah hi. *"Laisim ahaksa a, himahleh agah nek anuam hi"*. Teacher te leh student te mahni mohpuakna chiat chitaktak leh kuhkaltak a semsua ding leh lohchinna gah kipahuaitak muding in deihsakna sangpen kong khak hi.

"Lampi dang omlou Siamsinna loungal. Singdang omlou Siamsinte loungal"

PROJECT NEHEMIA

A Baptist Youth Fellowship, EBCC Delhi Initiative

MISSION

To financially support the imminent needs of existing christian schools in the interiors of Zoudawn

VISION

To empower our less privileged fellowmen with education

BYF DELHI INITIATIVES: feedback

*My Life Foundation is
Built in Mission School*

Thumapi:

Director of Institutions, EBC leh Dorcas Hall a heutute lemgel siamna ziaka 'EVAN TEACHERS' SUMMER CONDENSED COURSE' kichi June 17 - 29 sung GBC, New Lamka a om ding a hi chih ka theih in kipahhuai kasa hi. Hiai programme in a tup pen Zoudawn a Mission School a semtute'n kizen (efficient) tak a mohpuakna a sepkhiak theihna ding ua neih ahi chih ka theih in ka kipahna lian mahmah hi. Huaiziaik in, hiai Evan Teachers Summer Condense Course a tel heutute'n a phat-tuampih ngei uh leng ka lamen hi. Pathian' pina muang in BYF, EBCC Delhi in April 2009 in Project Nehemia chih min vuah in Zoudawn a Mission School omte puahphatna ding pan hon la uhi. Pathian' pina toh kum 5 bang buaina omlou a hiai project sepna paitou thei zel a hi chih theih in om a, kipahhuai tungtuan hi. Mission School a a na kai kha ka hihman in leh Project Nehemiah Team(PNT) nget-na bang in hiai anuai ah thu tam lou ka hon gelh hi.

Mission School a Kaikhak Dan: Kum 1991 in Mualnuam ah Grace English Convention School a hong kiphutkhia hi. Huai kum tuh Class VI ka zil kum ding ahi a, English School chi in kai utna leh lunggulhna nei mahleing innkuan khosak haksatna leh huai kum a kial a om ziaik in ka nu-le-pa kiang ah ka na gen ngam kei hi. Class VI Govt School mah a sim in, kho kiang a lou ah school kai tawp chiang in ka kuan zel hi. Pathian vualzawlna ziaik in 1992 in buh kham ding kinei deuh ahihman in, Convention School ah hon kaisak ua, huai ah Class VII(1992) leh Class VIII(1993) ka na kai hi. Headmaster masapen tu lel a GBC a Vice Principal Rev. Dr. V Ginsianthang ahi. Mission School teacher a hong pangkha a min uh ka loh theih khenkhatte

From

*G Thangchinkhup
Guwahati*



G. Thangchinkhup ahihleleh G Ginzaneng leh Chiinnu-te' ta ahi a, Mualnuam khua ah piang hi. Mualnuam a Tu-alkhohau Govt High Skul ah 1984 in siamsinna ana pan a, 1993 in Grace English School, Mualnam apan Class VIII zouxhia hi. Blue Star Academy, Lamka apan 1995 in Class X zou in, 1998 in Bethany Christian College, Lamka apan Class XII (Sc) zouxhia hi. Huchiin, 2002 in NEHU nuai ah BA (hons) zouxhia nawn hi. 2003 in NABARD nuai ah Asst Manager gelhching a, tu in Manager, Corporate Planning Department (CPD) ah seem lel hi. A zi leh tate toh Guwahati ah khosa lel uhi. EBCC, Dimapur leh EBCC, Guwahati ah dinmun poimoh taktak ana luah hi.

- Pastor S. Khamkhanchin Ngaihte, Pastor Thangjohnson Ngaihte, Sir K Ginkhawmthang, Sir K Ginkhanthang, Madam Nemngaih mawi ahi uhi. Amaute kuhkalna, kipiakzohna, chihtakna leh naupangte a deihsakna uh a lian mahmah mai hi. Naupang a kepte uh itna leh deihsakna toh a etkol dante uh ka muh a, huaite ziak mahleng a hi ding a nasepna uh leh a hinkhua ua Pathian in vualzawl hi in ka mu hi.

Ka hinkhua hon sekkhetute tuh Mission School a ka teacherte ahi a, zahna liantak ka pia hi. Amaute ziak a tua ka dinmun tunh thei ka hi chih thu ka khak hi. Mission School a ka kai ma in kum 8 bang Govt Skul ah ka na zang kha hi, kum 2 lel Mission School a a ka na kai khak ka ngaihtuah thak chiang in a na Mission Skul a ana kai kha lou hi leng tua ka tuna tan ka na tung kei ding chih ka mu chian mahmah hi. Missions Skul a ka kai lai a nop ka sakte-

- 1) Volleyball kimawl - Sir S Khamkhanchin Ngaihte, Sir K Ginkhawmthang, Thangjohnson Ngaihte, Sir K Ginkhanthang chihte'n naupangte' volleyball kimawl na ah hong kihel gige ua hiai in sinsaktu leh sintu(student) te kizopna hoihtak hon pia in ka thei hi.
- 2) School dai(fencing) bawl na ding sing laak a, social work chihte nuam ka sa a, ngaihtuah kik chiang in lung bang leng thei zel hi. Huaiziak in, ka ngaina a Class XI, XII ka zil lai a Vacation a Mualnuam ka pai chiang in sinlai naupangte ka va veh zel hi.
- 3) Devotion neih leh Evangelistic Week kinei zelte nuam kasa thei mahmah hi. Hiaite in ka hinkhua in a pansan ding(life foundation) leh khalam kibulphuhna dik hon pia hi in ka thei hi. Ka niteng hinkhua ah tutan in leng ka phattuum pih gige hi.

Haksatna Tuah Khenkhat: Zoudawn(Singtang) a siamsin hun in kuapeuh mah in haksatna tuak chiat ding un ka gingta hi. Hiai a nuai ah haksatna ka tuah khenkhat, tulel a zoudawn a sinlai naupang tamzaw in leng a tuah (ding) uh anuai a bang ahi.

1. Kou kai lai in school fee Rs 25/- vel ahi. Tawmchik bang mahleh nu-le-pa tamzaw in haksa sa mahmah uhi. Nu-le-pa te'n haksatna a gen chiang un sinlai naupangte lungkiatna pe thei hi.
2. Laibu leina ding leh exercise book leina ding na tawm nu-le-pa tampi in suktua ah haksa sa uhi. Huaiziak in laibu peek kim lou leh lui pipi zoudawn ah kizang a, hiai pen in performance lam effect mahmah hi.
3. Zoudawn a om, nna sepna gam ahih man in laizil laite ading in laisim leh louna sep kop haksa a, balance leng haksa hi. Huaiziak in, tamvei tak ka nu-le-pa kiang ah, "Laisim ding a school kai ka hih ngal leh louna lam sem ding in hong lam-en nai kei un" ka na chi hi.

4. Tu in bang dinmun chet hi hiam chih thei kei mah leng, kou kai lai in, mission school in mini-library chihdan le nei lou a, School a tawi subject te ban ah laibu tuamtuam en ut leng le reference books bang mah om lou hi.
5. Zan hun tuh laisimna ding a hun hoihtak himahleh laisim na ding khonvak tu-i(kerosene oil) om kei leh sim theih louh ahi mai. Candle/Putuan a laisim haksa hi. Hiai in sinlai naupangte lungsim ah lunglut louhna pe thei mawk hi.

Haksatna ziak a laisimna a na tawpsan ding hi leng Class VI ka zil kum in ka top khinta ding hi. Haksatna te life challenge dan a la in leh tup kichian tak ka nei man in, haksatna ka tuahten a hon thathou sak semsem hi.

EBCC Missions Skul Toh Kisai - Policy Suggestion: I gam a Tangthupha hong lut toh kitawn in Mission School leng hong ompah hi. I lak a heutu masate- khangkhatna apan khangthumna tante Missions School apan khangkhia a tamzaw tham ahi chi leng kigenkhial lawmlawm lou ding hi. Government in kho tuamtuam ah School hon koih a, kum tamlou sung Govt School te hong hoih mahleh tu in pukse dimdem hi. Huaiziak in, Zoudawn a siamsinna lam puahphatna ding in Mission School lou ah lametna om nawnlou suak hi. Siamsinna omlou in khantouhna taktak omlou hi, a ziakbel khantouhna ding a poimoh pipen khat tuh mihingbawl khiak(human resources development) ahihziak in. Hiai a nuai a policy suggestion khenkhat ka hon tak lang hi.

1. Tulel in Mission School omna khua teng ah Managing Committee om hi. Headquarters level ah Mission School Management Committee (DI nuai ah) khat om thei leh bang a chi dia? EBC School Five Year Plan(2012-2016) bang ki nei thei a kipah huai mahmah hi. Hiaite review bawltu ding leh policy improvement om theite School Management Committee in DI ah pe lut thei leh a hoihzaw diam chih bang hon ngaihtuah sak hi.
2. EBC Schoolte amau a kitoudelh thei om leh hoih mahmah hi. Himahleh, kum 2012 pen "EBC School Kitoudelh kum" hi ding in i puang uhi. I Mission Skulte pen self reliant(mahni kitou delh) ding in target in nei kei leng bang a chi dia? Hiai in I Mission School te ah drop out rate a saang sak zaw diam? chih hon ngaihtuah sak hi.
3. EBC Budget ah Institutions a ding in kum paisa 2012 in Rs 60 lakhs ahi hi. Tu-kum 2013 in Rs 60 lakhs mah ahi. Huai lak ah, TE/Moving a ding in Rs. 1.20 lakhs ahi. Hiai budget pen Controllable Expenditure ahi a, teacher kisan munlua pen in sinsakna lam ah hoih louhna tun thei hi. Huaiziak in, Mission School a sem Headmaster-te tel in a kisan pen uh "need based" hi mai henla, mun khat ah fixed term(say 6 year)bang om thei le uh. Huchi hileh, TE/Moving Allowance a tampi seng dingte pen thildang a poimoh mahmah Teaching Aid/Co-Curricular Budget bang ah ah pai sak theihna om ding a, School teng ah mini-library bang haksa hetlou in nei thei ding uhi.

4. Saptuam school a sinsaktute regular te sang in casual teacher tamzaw hi gige uhi. Kum paisa in regular evan teacher 84 vel om a, casual teacher 282 pha zou hi. Hiai omdan tuh I Mission School te a gahsuhna ding in casual teacher te khut a leng kinga pha mahmah chihna ahi. Kum teng a casual teacher kila ahihman in leh a tamzaw teaching experience nei lou ahih man un, academic session kipatma in Divisional Level khawng ah One Week Orientation Training, casual teacher te a ding in neih hizel leh a hoih diam chih ngaihdan hon pia hi.
5. Tulel in Ebenezer Academy amah leh amah kitou delh thei in om a kipahhuai hi. Zoudawn school a Class VIII toppers,(say position 1-5) te i saptuam' school Ebenezer Academy bang ah tuition fee awl(free) in kai sak hileh zoudawn a sinlaite ading in hanthawwna khat leng ahi diam?

Thukhitna:

Missions School a sinsaktute (teachers) tuh mundang a om leh khosa te'n a gal apan ka hon et Chiang un, zoudawn a siamsinna meivak mit ding tohkuang thaktute na hi uh chih ka hon muhdan uh ahi. Huaiziak in, hiai siamsinna meivak na tawi un Zoudawn a siamsin naupangte' tanvaktu leh a hinkhua a ding ua lampi hoih hilhtu a hong hih ka gingta a, lametna liantak hon pia hi. Pathian in semthei lai ding in chidamna leh hatna toh hon vualzawn hen.

“

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

~Haim G. Ginott

Example isn't another way to teach, it is the only way to teach

~Albert Einstein

Teachers don't impact for a year, but for a lifetime.

~Anonymous”

BYF DELHI INITIATIVES:
feedback

*My Formative Years in a
Mission School: A recollection*

1. Zodawn EBC School ah:

Convention JB School, Hanship ah A Aw B Ch zil in ka hong kipan tou hi. Tutna diing a singpek khat, singzawl nih kikal a kikhung hiven, tamdeuh tut chiang in kuai keukeu a, tua tung a tu in lawmte toh kika-wi in nakpipi in A, Aw, B, Ch chi in ka kikou uhi. Thei lumlet lota kisa, heu-tute kiang a hon dong un theita va chi. Laithem khat, khut tal muk chia di sikkhia in, laimal khat chauh dawk thei dia. Huai pansan a laimal khat-khat a hon dot chiang ua thei dek suai lou zel. Sim thak kichi, ahiah hang alah, a laimal ki-en mahmah lou ahiah chiang a, theih ngaihna omlou. Sawtpi sikhop kihi dan ahi. A, Aw, B Ch pai kheng chiang a, ei pau a sentence sau loulou kigelh kisim, ka theih lai khenkhat: Pe ve ne ve, A gang nang hi, Tangsang zang ah, Kangmangta e, chih khawng ahi. **“Na kipat chilna niam in kilangmahleh, na tunung lohching ding hi”**

(Job 8.7) in ana chih bang in, hiai Hanship Convention School a kaikha mi 8 bang tullel in Delhi khopi ah sep nei in Pathian in hon koih hi.

Ka class pumpi un Pussy Cat chih Nursery Rhyme ka by heart zou mahmah kei ua, huai lai a heutupa N Chinsuankham, tua Pastor retired, in nikhat ka vek un hon zep zialzial hi. Zingchiang a atheiloute zep nawn di chih toh thua in hon paisak hi. Lau zaw a kihi ngei dia, ka inn sak ua teng H Kamzachin, tullel a Vengnuam, New Lamka Pastor, ka va kihilsak a, ka va by heart zou hi. Laithei kawm

From

*Upa H Kam Suanthang
New Delhi*



Upa H Ginnok' tapa Upa H Kam Suanthang, June 17, 1974 in Hanship khua ah piang hi. 1978 in Convention JB School, Hanship ah siamsinna pan in Class A - V(1978-84) tan kai hi. Convention English School, Thanlon ah Class VI(1985) kai in 1986 in Sacred Heart High School, Ukhrul ah Class VII sunzom a, 1990 in Donbosco High School, Lamka ah Class X passed hi. 1992 in Brighter Academy, Imphal apan Class XII zou a, St Anthony's College, Shillong ah BA sunzom in 1995 in BA zoukhia hi. 1997 in Jawaharlal Nehru University, New Delhi apan MA zoun-awn hi.

1998 in UPSC tungtawn in Central Secretariat Service ah luut hi. Tu in Ministry of Agriculture ah Deputy Secretary leenlel. Azi leh tate toh Delhi ah khosa lel ua, EBCC Delhi a Local Secretary hilel hi. Lai sim kuhkal mahmah mi ahi a, a siamsin hun sung in state leh interstate competition tuamtuum ah kipahman hunkhop ana saangkha hi.

a school kai ana nuam na maizen e, chih tua ni in ka zilkhia hi. A poimoh hun a honna thunun thei heutu manpha na e!

Heutute'n kipiakzohna thupitak toh asem uhi. Lou haal ni chihlough holiday le nei lou ka hi di ua aw, ka chi a, Independence Day na ngawn a leng school ka kai uhi. Devotion na ah heutupa N Khamkhangin in hiai bang dotna hon bawl hi. 'Tuni India Independence day ahi. Independence bang chihna ahia le Kamsuan?' A dawnna thei ka hih ziak in a hon dotlai tutan ka mangngilth kei hi.

Hanship a om VVF te adi ration pe dia Helicopter in khua hong boh Chiang in, a en di'n heutute leh naupang teng in khokhung lam ka delh uhi. Nikhat mi khat in Vompil man a, a hon pua ua, khonawl ah hanla sa in thau hon kap ging uhi. Kou class a pasal 6 leh numei 3 te lak ah pasal 5 teng kithutuak in ka tai pawt ua, khonawl a hanla a sakna mun tan uh ka va tung ua, phetlou in, a inn tan uh le ka zuisuak uhi. Heutute phal leh phallouh chihte lungchimohna omse lou in ka va diang uhi. Kou hisap dan a bel, school a kik ding in class a va tu nawn mai di ka kisak uleh, teuh lou. Period kikheng in heutu leng ana kikheng a, Headmaster H Thangkhanlian, tua Pearson a teng, ka class uah na om a, hon lut sak nuam him-him kei hi. Tung a thuneitute zia ngak a, mahni kikhut dot luatlouh ding ahihdan sinsakna hohtak piak in ka om uhi.

Abraham Lincoln in *"I will prepare and some day my chance will come"* ana chi a. Huai chi ban dek het kei mah leng ka heutute un English zang a nek zong ding a hon lam-en ban uh amah de aw ka chi a, English a pau di'n hon phutluh ua, a tangpi in simple sentence khat chiat khawngzaw ka genthei sam uhi. Kou class a alian mahmah khat in, tohlet a singkung kigalmuhte kaww vengvang kawm in 'This is a singkung' hon chikhia a, nuihsan nainai di'n ahoih mahmah a, lah nuihsan ngam dite ahikei hi.

Hindi leh Manipuri hon sinsaktu heutute N Khamkhangin leh Thawngkhangin Ngaihte khawng, tuabang pau-le-ham zak khak hetlouhna mun a simthei leh gelh thei tan a hon tut uh thupi lua ahi chih ka thei thakthak hi. Ukhrul leh Lamka khawng ah Class VII apan ka hon zomtou a, Classmate tampi Hindi leh Manipuri simthei hetlou, gelhthei het lou ana om uhi. Aw nou Hanship JB School a ka heutute aw, school pute lak ah na niampen kei hial uhi.

Thanlon Convention English School ah pawl VI ka sim kha hi. Tua pastor hita leh DS leng term 2 lenta heutupa T Lalgagin in English Grammar a Tense, Voice, Numbers leh a basic teng hon hilh ka thei siam mahmah hi. Class VII – XII kikal Ukhrul, Lamka leh Imphal khawng a kaikha in Meitei leh South India te, qualification sang taktak nei in hon hilh kha mahle uh leng Sir Lalgagin hon hilh bang a English Grammar hon hilh uh ka theisiam a om kei hi. Kon hilh teng na theih uleh sentence inn dim a sau om lele ut-le-dah a a tense, number or voice khawng khek thei di na hi uh achi a, dik tatak houh na hi di hiveh e. Niteng office nasepna ah English kizang ahihman in, damsung adi foundation kiptak honna lui khiaksak-

tu ahi hi. School compound ah English a pau teitei ding achi ua, ei pau a pau theih lailai chi in gate polam khawng ah ka om guigui ua, nih vei ngut le zep ka tuak hi. Tu in bel bawldikna chiang ziak in ka kipak ahi.

2. Pankhawm Poimohna:

Tangthu ah I theihchiat bang in zupi leh sumkuang kitaiteh ding in a kichou ua, zupi pen hatlua ahihman in awl bawl in lamnawl ah khawl hi. Tua ah ihmu kha ahihman in sumkuang in makhelh a, vualzohna la hi. Slow and steady wins the race. Hatlou lah tawngalou a pangte vualzou, chi uhi.

Tulai in Management lam sinsakten hichin genbeh uhi.

Zupi in vualleh chih pom lou in chou thak nawn a, ahihkhelph phawk a, hihkhial nawnta lou ahihman in baihlam tak in vualzou hi. Fast and consistent wins the race. Hat leh tawngaloute vualzou chi leuleu uhi.

Sumkuang inle vualleh pom nuam nai tuanlou. Zupi a hon chou thak a, hilele ataina mun di uh a man a bikhiah hi: a kimkhat leilak a taiding, akimkhat tui tung ah. Zupi in tui liau theilou ahihman in sumkuang vualzou leuleu hi. Playing to your strength wins the race. Mahni hihtheihlam a midangte toh kidem tuh a vualzou hi.

Atawpna hinailou lai. A hong kikum ua, ei gel kidem nilouh a, vualzou I kituh nilouh leh a hoih pen ahi kei ding. I pangkhawm dia, I hatna I gawmkhawm ding a hon chi ua, tui tung ah sumkuang in a zupi a pua a, leilak ah zupi tung ah sumkuang tuang a, huchi in, a malmal a atai ua vualzou pen in hun a lakzah sang a hun tomzaw in taitung uhi.

3. Pankhawmna Kipanta:

Kum 2006 akipan 2011 kia lel in leng SSPP Foundation Trust tungtawn in naupang 12 in, Professional Course ana zilta ua, bangzah hiam in zillel uhi.

Lawmta bangzah hiam kipawl khawm in *'Teach Zodawn'* chih min vuah in, mi-phatuam ngaite apan huhna kaikhawm in leh mahni mimal sumlepai mahmah seng in, zoudawn a siamsin naupangte huhna nei uhi. A website ua a taklat dan un, 2010 sung in naupang 3 ana huh ua, 2011 in 6, 2012 in 8 leh 2013 in 11 huh leh uhi. Naupang huhna apiakte uh Zoudawn mahmah a school kailelte ahi uhi.

Evangelical Baptist Convention nuai a Central Dorcas Sub Committee panlakna in Dorcas Child Education Development (DORCED) kichi EBC saptuam pumpi huap in 2012 in pat hita. Zoudawn a siamsin naupang sum-le-pai haksat ziaka siamsinna a haksatna neite chawmna leh panpihna tungtawna siamsin thei a a om ding uh dehsakna nasep ahi.

Saptuam School a naupang lehkhiasimthei mahmah himah leh khosakna haksate hanthawn leh tawsawn ding in 2011 in BYF, EBCC, Bangalore in Daniel Scholarship kichi pankhia ua kum khat a naupang 8 scholarship piak ding sawm uhi.

BYF malakna in EBCC Delhi in Project Nehemiah chih minvuah in Zoudawn siamsinna puahphatna ding a panlakna 2009 in ana panta hi. School building leh heutute tenna ding quarter khawng lamsak ban ah Laboratory a ding equipment leisak in 2012 tan in Rs 5.5 lakh vel ana sengta hi. Tu a kum 5na pailah, infrastructure ban ah sinlaite mahmah hanthawanna leh semtute thathakpiakna poimoh hi chi in Zoudawn Tour ding leh Teacher seminar ding buatsaih hi.

4. Maban Panlakna Ding:

Heutute aw, ei pantheihna chiat ah pang ni hang. *'Small things are small things, but faithfulness with a small thing is a big thing'* -Adoniram Judson in chi hi. Sinlaite'n leng tu lel a a lesson uh ginom tak a sin ding a mohpuak uh ahi a, heututen leng amau nuai a sintu a neih teng uh, atam-atawm, asiam leh siamlouh uh gen lou in, ginom tak a hilh ding a mohpuak uhi ahi. Tuabang a Direct a mohpuakna hong nei kha lou, adiak in khopi lam a om te'n leng, kou hihtheihna lam chiat ah, sum-le-pai ah bang ka hong pang ding uhi, pankhawmna ding lampi lah sialsa, kong lah honsa ahita. . *"Tui tung ah na tanghou pai in, ni tampi nung a mukik ding na hi."* Ekl 11.1

“The main reason I became a teacher is that I like being the first one to introduce kids to words and music and people and numbers and concepts and idea that they have never heard about or thought about before. I like being the first one to tell them about Long John Silver and negative numbers and Beethoven and alliteration and “Oh, What a Beautiful Morning” and similes and right angles and Ebenezer Scrooge. . . Just think about what you know today. You read. You write. You work with numbers. You solve problems. We take all these things for granted. But of course you haven't always read. You haven't always known how to write. You weren't born knowing how to subtract 199 from 600. Someone showed you. There was a moment when you moved from not knowing to knowing, from not understanding to understanding. That's why I became a teacher.

– Phillip Done,
32 Third Graders and One Class Bunny:
Life Lessons from Teaching

ACKNOWLEDGEMENT



Team Project Nehemia express their heartfelt gratitude to the Director of Institutions, EBC for giving us this opportunity to participate and contribute to the Evan Teachers' Summer Condensed Course. We sincerely hope that the two-day sessions were as enjoyable and beneficial for all the participants as it was for the Team in conducting the same.

The Team would also like to thank our Resource Persons for their commitment and for making the time to contribute to this initiative.

Our sincere thanks also to everyone who generously contributed to making this reference book so much more relevant by sharing their experiences, feedbacks, and suggestions.

Finally, the Team is greatly indebted to Mr. Siampu Thomte for putting together all the reference materials into this booklet.

“The heart of man plans his way, but the Lord establishes his steps.” (Proverbs 16:9)

To Him and Him alone be the glory!

~ TEAM PROJECT NEHEMIA