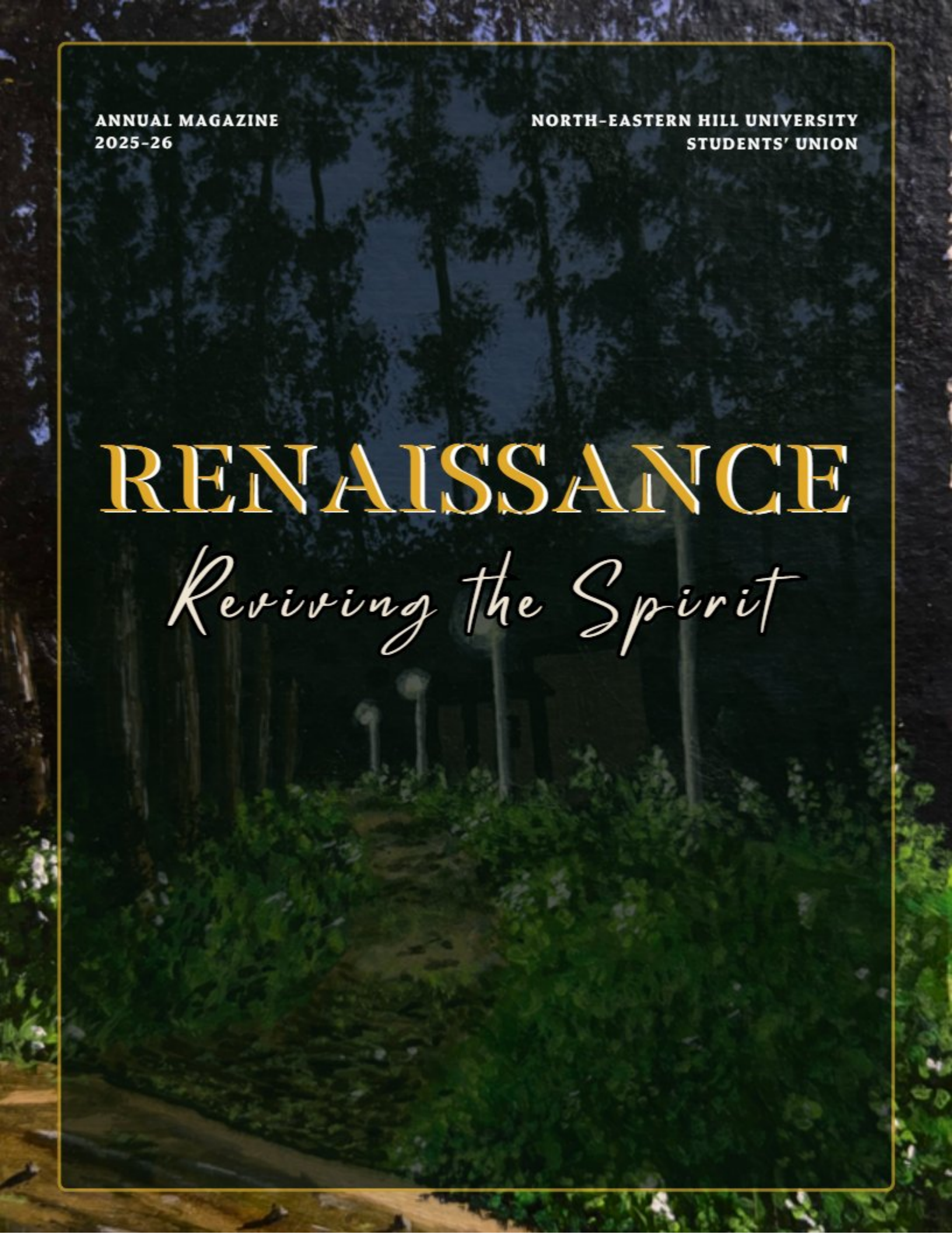

ANNUAL MAGAZINE
2025-26

NORTH-EASTERN HILL UNIVERSITY
STUDENTS' UNION

RENAISSANCE

Reviving the Spirit

RENAISSANCE

Reviving the Spirit

PUBLISHED BY:

NORTH-EASTERN HILL UNIVERSITY STUDENTS' UNION

(NEHUSU)

2025 - 2026

NORTH-EASTERN HILL UNIVERSITY

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MESSAGES

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NOTE FROM

THE EDITOR



> ***Every ending carries the promise of a new beginning, and every moment we share becomes a part of the story we leave behind.***

As another year comes to a close, we are left with more than dates, events, and achievements. We are left with memories, friendships, challenges, laughter, creativity, and countless moments that quietly became a part of our journey. With this spirit, we are honoured to present the 2025–26 Edition of the NEHUSU Magazine, **Renaissance: Reviving the Spirit**.

At its heart, Renaissance is about renewal, the courage to grow, to learn from the past, and to begin again with hope and purpose. University life is a journey of both triumphs and trials, and it is through these experiences that we discover ourselves, learn from one another, and grow as a community.

This magazine is a reflection of our students and our shared journey. Its pages bring together voices, ideas, achievements, photographs, creativity, and memories from across our university. Every contribution, however small, adds a meaningful piece to the larger story of our time here.

We also acknowledge that every academic year brings its own challenges and reminds us of the areas in which we can do better. A university community grows not only through its achievements, but also through its willingness to listen, learn, improve, and make space for every student to be heard. If Renaissance carries any message, we hope it is this: there is always room to grow, to rebuild, and to begin anew.

Bringing these pages together has itself been a collective journey. We extend our sincere and heartfelt gratitude to every student, faculty member, well-wisher, the Editorial Team, and especially the members of the NEHUSU whose time, patience, and dedication made this edition possible. We are deeply grateful to everyone who trusted us with their stories and creativity.

As you turn these pages, we hope you find something that inspires you, moves you, or simply brings back a cherished memory. May this magazine remind us that our university experience is not defined only by what we achieve, but also by the people we meet, the moments we share, and the memories we create together. With gratitude for the year gone by and hope for the days ahead, we invite you to read, remember, reflect, and carry forward the spirit of Renaissance.

Warm regards,

D. Nongbri

Donmain Nongbri
Editor
North-Eastern Hill University
Students' Union 2025–2026
Department of English

MESSAGE FROM THE

NEHUSU PRESIDENT



"What defined our difficult days was not the hardship itself, but the collective spirit that refused to let the promise of NEHU be diminished."

Dear Readers,

It gives me great pleasure to address you through this Annual Magazine, published under the theme "Renaissance: Reviving the Spirit" for the academic year 2025-2026, a theme that resonates deeply with the journey our university has undertaken over this past year.

The two years preceding this one were not easy for NEHU. Our community weathered prolonged administrative uncertainty, delayed examinations, and disruptions that tested the patience of students, faculty, and staff alike. Trust had worn thin, and there was a pervasive sense that the institution had lost its bearings. Yet what truly defined this period was not the hardship itself, but how our student body responded: with collective organization, an unyielding voice, and a firm refusal to let the promise of NEHU be diminished.

When I assumed the office of President, NEHUSU, I understood that this responsibility extended well beyond a title; it meant representing an entire student body at a moment when institutional confidence had been severely shaken. Our team resolved not to wait passively for change, but to advocate consistently and decisively for the issues that mattered most to everyday student life.

Several of these concerns, while modest compared to broad university policy, were vital to the safety and well-being of our students. We addressed the lack of speed breakers and safety signage following road repairs, pushed for proper speed-limit enforcement across campus, and successfully installed a clean drinking water facility near Gate 2. We also campaigned to finally open Main Gate 1, which had remained shut for years since its construction, easing everyday traffic and campus congestion. These were practical victories born directly from student voices, and we are proud to have delivered them.

If there is one principle I hope this Union will be remembered for, it is that we listened. Every grievance brought to our door was met with genuine effort and action, never bureaucratic indifference.

None of this would have been possible without my fellow office bearers. Over this term, they have become far more than colleagues; they are family. The late nights, the difficult decisions, the moments of uncertainty, and the celebrations: we walked through all of it together. Without their relentless dedication and grit, this Union could not have functioned.

This year also gave us the opportunity to host Varsity Fest 2026 (Elysium). After such a prolonged period of unrest, seeing the campus roar back to life as students from every department competed, performed, and celebrated together was one of the most fulfilling experiences of my tenure. It was an unmistakable reminder of why we fight for this space, and of the enduring spirit that belongs to NEHU.

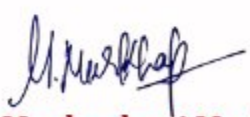
At the institutional level, meaningful change is beginning to take shape. With new administrative leadership comes renewed commitment to clear pending academic, backlogs, stabilize schedules, and rebuild NEHU's academic standing. We remain cautiously optimistic. As a Students' Union, our role is clear: we will continue to hold the administration accountable while constructively backing reforms that serve the student interest.

Ultimately, this magazine belongs to the students who kept writing, creating, debating, and researching through uncertain days. Your dedication to your craft is the truest expression of a renaissance, not one declared by official notification, but one forged through the quiet resilience of a student community that refuses to give up on its university.

My sincere gratitude goes to the editorial team for their tireless work in bringing this edition to life, to every contributor who shared their voice and creativity, and to the entire student community for your steadfast trust throughout our tenure.

May this Renaissance mark not an end, but a beginning.
Rise up and build.

With gratitude and hope,



Menlamlynti Markhap
President,
North-Eastern Hill University
Students' Union 2025–2026
Department of Biomedical Engineering (M.Tech)

MESSAGE FROM THE

DEAN OF STUDENTS' WELFARE



Greetings! As we turn the pages of this latest edition of our University magazine, I am reminded of the incredible energy, creativity, and resilience that our students bring to campus every single day. This publication stands as a vibrant reflection of our campus life, capturing the academic milestones, cultural triumphs, and creative expressions of our brilliant student body. This issue showcases that our University is much more than lecture halls and textbooks, it is a vibrant ecosystem of ideas, a dynamic space where friendships are forged, questions are asked, and ideas are challenged. Indeed! Our campus, in particular, is a place that fosters bold aspirations and shapes the futures of young minds.

To our students: never lose your sense of wonder. The challenges you navigate today are shaping the problem-solvers and leaders of tomorrow. Keep questioning, keep creating, and remember that growth often happens just outside your comfort zone. So don't stop until you're proud of yourself.

"I think it's possible for ordinary people to choose to be extraordinary." - Elon Musk

Congratulations to the editorial team, designers, and everyone involved for bringing this edition to fruition. You have poured your time into capturing the spirit of our academic community so brilliantly in different columns and pictorial representations. Most importantly, kudos to the intellectual curiosity of our students, the dedication of our faculty, and the shared triumphs that define our institution. May this magazine inspire every reader to look closer, think deeper, and share their unique stories, talents, and accomplishments with the world.

Warm regards,

Prof. Kitlangki Suchiang
Dean Students Welfare,
North-Eastern Hill University

MESSAGE FROM THE

CONTROLLER OF EXAMINATIONS



It gives me immense pleasure to extend my warmest greetings to the entire student community of North-Eastern Hill University, and particularly to NEHUSU 2025-26, on the publication of the Annual Magazine on the inspiring theme **"Renaissance"**, with **"Reviving the Spirit"** as its sub-theme.

A university is not merely a centre of learning; it is a vibrant community where knowledge, ideas, values, and aspirations come together to shape the minds and character of future generations. The growth and progress of the University depend greatly upon the harmonious collaboration of its three essential pillars—the Faculty, the Students, and the Non-Teaching Staff. Mutual respect, cooperation, and a shared commitment to the advancement of the University are fundamental to achieving academic excellence and institutional distinction.

Examinations constitute an important part of the academic journey. They are not merely instruments for assessing knowledge and achievement, but also opportunities for students to demonstrate their diligence, perseverance, discipline, and dedication to their chosen fields of study. A fair, transparent, and credible examination system is therefore essential to upholding academic integrity and excellence.

The Office of the Controller of Examinations remains committed to maintaining the highest standards of integrity, accuracy, impartiality, and transparency in the conduct of examinations and evaluation processes. We also endeavour to embrace innovative practices and digital initiatives and to provide timely, efficient, and student-friendly services.

The theme **"Renaissance: Reviving the Spirit"** holds a special significance in the life of a university. It represents renewal, rediscovery, creativity, and the pursuit of excellence. I sincerely hope that this initiative of NEHUSU inspires our students to rediscover their potential, embrace new ideas, cultivate intellectual curiosity, and contribute meaningfully to the academic and intellectual life of the University.

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The years spent at the University are among the most formative years of life. May our students pursue knowledge with humility, face challenges with courage, and remain guided by the enduring values of discipline, honesty, integrity, and moral responsibility. True education finds its highest expression not merely in personal achievement, but in the ability to contribute meaningfully to society.

I extend my heartfelt appreciation to NEHUSU for undertaking this meaningful initiative and my very best wishes for the success of the Annual Magazine. May "Renaissance:

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inspire renewed enthusiasm, creativity, intellectual engagement, and a deeper sense of belonging among all members of the University community.

May North-Eastern Hill University continue to flourish as a distinguished place of learning, nurturing enlightened minds and contributing to the advancement of knowledge and society.

"May the blessings of the Almighty continue to be with us and the North-Eastern Hill University."



Prof. R. L. Nongkhlaw
Controller of Examinations,
North-Eastern Hill University

MESSAGE FROM THE

REGISTRAR



It gives me immense pleasure to extend my warmest greetings to the editorial board and students of North-Eastern Hill University (NEHU), Shillong, on the publication of the **NEHUSU Annual Magazine 2025-26, 'Renaissance'.**

The overarching theme **'Renaissance',** paired with this year's sub-theme, **'Reviving the Spirit',** is highly apt for our contemporary academic landscape. A renaissance is never just about looking back at history; it is a forward-looking commitment to intellectual transformation. By focusing on reviving the spirit, our student community reminds us that true education goes beyond textbooks. It requires us to rekindle our inner drive, passions, moral courage, and enthusiasm for collective growth. In an era often dominated by digital distractions and shifting paradigms, reviving our core human spirit is exactly what ensures we remain active agents of positive change rather than passive observers.

An annual magazine serves as a vibrant archive of a university's collective memory. Within these pages lies the testimony of our students' literary prowess, artistic vision, and diverse perspectives. It beautifully reflects the unique cultural tapestry and intellectual vitality that defines the NEHU campus. I commend the North-Eastern Hill University Students' Union (NEHUSU) for providing this vital platform, allowing our students to give voice to their aspirations, ideas, and constructive critiques.

As you flip through this edition, I encourage you to celebrate the achievements of the past year and draw inspiration for the journeys ahead. Let the message of 'Reviving the Spirit' ignite a continuous pursuit of excellence, empathy, and integrity in everything you do.

I congratulate the entire student editorial team, contributors, and advisors for their dedicated efforts in bringing this publication to fruition despite their demanding academic schedules.

I wish 'Renaissance' a wide readership and grand success.

5/01/2026

Prof. Lakhon Kma
Registrar (In-Charge),
North-Eastern Hill University

MESSAGE FROM THE

VICE CHANCELLOR



It gives me great pleasure to extend my warm greetings to the entire North-Hill University community on the publication of the NEHUSU Magazine.

The theme of this edition, **"Renaissance,"** with the sub-theme **"Reviving the Spirit,"** carries a special significance for our University as we stand at a moment of renewal and rebuilding. Renaissance, in our context, is not simply a return to what it was; it is an opportunity to reflect on our experiences, learn from them, and emerge with a renewed sense of purpose. The strength of any university ultimately lies in its people. Our students, faculty members, officers, staff, alumni, and other members of the University community each have a role to play in this process.

Our students, in particular, are at the heart of this renaissance. I encourage them to see this period not merely as a time of recovery, but as an opportunity to reimagine and reshape the future of the University. Their ideas, creativity, questions, scholarship, cultural expressions, and sense of responsibility can provide the energy that a University needs.

As we rebuild, we must also preserve what is valuable in our heritage. North-Eastern Hill University has a distinctive history and an important place in the educational and intellectual landscape of the country in general and North-Eastern region, in particular. Our future growth must therefore be grounded in academic excellence, integrity, inclusiveness, mutual respect, social responsibility, and a commitment to knowledge and truth.

I welcome the theme "Renaissance: Reviving the Spirit" as a reflection of the moment before us. Let us revive not only the activities and traditions of our University, but also the spirit of inquiry, hope, cooperation, creativity, and belonging that makes a university truly alive.

I commend the North-Eastern Hill University Students' Union for bringing together the voices, experiences, achievements, creativity, and aspirations of our students through this magazine. May this publication capture not only where we have been, but also the hope and determination with which we are building what comes next.

I extend my best wishes to the NEHUSU, the editorial team, and the entire University community for the successful publication of the magazine.

Prof. S.K. Barik
Vice-Chancellor (In-Charge),
North-Eastern Hill University



Shri Wailadmiki Shylla, MLA

Minister

Health & Family Welfare Department,
Sports & Youth Affairs Department,
Home (Passport) Department,
Meghalaya.

सत्यमेव जयते

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Message

It gives me immense pleasure to extend my warmest greetings to the students, faculty, researchers, staff, alumni and the entire university community of North Eastern Hills University on the publication of this annual magazine, centered on the theme **"Renaissance"** and the evocative sub-theme **"Reviving the spirit"**.

An annual magazine is more than a collection of articles and photographs. It is a reflection of a community 's journey, a record of its experiences, achievements, creativity, perspective, challenges and aspirations. Through its pages, the voices and imaginations of the University community find a shared space, capturing the spirit of a year while also looking towards the possibilities of tomorrow.

The theme **"Renaissance"** beautifully represents the idea of renewal and rediscovery. It calls upon us to revive our enthusiasm for learning, creativity, innovation. dialogue and service. The sub-theme **"Reviving the spirit"** is a timely reminder that, even as we embrace new ideas and a rapidly changing world, we must remain rooted in the values that give education its deeper purposes, integrity, compassion, inclusiveness, intellectual, curiosity and responsibility towards society.

I am pleased that this magazine provide such a platform. The contributions gathered here represent not only individual talents and accomplishments but also the collective spirit of the University. They remind us that every achievement, every creative expression, every thoughtful perspective and every aspirations contribute to the larger story of the institution.

I commend the NEHU students' union and all those involved in bringing this publication together for their initiative and dedication. I hope this edition inspires the University community to rediscover its strength, embrace new possibilities and carry forward the spirit of excellence and social responsibility.

May this Renaissance be a renewal of purpose and may Reviving the spirit inspire us to build a future marked by knowledge, creativity, unity, compassion and meaningful contribution to society.

I extend my best wishes for the success of the magazine and for the continued growth and achievements of the entire NEHU community.

With my best wishes

Dated Shillong the 7th October, 2026.

(Shri. Wailadmiki Shylla)

MESSAGE FROM THE UNION

When we took charge of NEHUSU, we knew we were stepping into a difficult year. The University was already passing through a challenging period, and the long running agitation had not yet reached its conclusion. We understood from the beginning that the year ahead would demand patience, courage and responsibility. As the new Union began its tenure, developments surrounding the University once again brought uncertainty to the campus, and we continued our collective efforts and necessary engagements on the larger institutional concerns. At the same time, we knew that student life could not come to a standstill. We therefore tried to maintain a balance between addressing the larger challenges before the University and ensuring that students continued to experience the University through learning, friendship, culture and community. The General Freshers gave us an opportunity to welcome a new generation of students, while the NEHUSU Introduction and Oath Taking Ceremony marked the beginning of our responsibility as representatives of the student community. These moments reminded us that even during difficult times, the spirit of NEHU had to continue.

As the year progressed, the challenges became more complex. The resignation of the Pro Vice Chancellor and several other administrative functionaries created another phase of uncertainty, while students were also facing difficulties relating to scholarships and other administrative matters. NEHUSU continued to engage with the concerned authorities, administrative functionaries and representatives of the state government wherever necessary, pursuing the concerns brought to us by students. The scholarship issue, along with several other matters, required continuous follow up and engagement. These experiences reminded us that the responsibility of a student union does not end with protests or representations. It also means being present when a student is waiting for a scholarship, when an administrative decision affects an entire batch, when a campus facility needs attention or when a student simply needs someone to carry their concern forward. Through all these months, however, we knew that the larger institutional question remained unresolved.

A significant turning point came with the conclusion of the tenure of Prof. Prabha Shankar Shukla and the transition to a new phase under the Acting Vice Chancellor, Prof. S. K. Barik. For us, this was more than the end of a difficult chapter. It was an opportunity to look ahead. We recognise that many challenges remain. The University continues to face financial constraints, administrative difficulties, vacancies, infrastructure requirements and several other concerns that cannot be resolved overnight. But rebuilding does not mean starting from nothing. NEHU has a rich history, a strong academic legacy and, most importantly, a community that continues to believe in its future. What is required now is the willingness to strengthen what exists, address what has weakened and build what the University needs for the generations that will follow.

This is where Renaissance: Reviving the Spirit finds its meaning for us. A renaissance is not simply a return to the past. It is a renewal of purpose. It is the courage to learn from what has been, recognise what must change and move forward with greater clarity. We hope NEHU does not merely regain the position and reputation it was once known for, but moves beyond it. We hope for a University with stronger academic foundations, better facilities, greater opportunities for students, stable institutions and a renewed sense of confidence. Throughout our tenure, we tried to remain present in both aspects of our responsibility, engaging with the larger institutional challenges while ensuring that the everyday concerns, aspirations and experiences of our students were not forgotten. We may not have been able to resolve everything, but we leave with the belief that the process of rebuilding has begun.

As we close this chapter, we do not claim to have completed the work. We simply hope that we have helped open the door to what comes next. The future of NEHU will not be shaped by one Union, one administration or one generation. It will be shaped by everyone who chooses to care enough to contribute to it.

We are not here merely to remember the NEHU that was.
We are here to build the NEHU that can be.

SECTION TWO

II

ESSAYS, ARTICLES & PHOTOGRAPHS

Expressions the University and the Union: On the year that was, and the year ahead.

IN THIS SECTION

13	*Education Beyond Grades: Learning That Lasts Longer Than Mark Sheets*	Pratik Kumar Chaubey, Lomina Suja, Shagun Singh
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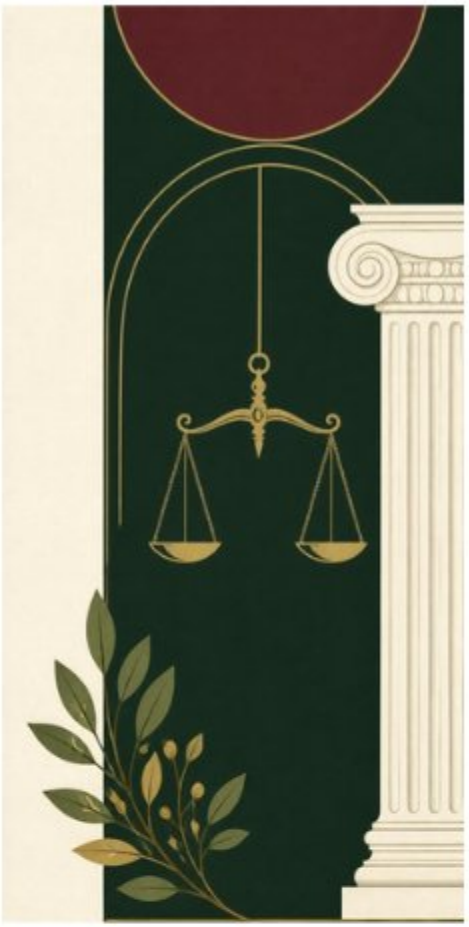
Editor's Note:

The team expresses regret for the absence of some photos from the magazine. We sincerely apologize for any discrepancies and appreciate your understanding.

A LETTER ABOUT

EDUCATION BEYOND GRADES.

Learning that lasts longer than mark sheets.



Pratik Kumar Chaubey
Lomina Suja
Shagun Singh

Department of Law
NEHU Campus, Mawkynroh-Umshing,
Shillong, Meghalaya - 793022

Date: 20th March, 2026

To,
The President
North-Eastern Hill University Students' Union (NEHUSU),
NEHU Campus, Mawkynroh-Umshing,
Shillong, Meghalaya - 793022

Subject: A letter about Education beyond Grades: Learning that lasts longer than mark sheets.

Respected Sir,

With reference to the subject cited above, we are writing to express our thoughts on education beyond grades and what it truly means in real life as learners navigating the silent spaces between mark sheets and meaning.

We still remember that day; at that time, we felt like everything depended on it. The result was supposed to come at 10 A.M. We were sitting in the class together and kept refreshing the result page as if waiting a little longer could somehow change what was already decided. Our hands were cold, our thoughts were restless, and our heartbeat was louder than usual. And when the marks finally appeared, we didn't react immediately. We just stared. Not at the numbers but at what they meant. Because it was never just about marks. It was about whether we were enough.

No one really prepares us for that part of education. No one tells us how a number can quietly slip into our minds and begin to define us, how it starts shaping the way others look at us, and more dangerously, the way we begin to look at ourselves. That day, we did not just calculate a percentage. We calculated our worth.

And the scariest part was not the number itself. It was the fact that we believed it. For a long time, we thought education followed a simple and predictable path: study hard, score well, and success would naturally follow. It seemed logical, almost comforting. There was a sense of control in believing that effort would always translate into achievement.

> *"It was never just about marks.*
> *It was about whether we were enough.*

LAW
PEOPLE
JUSTICE
EDUCATION
PERSPECTIVE
LEARNING

§ 01

Failure, Patience and Resilience



But life does not follow such patterns. It does not provide a syllabus. It does not announce the questions in advance. And it certainly does not reward effort with marks. The first real tests of life come quietly without warning, without preparation, and without clear outcomes. They come when things do not go as planned, when sincere effort does not lead to recognition, when you are left questioning not just your results but your place.

In those moments, we realize something no textbook ever prepares us for: There is no "correct answer" to feeling lost. And perhaps, that is where real learning begins. It begins not from books, but from experience.

> *"There is no "correct answer" to feeling lost. And perhaps, that is where real learning begins.*

Failure, we came to understand, is not always loud. It does not always arrive with visible signs or public acknowledgment. Sometimes, it arrives silently and stays, forcing you to sit with your thoughts, your doubts, and your fears. It teaches you patience when nothing seems to move forward. It teaches you resilience when giving up feels like the easier option. It teaches you how to rebuild yourself quietly, without applause. These are lessons that no mark sheet ever records. And yet, they are the ones that shape us the most.

§ 02 PEOPLE WHO STAY

Equally important are the people we encounter along the way.
Not the one who asks, "How much did you score?"
But the one who asks, "Are you okay?"

HOW MUCH DID YOU SCORE?

ARE YOU OKAY?

The friend who chooses to sit beside you in silence rather than offer empty advice. The teacher who notices your effort, even when your results do not reflect it. The small, unexpected acts of kindness that arrive when you need them the most.

Through these moments, we begin to understand something deeper than academics- that understanding people is far more complex than understanding subjects. That empathy is not weakness; it is strength. Listening is not a passive act; it is powerful. That kindness, in a competitive world, is a conscious choice. And yet, none of these are reflected in a mark sheet.

§ 03 THE UNSEEN QUESTIONS

There are also moments when students begin to question the purpose of everything they are doing.

"If I stop scoring, do I stop mattering?"

The cycle of studying, testing, and evaluating can begin to feel mechanical, repetitive, exhausting, and disconnected from genuine understanding. One moves from one exam to another, from one expectation to the next, without pausing to ask why. And somewhere within that cycle, a quiet question begins to grow: "If I stop scoring, do I stop mattering?" It is not a question that is often spoken aloud. But it is one that many silently carry.

Perhaps the truth is this: Students are not merely afraid of failing examinations. They are afraid of becoming disappointments.

§ 04

A Shift in Perspective

Over time, however, perspectives begin to shift. Not suddenly, not dramatically but gradually. You begin to notice how temporary marks truly are. How quickly one achievement fades into the pressure of the next expectation and the satisfaction of scoring well is often short-lived, replaced almost immediately by the fear of maintaining it. It begins to feel like running endlessly on a path that never really allows you to stop.

And then, one day, something changes. You learn something, not because it is required, not because it will appear in an exam, but because it genuinely interests you. And in that moment, learning feels different. It feels light, meaningful, and real. There is no pressure to perform. No comparison. No fear of failure. Just curiosity. Just understanding. Just... learning.

That is when we begin to realize something that was never clearly explained before: Marks do not define intelligence. They only measure how well a student performs within a particular system. A system that often values memory over understanding, speed over depth, and comparison over individuality. But true education goes far beyond that.

It is reflected in how individuals think independently and critically. And, how they respond to challenges not just academically, but also personally. And how they treat others, especially when there is nothing to gain. And how they continue to grow even in the absence of recognition.

Years from now, very few people will ask about academic scores. But life will continue to ask questions. How do you respond to failure? How do you treat people who can offer you nothing in return? How do you continue when things do not go as planned?

In those moments, marks will not answer. Character will. If we reflect honestly, much of what we study may fade with time. The chapters will blur. The notes will be forgotten. The answers will lose their relevance. But what remains is who we become through the process. The effort we invest. The resilience we build. The quiet strength we develop when no one is watching. These are the true outcomes of education.

Therefore, we write this not just as a reflection, but as a request. We would like to express our views that education should go beyond grades. It should focus on developing skills, building characters and preparing us for real life challenges. Learning should not be limited to memorizing for examinations but should include practical experiences, values, and continues personal growth.

As representatives of the student community, the North-Eastern Hill University Students' Union holds a position of influence not only in addressing student concerns but in shaping how education is understood within the campus. There is an opportunity to encourage a culture where education is not reduced to performance alone. Where students are valued not just for their results but for their growth. Where learning is seen not as a race, but as a journey. As the university's motto itself guides us by saying "RISE UP, AND BUILD."

Because one day, mark sheets will become just pieces of paper; folded, forgotten, perhaps even lost. But the lessons learned beyond them will remain. The ability to rise after failure. The strength to continue without recognition. The courage to think differently. The choice to remain kind in a competitive world. These are the lessons that stay. And perhaps, that is what education was always meant to do. Not to measure students. But to make them.

Thank you for acknowledging our letter and for being the voice that can shape a better academic future for all of us. We shall be highly obliged for your act of kindness.

Yours sincerely,

Pratik Kumar Chaubey
Lomina Suja
Shagun Singh

B.A. LL.B (Hons.)
Department Of Law

**NOT TO MEASURE STUDENTS.
BUT TO MAKE THEM.**



Department of Biomedical Engineering



B.Tech 1st Year



B.Tech 2nd Year



B.Tech 3rd Year



B.Tech 4th Year

Department of Biomedical Engineering



M.Tech 1st Year



Non-Teaching Staff



Teaching Staff

Department of Nanotechnology



M.Tech 1st Year



M.Tech 2nd Year



PhD Scholars



Non-Teaching Staff



Teaching Staff

Department of
Electronics and Communication Engineering



B.Tech 1st Year



B.Tech 2nd Year



B.Tech 3rd Year



B.Tech 4th Year

Department of
Electronics and Communication Engineering



M.Tech 1st Year



PhD Scholars



Non-Teaching Staff



Teaching Staff

Department of Information Technology



B.Tech 1st Year



B.Tech 2nd Year



B.Tech 3rd Year



B.Tech 4th Year

Department of Information Technology



M.Tech 1st Year



Teaching Staff

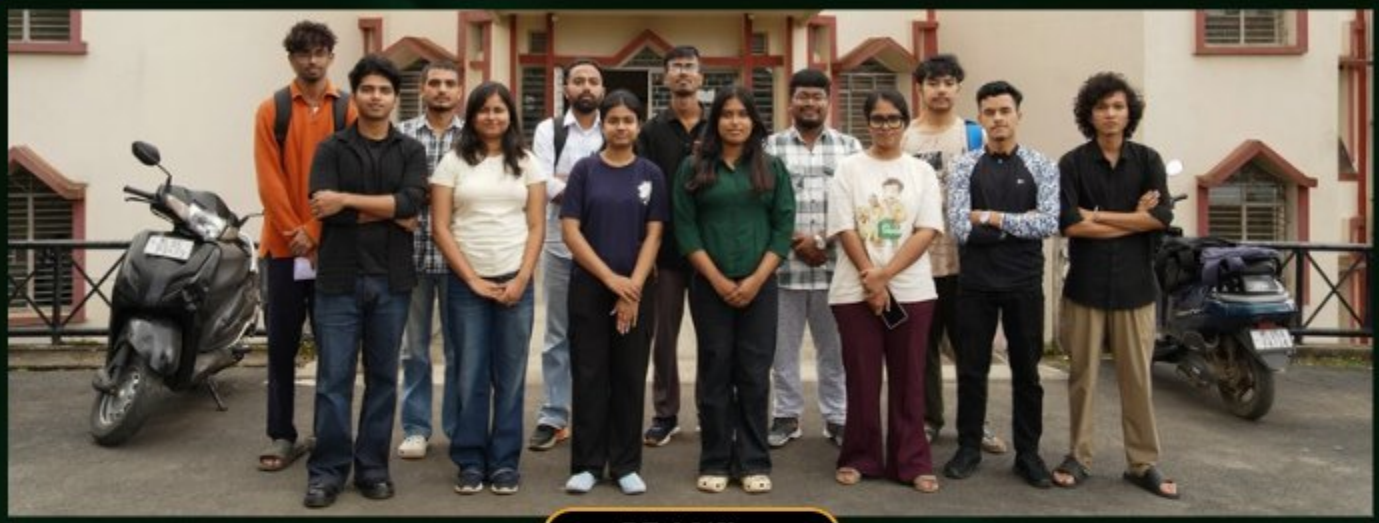


M.Tech 2nd Year



PhD Scholars

Department of Energy Engineering



B.Tech 1st Year



B.Tech 2nd Year



B.Tech 3rd Year

Department of Energy Engineering



B.Tech 4th Year



Non-Teaching Staff



PhD Scholars



Teaching Staff

Department of Architecture



B.Arch 1st Year



B.Arch 2nd Year



B.Arch 3rd Year

Department of Architecture



B.Arch 4th Year



B.Arch 5th Year



Non-Teaching Staff



Teaching Staff

SECTION THREE

III

ESSAYS, ARTICLES & PHOTOGRAPHS

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Editor's Note:

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Rekindling *theFlame*

Education Beyond Boundaries

"The mind is not a vessel to be filled but a fire to be kindled." PLUTARCH

01 Introduction

"The mind is not a vessel to be filled but a fire to be kindled", said the Greek-Roman philosopher, Plutarch. The ignition for such fire may be initiated inside the four walls of a classroom, but to maintain it requires the defiance of boundaries such as those of a classroom. Education is not only reading textbooks and writing answers for an examination, but actually understanding what is being taught and seeking more of that knowledge. What exactly is "education" in today's world? Is classroom-acquired knowledge truly applicable beyond the walls of the classroom? Or is it applicable only when its results can be scored?

02 Beyond the Four Walls

Learning, technology and skills

Education beyond the classroom would have been, more or less, an absurd thing back in the days of the older generation. Rote-learning was strictly enforced through practical punishments. It is ironic how in order to make the students 'learn', they leaned towards practical punishments instead of using practicality to deepen their understanding of what was being taught. Hence, a rigid dichotomy between 'learning' and 'understanding' is established, when in fact, they are the two sides of the same coin- education. Education, when mechanized, results only in scores on a paper. Critical thinking then becomes a foreign concept. It is true that the standardized notion of education is known to begin in classrooms, but education is more than that.

Education can begin at home, where children can be taught to respect elders, help people in need, instead of making them 'learn it by-heart' when such values are to be written down for a subject such as moral science.

With technology advancing more than ever, education has to shift beyond the four walls of the classroom. Computer science cannot be taught without the actual use of computers. Physics, Chemistry and Botany contain concepts that can only be understood through practical tactics. Yes, technology can be brought into the classrooms for better understanding, but it is not only limited to the space of the classroom. Education can go beyond the written words in textbooks. Technology is just another tool to enhance understanding. But life skills like critical thinking, problem-solving, the art of empathy, time management, can only be learnt by activelyengaging in it beyond theory. The world rewards those who can exercise the said skills, and they can be taught only in theory. One has to go beyond the horizons of the written word to achieve such skills. Our experiences shape us wherever we go, and they are helpful in navigating a world that we have only read about but not lived through it.

The New Education Policy (2020) of India has made some remarkable changes in the realm of education by introducing skill-development courses and enhancing the vocational courses. Implementing such courses with utmost loyalty may achieve the desired results. Abstract ideas will remain abstract until acted out to gain concrete knowledge. Traditional education can be rigid, exam-focused and may not prepare individuals for real-life challenges. So, the implementation of skill-based courses is quite the huge step in broadening the horizons of education. Such skills will always prove fruitful in one way or the other. The introduction of such courses has also led to students to pursue and discover talents which could not be brought to the forefront due to the limitations of classroom-based learning. A person pursuing a degree in physics can now learn music as well, something which had been traditionally absent in classrooms. Skills, of any kind, can either enhance learning or sustain learning alone.

03 More Than Textbooks: The Human Side of Education

Education also involves the art of listening, empathy, self-discipline and can be used as a tool to grow self-esteem. Mental health was considered taboo in the earlier centuries. It has grown in recognition only in the 21st century. So, what exactly does education do here? It simply means that while books are to be read and learnt by the mind, the mind also needs to be studied. This studying is not limited to words written about it, but also involves practical activities like listening to someone, choosing kindness over malice, and providing words of affirmation to the person in grief. These qualities are not innate but skills developed through personal experiences. Choosing to learn from experiences itself is already another form of education that does not necessarily require a classroom. The world needs more empaths than textbooks written about empathy. Scores or marks are irrelevant when dealing with situations that has been traditionally taught in classrooms. Discipline can only be taught, but the execution of its true essence lies in the person's willingness to go beyond teaching and living through what has been taught.

Diversity is another such concept whose spelling is the only way we know it. In order to truly learn its meaning and understand its core, we need to be diverse in our exposure and thinking. "India is a diverse country", a sentence we have come across several times. But when people encounter the said diversity, why do they always take a step back? The recent headlines in national news about Northeast-Indians facing yet another wave of racism should put things into perspective. Embracing diversity is something that can be learnt both inside and outside of a classroom. A classroom may contain people from all sorts of origin, and where such diversity is taught to be embraced. However, diversity does not end in the classroom, nor does education. Welcoming and tolerating cultures, appearances and cuisines, results in an enhanced global awareness. Classrooms may teach such abstract qualities but connecting the dots and learning to live it in the actual circumstances is what truly gives education its meaning.

Traditional rote-based learning leaves little room for authenticity to grow. Creativity remains dormant or under-developed in an educational environment where marks and grades are the order of the day. Such type of learning is sure to tire out the recipients of education. That is when people turn to hobbies for respite. However, it is noteworthy that hobbies are also another form of self-education. Cooking, gardening, drawing etc. are some of the common hobbies known to us. We tend to learn our hobbies better than lectures simply because we enjoy them. In order for education to be enjoyable for the masses, it is essential to incorporate the element of practical fun into education. It is true that education teaches us in classrooms but it is also true that education is present in fun as well. A combination of both is always effective.

04 The Fire of Learning

Education beyond boundaries

In conclusion, education in today's world cannot be confined to the rigid structures of classrooms, examinations, and prescribed syllabi. While classrooms may serve as the initial spark, the true essence of education lies in sustaining and nurturing that spark through lived experiences. Knowledge that remains limited to textbooks risks becoming stagnant, whereas knowledge that is explored, questioned, and applied evolves into understanding. It is this transformation, from passive learning to active engagement, that defines meaningful education.

The shift toward skill-based and experiential learning reflects a growing recognition that life demands more than theoretical competence. Critical thinking, empathy, adaptability, and creativity are not qualities that can be memorized; they must be cultivated through interaction with the world. Whether it is through technology, vocational skills, interpersonal relationships, or cultural exposure, education continues far beyond formal instruction. It is present in everyday actions, choices, and reflections.

Education plays a vital role in shaping individuals who are not only intellectually capable but also emotionally aware and socially responsible. In a diverse and rapidly changing world, the ability to understand others, embrace differences, and respond with compassion becomes just as important as academic success. These are lessons best learned through experience, not merely instruction.

Education is a continuous, dynamic process, one that extends across time, space, and circumstance. It is not defined by marks or confined by walls, but by the willingness to grow, adapt, and learn from every aspect of life. When education moves beyond boundaries, it transforms individuals into thoughtful, capable, and empathetic beings, ensuring that the fire of learning continues to burn long after the classroom is left behind.

"It is not defined by marks or confined by walls"

THECONTRIBUTORS

Rebecca Kimbiakmawi *Elgiva Anthea Majaw* *Rachael Cilia Mawlieh*

Department of
Journalism and Mass Communication



1st Year



2nd Year



PhD Scholars



Teaching Staff

Department of
Tourism and Hotel Management



Non-Teaching Staff



1st Year



2nd Year



Teaching Staff



PhD Scholars

Department of
Library and Information Science



Non-Teaching Staff



1st Year



2nd Year



Teaching Staff



PhD Scholars

Department of Economics



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Commerce



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars



VARSITY 2026 · ELYSIUM

PHOTOGRAPHY COMPETITION

Enrique Jangrik D Marak

ECONOMICS DEPARTMENT

1ST PLACE

VARSITY 2026
PHOTOGRAPHY COMPETITION

SECTION FOUR

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ESSAYS, ARTICLES & PHOTOGRAPHS

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Editor's Note:

The team expresses regret for the absence of some photos from the magazine. We sincerely apologize for any discrepancies and appreciate your understanding.

Colosseum Of Youth

Amit Saharia, Feeling Motsun, Aditya Rai

I The Arena We Inherit

Youth resonates with a very joyous, carefree and robust period of one's life, but just like the moon, which has a dark side, youth too has one. The youth that can move mountains can also sulk in bed without any vigor or motivation to do anything. In today's world where distractions reign supreme, youth hides behind masks acting as well as any Oscar winner. The perspective of the youth in this current world is nothing less than a scene from the ancient Roman Empire where Gladiators fought for survival whilst crowds of other people watched and judged for the sake of entertainment and momentary relief from their own miserable lives. The harsh battles of the Colosseum did not disappear; it evolved.

The harsh battles of the Colosseum did not disappear; it evolved.

II Gladiators Then and Now

What did the Gladiators of the ancient world fight for? Freedom, Love, Peace, Riches! The same things the youth is fighting for today. Every youth today sees the world as a giant Roman Colosseum, most of them as Gladiators fighting in the ring for survival while a few born with silver spoon in their mouth spectate from the hot seat with their only worry being whether they appear shiny to the ones below or not. While the people below die without knowing the proper reason, the kings and queens live their life full of luxury, the commoners get buried under the ruins of war without a proper grave just so that the leaders of the country can get buried in golden caskets whilst being hailed as heroes.

III Bread and Entertainment

The current world also uses roman empires tactics of giving bread and entertainment so that the people do not revolt or think in a rational way. Our own country spends 2 lakh crore plus every year on free or subsidized rations and also spends more than 10 lakh crore towards the entertainment industry.

IV Born into the Arena

The Gladiators in the Colosseum were Criminals, but in this present world, one starts being a gladiator at the moment of birth. Just like in ancient Rome, some have to start fighting with bare hands, some get a sword or shield passed down, all fighting for what matters the most for them. Many do emerge victorious but do they remain the same person, the same person who would do anything to see his family happy, who would seek peace at times of turmoil, or would the person adapt to the order of the world and become the same as the ones in the hot seat thinking of the people below as insignificant ants. Would I still be me after crushing so many "Me's" who shared the same hopes, dreams and aspirations as me? This question keeps eluding the youth of today through this battle of proving their worth.

V Freedom and Becoming

Nelson Mandela once said that to be truly free in life doesn't merely mean to cast off one's chain but to live in a way that respects and enhances the freedom of others. Caring about just one's own freedom is no more different than turning a blind eye to everything we despise. The Colosseum not only tests our capability to withstand hardships but also breaks apart the masks we wear piece by piece, exposing us for who we truly are. But regardless of all the struggle and sacrifices, its human nature to adapt and grow to any given situation, the youth of today is slowly learning that and finding creative ways to get things done and make life a tad bit easier. One more important thing in this fight is the need for patience and dedication that is so rare these days that if even one person is maintaining a couple of things well, that person automatically moves ahead of the majority of the people in the same bracket.

VI Progress and Paradox

Technology has developed by leaps and bounds in today's world, so much so that companies are laying employees off for a cheap AI workforce. The same companies whose top brass get their salaries hiked every fiscal year have given minimal increment or kept the same salary for the Gladiator who is worked loyally for the company for more than 10 years. Protest against these things is not broadcast by the main stream media citing it irrelevant but would broadcast what the King's daughter ate for lunch and stuff like that over and over.

VII A Glimmer of Hope

Despite the grim reality, there is still light at the end of the tunnel as the youth of today are standing up for themselves and starting to retaliate against the old world order. The thin line between reel and real is becoming bigger and denser as days go by; people have started to realize that all that glitters is not gold. Every individual is fighting one battle or another, some in the visible spectrum and some deep within themselves. Life in itself will never be devoid of battles where more than the courage of the person matters more than the outcome of the battles. Sacrifice is necessary, endurance is a must, and hope of a better future is life in itself.

Department of Education



M.Ed 1st Year



M.Ed 2nd Year



M.A 1st Year

Department of Education



M.A 2nd Year



B.Sc B.Ed 1st Year



B.Sc B.Ed 2nd Year

Department of Education



B.A B.Ed 1st Year



B.A B.Ed 2nd Year



Teaching Staff



Non-Teaching Staff

Department of Adult and Continuing Education



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

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V

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Editor's Note:

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Beyond The Marks:

A Letter to the Self That Was Still Learning

BY SEEMA KALITA, DALAMCHWAMI CHEN LYNGDOH, SHUBHANKAR SARMA

Dear Younger Me,

I remember that afternoon more clearly than you think I do.

You were sitting near the window, the light falling softly on that thin sheet of paper in your hands. A marksheet, they called it. But to you, it felt heavier than that—almost like a judgment you weren't ready to accept. You kept reading the numbers again and again, as if they might change if you just looked long enough.

You didn't cry loudly. You never did. But I know something inside you quietly sank that day.

I wish I could have sat beside you then—not to change those numbers, but to change what you believed about them.

> *"Expectations hurt!"*

I have been listening to it speak, but failed to realize until recently. That is because, when achieved, they are pleasant, and when failed, they are painful to the core. As a learner, ever since childhood, who was told that grades are more than a final destination, I still fail to understand why numerical figures are so determinative in real-life learning.

From struggling to learn the first four alphabet letters 'A-B-C-D' for six months in nursery, to trying to figure out still if A stands for Apple or Achievement, B stands for Ball or Bravery, C stands for Cat or Courage, and D stands for Doll or Discovery. Life has been one of self-doubt and puzzles. From how gravity functions to how we are actually put down at times of failure from the expectation, I wonder if I can ever get one chapter of life correct when I still struggle to complete one from the syllabus the right way.



You thought education was something that could be counted. Measured. Compared. You thought it lived inside textbooks, question papers, and those three-hour examinations that made your heart race.

But life, I have learned, has a strange way of teaching lessons outside the syllabus.

Now, when I look for a companion to sit, speak, and comfort myself in the battle, all I see, feel, and hear around is silence and absence. I am at a loss for expression. Perhaps, because I still have not found the comfort I still long for. But glad I found you! When reading "Anne Frank's Diary" in standard X as part of the syllabus felt so much pressure; I failed to understand the warmth and comfort of ink on pages. When I sit now to recollect my thoughts and put them into words, I say this in all honesty that none can be more genuine and calming than you ever are.

When mornings feel regretful, and nights feel heavier, now I try to make myself understand that "it is okay to fail! But you've got to get up with your left foot to the front, right to the back, and run in the race. One that is madness-filled in character, but a necessity lately." Because you never judged the way others did all this time. Do I thank you for? No, not yet! Remember, I said to you earlier, in friendship, there shall be no thank you? Recall that, and you've got to smile. That's like my friend; true and unmatched!

> *Do you remember how curious you used to be? How you would ask questions just because you wanted to know, not because it would come in an exam?*

Somewhere along the way, that curiosity became quieter. Not because it disappeared, but because it was replaced by the need to "score well."

When in school, while our friends got applauded for the prompt answer to every question in class, for the on-time assessment completion, you got offended of emotions. But when it was day for the school's annual Arts and Science exhibition, you were chased by the teachers for the fact that our artistic skills, in their words, were "par excellence".

I know, challenges are pathways to excellence. But do repetitive failures and endless challenges not make you feel choked? It did to me. Yes, it once DID, but not anymore. Because I have started to stand on my own feet and less in the shoes of the rest. I have lived by myself, for myself, with myself. If I change, I shall change for myself as well. And yes, I am doing it now.

So, listen carefully—that curiosity is still there. It never left you. And one day, you will return to it, not out of pressure, but out of love for learning itself. Your skills and creations will speak out for you.

I am not saying marks don't matter at all. You should study, work hard, and give your best. That effort will shape your discipline. But don't shrink yourself to fit into numbers.

You are not a percentage.

You are not a rank on a list.

You are not a percentage. You are not a rank on a list. You are not the comparison someone else makes. You are the quiet strength you gather when things fall apart. You are the kindness you offer, even when you're tired. You are the questions you keep asking when the world prefers easy answers.

That is who you are becoming.

There will be days when no one applauds your efforts, when your progress feels invisible even to yourself. You will sit with your doubts longer than you would like, wondering if you are falling behind while the world seems to move ahead. But it is in those quiet, uncelebrated moments that something within you begins to grow—slowly, almost unnoticed.

You start learning how to hold yourself together, how to believe without constant validation, how to continue even when there is no immediate reward. And one day, you will realize that these were the moments that changed you the most—not the ones where you scored the highest, but the ones where you refused to give up on yourself.

You will realize that what hurt you then was not the marks themselves, but the meaning you attached to them. As Gautama Buddha taught, attachment is often the root of suffering—and you will gently learn to let it go.

Because by then, you will already be living a deeper truth—

That the most valuable lessons in your life were never written on a marksheet. They were never graded, never ranked, never announced.

They stayed with you quietly…. shaping you in ways no one could see. They were the kind of learning that does not fade with time—learning that lasts longer than marksheets.

Fast forward to this evening as I sit with you to not just write to you this letter, but to share a brief piece of me with and through you, life has been growing in ways that once felt horrifying and chaotic. From scribbling designs at the back of every possible notebook when the lectures seemed over my head, when scoldings felt normal routine tales, to now, as I sit to intern and possibly work full-time in the latter half of the year with the leading interior firm, nationwide, M.Y. I.M.A.G.I.N.A.T.I.O.N., M.Y. C.R.E.A.T.I.O.N., is a portrayal of M.E.

While I still have tomanage calculations and designs, I find satisfaction in lighting the place of stay and comforts of many others who feel at home and not housed, something I once struggled to feel; to feel being at home; being loved, being recognized, being cared, and most importantly of all, B.E.I.N.G. V.A.L.U.E.D. for my skills and imagination beyond grade sheets.

So, take a deep breath. You are not behind; you are not late. You are simply moving at your own pace.

Loosen your grip on that paper. It does not hold your future the way you think it does.

Some of my deepest learning happened on the days I thought I had failed the most. It was in my quiet moments of solitude that I truly began to recognize and embrace my own abilities.

I will not end with a 'thank you' to you, but only a request to not leave the comfort you offer and the H.O.M.E. you have created ever since I ink on you. Be there as the shadow for me, forever, and for the many others like me who need you. They deserve you! Not because of your silent recognition, but for making one feel themselves when the world doubts. The doubt that once killed, you nurtured, and it now blooms bright and strong.

And one day—and I promise you this—you will look back at this moment differently. Not with regret, but with understanding.

And that is where your real education begins.

With quiet faith,

A Wiser You



Department of Physics



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Chemistry



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Mathematics



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Statistics



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

PHOTOGRAPHY COMPETITION



Turniafirstlyson Wahlang

ENGLISH DEPARTMENT

2ND PLACE

VARSITY 2026
PHOTOGRAPHY COMPETITION

SECTION SIX

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ESSAYS, ARTICLES & PHOTOGRAPHS

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Editor's Note:

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KNOWLEDGE SHOULD NOT BE MEASURED BY *SCORES.*



A LETTER TO THE PRESIDENT,
NEHU STUDENT UNION

Ms. Mehbuba Islam,
Department of Botany,
North- Eastern Hill University
Mawlai, Shillong- 793022
Meghalaya, India.

20th March, 2026

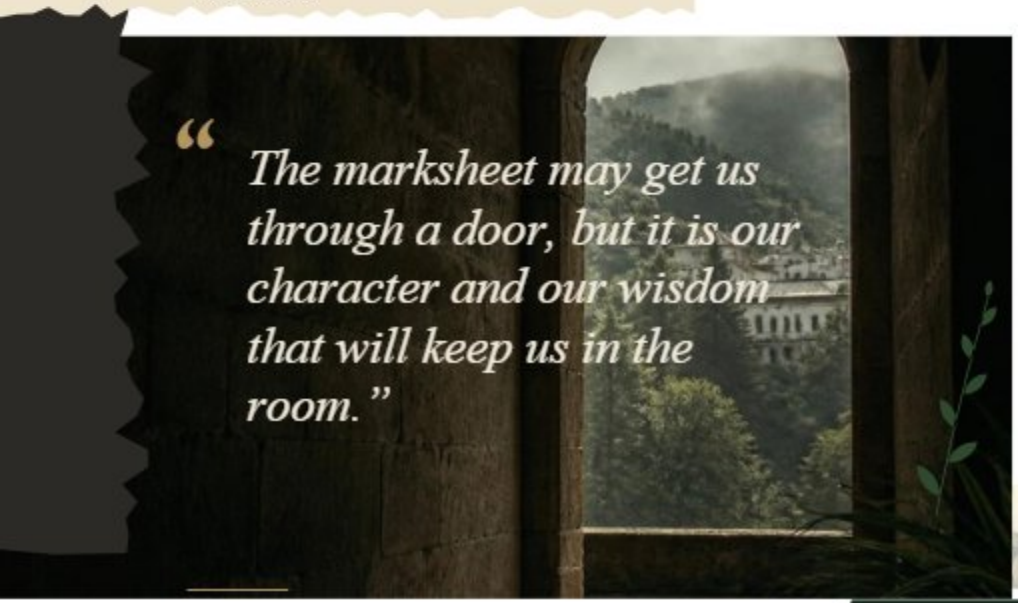
To,
The President,
NEHU Student Union,
North Eastern Hill University,
Mawlai, Shillong- 793022
Meghalaya, India.

Subject: Knowledge should not be measured by scores.

Respected Sir,

I am writing to bring to your attention the concern shared by most students of the university which is the growing overemphasis of grades as the primary measure of intelligence and education. This does not only concern the university students but all students in our state.

There is a specific, heavy silence that settles in the days before exam results are announced. It is a sterile kind of anxiety, where it feels as though our entire human complexity including our late-night epiphanies, our struggles, our unique sense of humor, and our character is being compressed into a two-digit number or a single letter of the alphabet. We have been conditioned to believe that these marks are what defines our whole existence.



However, the most important things we will ever learn will not show up in our marksheets. Although grades are crucial for assessment in academic settings and is a part of discipline because it takes grit to sit through a three-hour paper and recall complex formulas under pressure, however, there is a massive difference between being a good student and being a good learner or even a good person. What a marksheet fails to measure is curiosity, empathy, or the ability to stand back up after a crushing failure.

Those are the invisible metrics that actually dictate the quality of our lives. While marks provide a standardized way to measure certain types of performances, they are inherently backward-looking and a poor indicator of the human qualities that sustain a career. The marksheet may get us through a door, but it is our character and our wisdom that will keep us in the room.

> *True education is not a trophy we collect,*
>
> it is the lens through which we see the world. It is the invisible curriculum and the skills that stay with us long after the ink on a diploma has been blank.

To address this issue, I would like to propose a few beneficial steps that you can kindly consider:

01

EXPERIENCE



Encouraging workshops, campaigns, internships and other learning activities that allow students to gain experience.

02

EXPRESSION



Creating platforms for extra-curricular activities where students can showcase skills and talents that does not reflect our grades and highlighting such achievements.

03

SKILLS



Introducing skill-based certifications and setting up mentorship programs for students.

04

WELL-BEING



Promoting Value Education and mental health support programs to help students with their personal growth.

By implementing such measures, the best versions of each student will not be hidden but they will be built in the moments where we choose to be curious instead of just correct and the weight of academic scrutiny will not have the teeming power to dismiss our capabilities.

I am very grateful for your time and consideration. I look forward to seeing momentous discussions and initiatives on this matter.

Thanking you,
Yours faithfully,

Ms. Mehbuba Islam
M.Sc Student of the Department of Botany

Department of Biochemistry



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Botany



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Zoology



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of
Biotechnology and Bioinformatics



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

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THE WORLD BEFORE IT SETTLES

Rebecca Kimbiakmawi, Elgiva Anthea Majaw, Rachael Cilia Mawlieh

Have you ever experienced a moment that so many young people feel, but rarely talk about? This moment does not happen in a classroom. It is not written in any book. It happens quietly by accident. Maybe you are sitting on a bus.

You see a stranger frown at a cracked sidewalk. Maybe you are listening to people in a café. Scrolling through your phone late at night. Then you notice something that startles you. Most people go through life without asking why things are the way they are.

When you are young, you grow up thinking that the world is a way. Adults seem confident. Systems appear organised. Traditions feel fixed, and life looks like it has been carefully planned. Then you start to notice small things that make you wonder. The world is not as neat as it seems. It is messy. It runs on habit more than reason. People do things because that is what they have always done, not because it makes sense. They follow routines that do not fit. They avoid talking about things that are uncomfortable.

One of the things you notice is how easily people accept things that do not feel right. Students follow paths that do not allow them to ask questions. People stay in jobs that make them unhappy, and friends do not want to talk about things because they do not want to fight. Families keep doing things the way they have always done. When you see this, you feel curious and a little scared. You wonder when it became hard to ask why. You notice the things, like the way someone lingers over a cup of coffee, staring out the window.

SOMETIMES WHAT MATTERS MOST IS QUIET.







You also notice how society measures what is important. People get recognition and awards for things like their job title or for winning something. The people who make life worth living, like the teacher who helps you after class or the friend who listens to you, often go unseen. You start to understand that what is valuable is not always visible. Sometimes what matters most is quiet. You watch these moments with a lot of attention because you know that they are what make life real.

The way people live their lives today is also interesting. People eat meals while doing things, and they cut conversations short to look at their phones. Time, time to rest, is often used to do something else. Life is like a series of things that are going to happen. You notice the small pauses. The way sunlight falls on a wall, the quiet before a train arrives, the smile between strangers. These moments feel like the parts of life that are meant to be felt, not just recorded.

Another thing you realise is that nothing is certain. Systems, institutions, and leaders are supposed to have answers. They do not always. Policies change experts. Things happen unexpectedly. You start to understand that life is not planned, it is made up as it goes. Within all the mess, there is a possibility. The world is not finished. Remade every day.

> *"The world is not finished. Remade every day.*





One of the interesting things you notice is how society has contradictions. Society says it values honesty. It also says it is okay to be dishonest sometimes. Society says it values unity. It also lives with division. Society says it values working, but it also rewards competition. You notice these contradictions with a sense of wonder, as if you are finding cracks in a polished surface.

Noticing these things is not enough, though. You have to use your imagination. That has power. Because you are still young, you ask important questions. Why do things have to be this way? Why does school have to feel so much pressure? Could conversations be more honest? Could moments be slower? These questions may seem ordinary, but they can start a revolution. They stay in your mind. They change the way you live your daily life.

The way you see the world is defined by observation, reflection, and quiet questioning. You notice the pause in someone's speech, the exhaustion behind a smile, the kindness of a stranger. You see patterns that adults have learned to ignore. You understand that life is fragile and beautiful. You can see the texture of the moments that often pass us by, the way the city's quiet and the small actions that keep the city alive.

This is not about giving answers; it is about giving courage. The courage to notice, to question, to pause, to care. Sometimes the world does not change because someone had an idea. It changes because someone young looked at the ordinary and asked why it had to be this way.

In moments like when someone drops a cup and keeps walking or when strangers laugh together in the rain, you see the world fully. You feel it with all its contradictions, frustrations, and hidden joys. It is in these moments, vulnerable and unpolished, that the first steps toward change are taken.



Department of Geology



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Geography



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Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Environmental Studies



1st Year



2nd Year



Teaching Staff



PhD Scholars

Department of Anthropology



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

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FEATURE ESSAY

The Unlocked Door

How Learning Beyond the Classroom Rebuilds Worlds, From the Individual Psyche to Global Communities



BY PYNTNGENLANG LYNGDOH RNGAID, KYRSHANSKHEM POUL JYRWA, LUCKYLILY MARWEIÑ

Education is often visualized as a progression through locked doors: kindergarten to graduation, textbook to test, classroom to career. This linear, enclosed model suggests that learning is a finite resource to be dispensed within institutional walls. Yet, the most profound educational experiences occur when we turn the handle and step outside. "Education Beyond the Classroom" is not a singular concept but a powerful, multifaceted paradigm. It is the schoolyard becoming a science lab, a Facebook group transforming into a global seminar, and a community center evolving into a classroom for peace. By synthesizing insights from outdoor pedagogy, digital connectivity, peacebuilding in crisis zones, and critical educational theory, we can see that unlocking the classroom door is the first step toward rebuilding everything: individual resilience, community cohesion, and a more just and sustainable world.

The Tactile Truth: Reclaiming Direct Experience

The first and most fundamental reason for stepping outside the classroom is based on an undeniable truth: there is knowledge that can only be learned directly and in the real world.

The foundational argument for outdoor education, as articulated by Thomas J. Rillo in Outdoor Education: Beyond the Classroom Walls, is that some knowledge can only be gained through direct, sensory experience. Lloyd Burgess Sharp, a pioneer in the field, defined outdoor education as that which "can best be learned through experience, dealing directly with native materials and life situations." This is not a romantic ideal but a pedagogical necessity. The research paper "STEM EDUCATION: BEYOND THE CLASSROOM" supports this by critiquing the "abstraction and decontextualization" of traditional science teaching. A student can memorize the formula for kinetic energy, but they truly understand it when they are racing down a hill and calculating their own speed. This "discovery method," as Rillo calls it, empowers students to become active investigators. It fosters the "21st-century skills" of critical thinking and problem-solving not through worksheets, but through authentic inquiry—observing, questioning, and finding answers in the tangible world.



The Digital Campfire: Building Networks of Knowledge

The physical expansion of the classroom is reflected and reinforced in the digital world, where social media has created a new type of learning commons.

The explosion of learning is not only physical but also virtual. The article "Beyond the Classroom Walls: Role of Social Media in Information Transfer" demonstrates how platforms like Facebook, Instagram, YouTube, and Google Docs have created a new kind of learning commons. The authors argue that social media enables a "dialog – two way discussion bringing people together to discover and share information." This is the digital equivalent of a campfire, where stories and knowledge are exchanged. In their case study of Pondicherry University, they show how teachers can share resources, follow up on assignments, and even post research questions for public review. This creates a "transparent, and effective research" environment where learning is continuous and collaborative. It collapses the hierarchy between student and teacher, transforming education into a shared, networked journey that prepares students for a globally connected world.

The Healing Space: Education as First Aid for the Soul

In the most extreme environments of war and disaster, education is not an academic pursuit at all, but a form of psychological first aid and a way to peace.

In the most extreme contexts, education beyond the classroom is not about enrichment; it is about survival and healing. The preprint "Education as a Catalyst for Peacebuilding beyond the Classroom" introduces the critical field of Education in Emergencies (EiE). It reveals the "dual nature of education," citing the example of Rwanda, where colonial schooling entrenched ethnic divisions that fueled the 1994 genocide. However, in the aftermath, education was transformed into a tool for reconciliation. Programmes like Save the Children's HEART (Healing and Education through the Arts) use art and storytelling to help children process trauma. The IRC's Healing Classrooms train teachers to create nurturing, stable environments for refugee learners. These initiatives prove that when we move beyond the rigid, formal curriculum, education becomes a form of "psychological first aid," fostering the emotional stability and social trust necessary for individuals and entire communities to rebuild.



The Community Workshop: Cultivating Collective Intelligence

The new, expanded, and unbounded world of learning that we have described fundamentally requires a new type of educator: not a transmitter of knowledge, but a reflective practitioner and a guide.

This idea of community-embedded learning is theorized by Helen Wadham and her colleagues in their concept of the "exploding university." Drawing on the work of Colin Ward, they argue that higher education must "explode" beyond its walls to address shared "matters of concern." Through initiatives like a community tree-planting drive or a research project on animal rehoming, they show how students, staff, and local residents can co-create knowledge. This process nurtures a "collective intelligence" about complex problems like sustainability. It is a practical application of Ivan Illich's critique of formal schooling, which he argued perpetuates social hierarchy. Instead, the exploding university fosters a "slow science" based on relationships, trust, and shared purpose, demonstrating that the institution's health is dependent on its deep connections to the world it serves.

The Reflective Practitioner: The Educator as Guide

When education suddenly expands beyond the individual to encompass the community, it shifts from being a personal activity to becoming a force that can foster collective intelligence.

This expanded landscape demands a new kind of educator—not a "sage on the stage," but a facilitator and co-learner. As Paul Ramsden argues in Learning to Teach in Higher Education, good teaching cannot be reduced to a recipe book of tips. It requires a "clear awareness of key educational principles" and a deep understanding of how students learn. This is echoed by Donald Schon in Educating the Reflective Practitioner, who champions the "artistry of reflection-in-action" over the mere transmission of propositional knowledge. Whether guiding a student through a complex research project on social media, facilitating a difficult discussion about conflict in a classroom, or leading a tree-planting event, the modern educator must be a reflective practitioner, constantly assessing the impact of their methods and adapting to the unique context of the learning moment.

> *"artistry of reflection-in-action*
>
> DONALD SCHON

The Authentic Assessment: Redefining Success

If learning is fundamentally transformed when it is extended beyond the classroom, then how we go about measuring that learning must be just as transformed.

If learning happens everywhere, then assessment must change too. Derek Rowntree, in his seminal work Assessing Students: How Shall We Know Them?, defines assessment as "getting to know students and the quality of their learning." He argues that "the spirit and style of student assessment defines the de facto curriculum." If we only test for rote memorization, we will never capture the creativity, resilience, and empathy fostered by a community project or the critical thinking skills honed in an online debate. Assessment beyond the classroom requires portfolios, self-reflection, peer feedback, and project-based evaluation—methods that measure a student's ability to apply knowledge, collaborate, and solve real-world problems. As the HERDSA Green Guide series suggests, we must match our assessment with our true course objectives, which in an unbounded classroom are as diverse and dynamic as life itself.

The Global Citizen: From Local Action to Worldview

Of course, all of these aspects of experiential learning, digital learning, and community-based learning come together to create the ultimate product of modern education: the global citizen.

Finally, all of these strands weave together to create the ultimate goal of modern education: the informed, engaged global citizen. Camps International's model of school expeditions shows how students who work alongside communities in Cambodia or Kenya do more than learn about global challenges; they learn "how they can help shape it." They witness the "personal troubles of the milieu" and connect them to the "public issues of social structure," as sociologist C. Wright Mills described. They return home with a transformed worldview, understanding that their actions have local and global consequences. This is the final, most powerful outcome of unlocking the classroom door: it reveals that the world is not just a place to learn about, but a place to learn for.

To conclude, education beyond the classroom is a holistic, dynamic, and essential paradigm. It is the schoolyard and the forest, the smartphone and the community center, the refugee camp and the university campus. By stepping through this unlocked door, we embrace a pedagogy of everywhere. We equip our students not just with a transcript of grades, but with the curiosity to question, the resilience to cope, the empathy to connect, and the agency to act. In doing so, we ensure that education fulfills its most profound promise: to be a catalyst for rebuilding individuals, communities, and our shared world.



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PhD Scholars

Department of English



1st Year



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PhD Scholars

Department of Khasi



1st Year



Non-Teaching Staff



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PhD Scholars

Department of Linguistics



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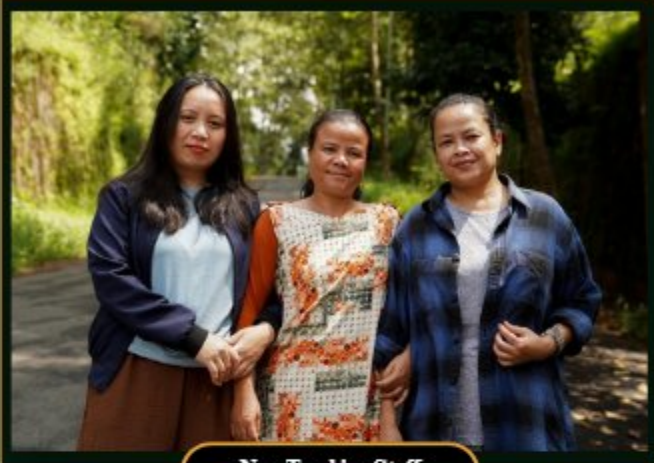

Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Philosophy



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

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ESSAYS, ARTICLES & PHOTOGRAPHS

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FEATURE

Challenging the Challenges:

POSITIVE DISRUPTIONS



Tamanna Deb, Kairavi Srivastava, Kratika Pratap Singh Bhadoriya

The voice of youth carries a unique power: the power to question, to imagine, and to transform. In a period shaped by rapid technological change, global interconnections, and growing social awareness, young people are no longer passive observers of global issues. Instead, they actively engage with questions of justice, equality, sustainability, and human dignity.

While the definition of youth varies across the world, their perspectives hold immense gravity. According to the United Nations, youth (15-24) make up about 16% of the world's population. In India, youth form around 27% of the population, while in Nigeria, nearly 60% are under 25. These statistics show the variations in the percentage of youth populations in different countries, reflecting how young people hold significant influence over their nation's future.

IN THIS FEATURE

01 Siya's Vision: A World Beyond Labels
02 Noah Questions
03 Maya: Wandering the Map
04 John Refuses Blind Acceptance

The perspectives of the current youth challenge long-standing norms and structures that have shaped society for decades. With curiosity, courage, and a strong sense of fairness, young minds have been asking whether existing systems truly serve the interests of humanity. Thus, understanding youth perspectives is essential to understand the direction in which society is moving. It is impossible for a single article to capture this river of thoughts; therefore, they are represented through the voices of a few individuals whose ideas reflect broader concerns shared by many in their generation. Let's give names to the views of the youth and navigate this "panorama":

01 SIYA'S VISION: A WORLD BEYOND LABELS

EQUALITY · DIVERSITY · JUSTICE

Siya imagines a world where equality replaces prejudice, diversity is embraced and celebrated, and justice belongs to everyone. According to her, on the surface level, the world claims to treat everyone equally, but it still shows subtle discrimination. This paradox is captured in George Orwell's lines: "All animals are equal, but some animals are more equal than others". This mirrors how principles are selectively applied in practice, a reality that the youth strongly oppose. Even though the constitutions of countries around the world echo the essence of equality; for instance, Article 15 of the Indian Constitution, Article 1 of the Constitution of France, and Section 9 of the Constitution of South Africa, the world still encounters discrimination on the basis of race, identity, gender, sexuality, and more.

Young individuals like Siya increasingly believe that equality cannot remain a passive ideal discussed in classrooms or written in constitutional texts; it must be pursued through collective effort, advocacy, and reform. The youth advocate through peaceful protests, awareness campaigns, digital activism, and community initiatives. Prominent examples include the Stonewall Riots commemorating Pride Month, the Me Too Movement for gender equity, the Black Lives Matter movement for global anti-racism and racial justice, and the fight for girls' rights to education led by Malala Yousafzai. Youth in today's world are progressively rejecting one-dimensional attempts to define their collective identity, are highly aware of social injustices, and are unafraid to question systems that perpetuate discrimination and inequality.

02 NOAH QUESTIONS:

"What is the value of success if it costs your peace of mind?"

REFLECTION · BALANCE · WELL-BEING

According to Noah, success is not defined by speed and competition, but rather by equilibrium and mental well-being. Noah questions the culture of relentless competition and nonstop productivity. To him, a meaningful life is not about rushing endlessly towards conventional goals. He believes that a society obsessed with constant achievement often overlooks the importance of mental health and genuine human connections. He says, "I can achieve my wildest creative dreams going slow and resting often".

> **"I can achieve my wildest creative dreams going slow and resting often"**
>
> — NOAH

People like Noah romanticize the mundane by finding beauty and emotional depth in everyday moments. Instead of chasing constant achievements or excitement, they treat ordinary experiences and mental health as valuable parts of life. According to the World Health Organization (WHO), one in seven adolescents globally lives with a mental health disorder, revealing the heavy psychological cost of academic pressure, career uncertainty, and constant comparison. Unlike many in older generations who were taught to suppress emotions and struggles, today's youth are more willing to acknowledge pain, seek therapy, and actively work on their mental health. Influencers like Sumesh Nayak, Divya Bhasin, and Kalyn Nicholson promote the perspectives of youth like Noah. This shift is visible in the growing embrace of slow living, digital detoxes, and the rejection of the traditional 'rat race'.

03 MAYA: WANDERING THE MAP

CULTURE · FOOD · MUSIC · LANGUAGE · ART

Maya embraces the world's diversity without placing one culture above another. She believes that every culture carries its own way of understanding life, its music, traditions, food, stories, and values, and that cultures coexist without a center. For youth like Maya, enjoying a bowl of spicy Tteokbokki from South Korea, a plate of delicate Sushi from Japan, or sweet Mango Sticky Rice from Thailand is no longer a foreign experience. This openness extends beyond food to other areas, be it music, language, or art.

Through technology, travel, education, and digital communication, young people are exposed to cultures, traditions, and ideas from every corner of the globe. As a result, their understanding of culture is becoming increasingly diverse and less centered around any single region or narrative. Cross-culturally, youth today appear to be more tolerant than their elders toward stigmatized groups and those perceived as racially or ethnically different, and they experience more interactions with others who are culturally diverse. They see the world beyond the "Western lens".

04 JOHN REFUSES BLIND ACCEPTANCE

MEDIA · INFORMATION · CRITICAL THINKING

John sees the world as a labyrinth of information, power, and 'influence'. According to John, in this digital age, propaganda travels faster than the speed of light, and he notes how easy it is for the youth to accept what they see online without question. As George Orwell warned in 1984, "Who controls the past controls the future; who controls the present controls the past". John sees the truth in how information can be molded and twisted to serve power.

QUESTION · READ
THINK · PARTICIPATE

The UNIDIR notes, "We are the largest group affected by war in the world and the least likely to be heard. That's the reality of young people today". Although this quote holds truth to some extent, youth today still figure out ways to make their voices heard. From the perspective of youth like John, there is a tension between awareness and influence. They are not silent spectators but active participants. As Paulo Coelho says, "The world is changed by your example, not by your opinion". They see the power of youth as a catalyst for change; for instance, Nepal's youth-led protests against corruption and for social justice illustrate that young people are refusing to remain passive. They challenge narratives, demand accountability, and confront propaganda.

Conclusion

Young people today navigate a world that exists between intricate systems and opposing forces. They navigate through complex storytelling structures to reveal hidden historical facts which have been concealed by those in authority, and they experience the diverse cultural traditions of different regions without favouring any single tradition. Through their process of questioning, empathizing, and taking action, they create a new system of justice. This system combines elements of dignity, curiosity, and human rights to demonstrate that progress requires active development instead of predetermined paths. The youth do not just spectate the world, they question it, challenge it, disrupt it, and reshape it, proving their perspective is not only relevant but also essential for the future of humanity.

Department of Law



B.A.L.L.B 1st Year



B.A.L.L.B 2nd Year



B.A.L.L.B 3rd Year

Department of Law



B.A.L.L.B 4th Year



B.A.L.L.B 5th Year

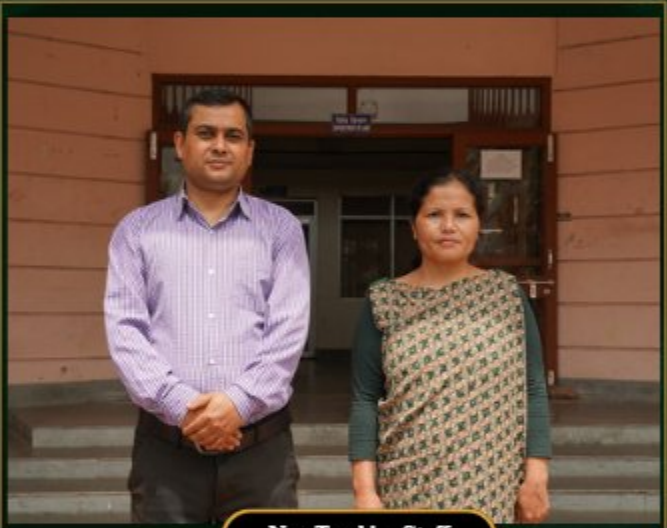


LL.M 1st Year

Department of Law



LL.M 2nd Year



Non-Teaching Staff



PhD Scholars



Teaching Staff

Department of Sociology



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of History



1st Year



Non-Teaching Staff



2nd Year



Teaching Staff



PhD Scholars

Department of Cultural and Creative Studies



1st Year



Non-Teaching Staff



2nd Year



PhD Scholars



Teaching Staff

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PHOTOGRAPHY COMPETITION



Liton Paul

JOURNALISM AND MASS COMMUNICATION DEPARTMENT

3RD PLACE

VARSITY 2026
PHOTOGRAPHY COMPETITION

SECTION TEN

X

ARTICLES, COMMUNITY, ASSOCIATIONS, VARISTY, ETC

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Education
Beyond the Classroom

"Education is not the filling of a pail, but the lighting of a fire." — William Butler Yeats

SEEMA KALITA, RIKEE TALUKDAR, KAUSHIK SAIKIA

01 Introduction

Education is often imagined within the four walls of a classroom, where knowledge is delivered through textbooks, lectures, and examinations. While this structured system provides an essential foundation, it represents only a part of the learning process. In reality, education is a continuous journey that extends far beyond institutional boundaries and evolves through everyday experiences, social interactions, and personal reflections.

Modern educators urge that the world beyond textbooks is the best classroom. As one UNESCO report illustration declares "Lead With Youth," today's students are seen not as passive recipients but as co-creators of learning. For example, at North-Eastern Hill University's annual Varsity Fest, the campus briefly turns into a small version of the world. The days are filled with debates, performances and athletic events. In such events, academic study merges with civic awareness as students draw connections between theory and action. The world itself turns into an open educational institution where each challenge and cause is a classroom teaching empathy, and the value of engaged citizenship. In practice, today's youth are wielding a weapon by blending classroom learning with real-world experience.

02 Learning by Living: The Power of Experience

One of the most significant dimensions of education beyond the classroom is experiential learning. While textbooks introduce theoretical concepts, real-life situations allow individuals to apply and internalize that knowledge in meaningful ways. It is through experience that abstract ideas transform into practical understanding. For instance, students who live away from home for higher education often teaches essential life skills such as time management, financial planning, and self-discipline.

These lessons are rarely taught formally, yet they play a crucial role in shaping independence and maturity. Similarly, field visits, internships, and research projects expose students to real-world conditions, helping them understand the complexities that lie beyond theoretical frameworks. As Julius Caesar aptly stated, "Experience is the teacher of all things." This highlights the importance of learning through action, where knowledge is not merely acquired but lived.

Experiential learning also encourages creativity and innovation. When students are placed in real-life situations, they are often required to think independently and find solutions to problems. In real-world settings, young people learn by doing. Internships, field trips, and study tours turn abstract ideas into lived insight.

According to an article published by UNESCO, in Uganda, students use creative means to teach each other. One programme has nursing students playing a traditional thumb piano—the "Akogo"—to start conversations about gender violence and relationships. Another sets up informal tea gatherings, called "KYOTO" sessions, where students and lecturers talk openly about stress, consent, or mental health.
Creative and experiential programmes turn passive learning into active wisdom.

03 From Campus to Community: Building Social Consciousness

Education acquires deeper meaning when it connects learners with society. Community engagement plays a vital role in expanding students' perspectives beyond their immediate environment. Interaction with diverse social groups enables individuals to understand different realities, challenges, and ways of life. In regions like Northeast India, students often gain valuable insights by interacting with rural communities, local markets, and traditional livelihoods. Such exposure helps them understand economic disparities, cultural practices, and social structures more closely.

It also fosters empathy and a sense of responsibility towards society. Participation in social initiatives, voluntary work, and awareness campaigns further strengthens communication skills and cooperative learning. In this context, education becomes not just an intellectual pursuit but also a means of social transformation.

In many educational spaces today, students are actively encouraged to engage with social issues and contribute to change. University events, awareness campaigns, and collaborative projects often become platforms where academic learning meets real-world concerns. For example, discussions on social justice, environmental protection, or public health allow students to apply theoretical knowledge in meaningful ways. Such engagements transform education into a participatory process, where learners develop both intellectual insight and civic responsibility.

04 Learning Without Walls: Culture, Family, and Informal Spaces

Education begins long before formal schooling and continues beyond it. The family and community serve as the earliest and most influential learning environments. Values, ethics, language, and social behavior are often learned through observation and interaction rather than structured teaching. Cultural exposure plays a significant role in shaping an individual's worldview. Engaging with traditions, festivals, and different ways of life broadens understanding and promotes tolerance. Traveling, interacting with diverse groups, and experiencing various art forms help individuals appreciate diversity and develop a more inclusive mindset. Such informal learning environments contribute significantly to the holistic development of an individual by shaping attitudes, beliefs, and values.

Cultural learning also plays a significant role in shaping identity and understanding diversity. Culture is not limited to festivals and traditions but includes everyday practices, livelihoods, and social relationships. By interacting with people from different backgrounds, individuals gain insight into different ways of life. This exposure reduces prejudice and promotes mutual respect. In a diverse country like India, such learning is essential for building harmony and unity.

05 Digital Horizons: Learning in a Connected World

The advent of technology has revolutionized education by removing geographical and institutional barriers. Today, students have access to a vast pool of knowledge through online platforms, digital libraries, and educational content from across the globe. This transformation has made learning more flexible and accessible. Students can explore subjects beyond their curriculum, develop new skills, and engage with global perspectives. However, the abundance of information also demands critical thinking. It is essential for learners to evaluate sources carefully and use technology responsibly. When used effectively, digital tools can complement traditional education and enhance independent learning.

06 Learning to Be: Personal Growth and Well-being

The outward engagements that students indulge in feed inward growth. Students build resilience as they grapple with big issues. However, the emotional toll on them is real. UNICEF-led research finds Gen Zers consume news voraciously, and 6 in 10 reports feeling overwhelmed by current events. Half of them still face stigma speaking about mental health, and only about 55% feel they have effective coping tools. Yet hope remains high as 60% of surveyed youth remain optimistic and want to help shape a better world. Many manage stress through simple means such as walking, sports, or quality time with friends.

Moreover, peers support each other in new ways. UNESCO notes that student "peer family" networks and informal talk circles have made mental health discussions visible on campuses. Further, by creating relaxed, familiar spaces, barriers fall and participation increases. This is evidence that "a supportive environment reduces stigma". In practice, knowledge gained beyond the classroom helps young people care for each other and themselves doing so, they blend learning with empathy.

07 Youth, Awareness, and Emotional Resilience

In today's interconnected world, young people are more aware than ever of global challenges such as climate change, inequality, and social conflict. While this awareness is a sign of informed learning, it also brings emotional pressure. Many students feel overwhelmed by the constant exposure to information and expectations. However, learning beyond the classroom also provides ways to cope with these challenges. Informal peer networks, open discussions, and supportive environments allow students to share their concerns and learn from each other. Simple practices such as engaging in sports, creative activities, or spending time with friends contribute to emotional well-being. These experiences highlight that education is not only about intellectual growth but also about developing resilience, empathy, and self-awareness.

Conclusion

Education extends far beyond classrooms and textbooks. While formal systems provide a necessary foundation, true learning emerges from experiences, interactions, and reflections beyond them. Through real-world exposure, cultural understanding, community engagement, and personal growth, education becomes a holistic and meaningful process. UNESCO insists that "young people must be at the center" of the future. Education, in their hands, becomes a lifelong journey of action, wisdom, and hope. As Nelson Mandela rightly said, "Education is the most powerful weapon which you can use to change the world." When education moves beyond the classroom, it not only shapes individuals but also empowers them to shape society itself.

08 Nature as a Silent Teacher

Nature has always been a profound source of knowledge. Observing natural processes teaches patience, balance, and sustainability—lessons that are difficult to replicate within classrooms. Farmers, for example, develop deep understanding of seasons, soil, and environmental patterns through continuous observation. Such knowledge reflects the value of experiential and environment-based learning. As Albert Einstein observed, "Look deep into nature, and then you will understand everything better." In the context of current environmental challenges, learning from nature has become increasingly essential for sustainable development.

Dimensions of Education Beyond the Classroom



DIPLOMA COURSE



P.G. Diploma in Geo-Informatics



P.G. Diploma in Music

NEHU SPORTS TEAMS



BADMINTON & TABLE TENNIS

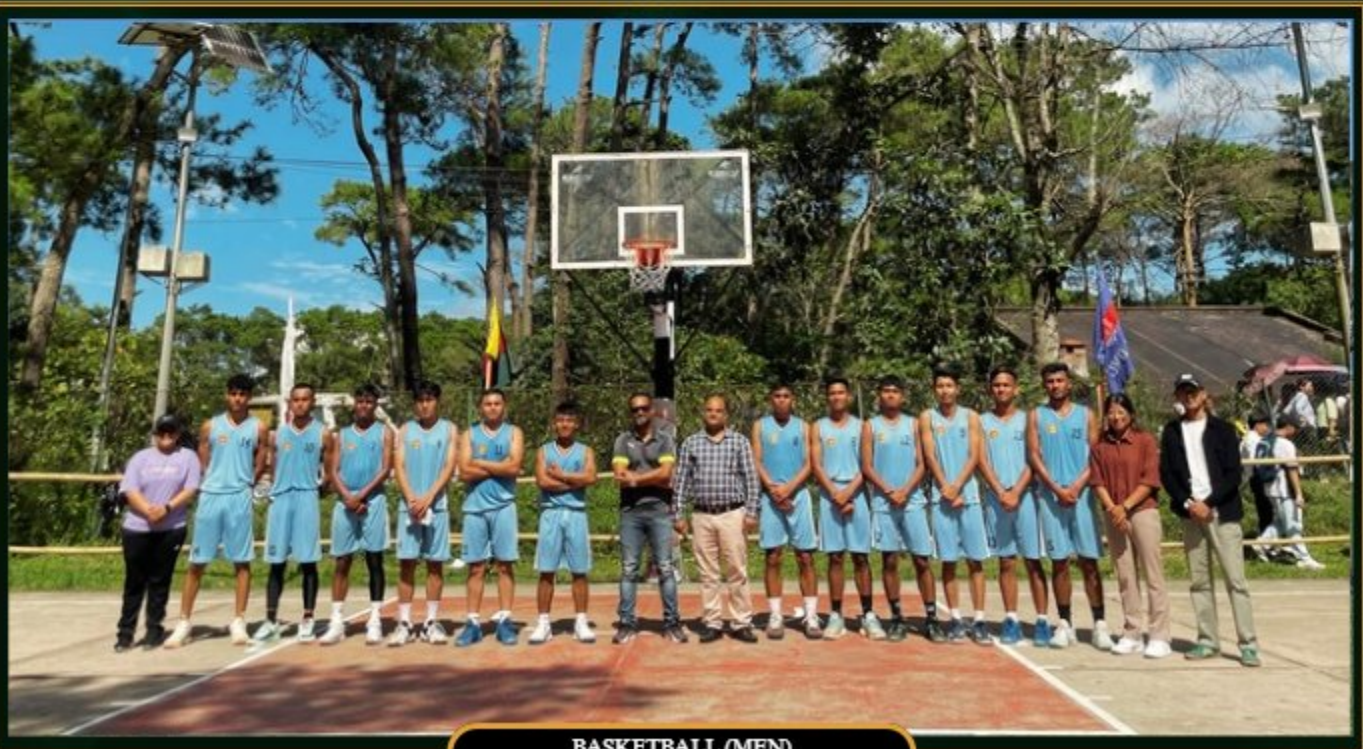


FOOTBALL (MEN)

NEHU SPORTS TEAMS



BASKETBALL (WOMEN)



BASKETBALL (MEN)

Community and Association Photographs



NEHU Tripura Indigenous Students' Union (NTISU)



All Mizo Post Graduate Student's Union (AMPGSU)



NEHU Assam Student's Association (NASA)

Community and Association Photographs



Nehu Manipuri Students Union (NEMSU)



Hmar Students' Association (HSA) NEHU Unit



Arunachal student union NEHU (ASAN)

Community and Association Photographs



NEHU Kuki Post Graduate Students'



Naga Post Graduate Students' Co ordination Committee (NPGSCC)



A·chik NEHU Students' Union (ANSU)

Community and Association Photographs



Khasi Students' Union (KSU) NEHU Unit



Dean of Students' Welfare Office

Community and Association Photographs



North-Eastern Hill University Non-Teaching Staff Association (NEHUNSA)



North-Eastern Hill University Teachers' Association (NEHUTA)

NORTH-EASTERN HILL UNIVERSITY STUDENTS' UNION (NEHUSU) 2025-2026



From left to Right:

Mr. Toniho S. Kharsati	*Advisor*
Mr. Maitshaphrang Syiemiong	*Games & Sports Secretary*
Mr. Kevin Nelson Wanrap	*Vice-President*
Mr. Ram Toi	*Finance Secretary*
Mr. Menlamlynti Markhap	*President*
Mr. Martin Warjri	*General Secretary*
Ms. Aphisha Kharkongor	*Academic Secretary*
Ms. Ruhilan Za Najiar	*Socio & Cultural Secretary*
Ms. Ibakordor Kharnaior	*Publicity Secretary*
Ms. Theodorisa Pyrtuh	*Assistant General Secretary*
Mr. Donmain Nongbri	*Editor*
Mr. Bashan Kur Buhroy	*Co-Advisor*


ELYSIUM
2026



COORDINATORS



VOLUNTEERS



VARSITY FEST 2026 CHAMPION



VARSITY FEST 2026 1st RUNNERS UP



VARSITY FEST 2026 2nd RUNNERS UP



VARSITY FEST 2026 3RD RUNNERS UP



VARSITY FEST 2026 4th RUNNERS UP



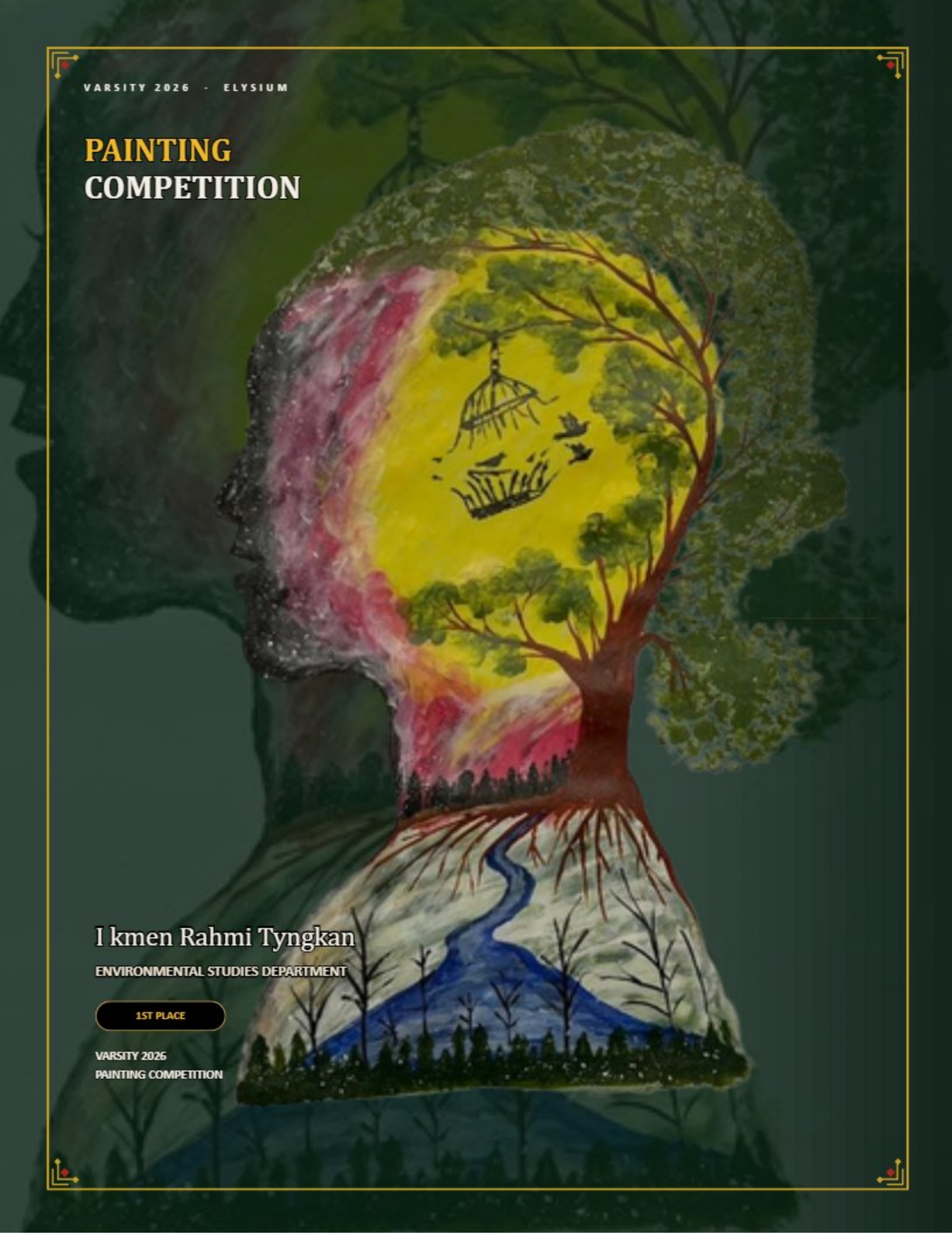


SOCIO-CULTURAL COMMITTEE



NEHU CHOIR

PAINTING COMPETITION



I kmen Rahmi Tyngkan

ENVIRONMENTAL STUDIES DEPARTMENT

1ST PLACE

VARSITY 2026
PAINTING COMPETITION

PAINTING COMPETITION



Mehjabeen Sabiha

ARCHITECTURE DEPARTMENT

2ND PLACE

VARSITY 2026
PAINTING COMPETITION

PAINTING COMPETITION



Sushanity Lyngdoh

CULTURAL AND CREATIVE STUDIES DEPARTMENT

3RD PLACE

VARSITY 2026
PAINTING COMPETITION

POSTER MAKING COMPETITION



Sneha Gogoi

GEOGRAPHY DEPARTMENT

1ST PLACE

VARSITY 2026
POSTER MAKING COMPETITION

VARSITY 2026 · ELYSIUM

POSTER MAKING COMPETITION



Avaneeza Pyngrope

LAW DEPARTMENT

2ND PLACE

VARSITY 2026
POSTER MAKING COMPETITION

POSTER MAKING COMPETITION



Clarisa Lapdianghun Nongrum
EDUCATION DEPARTMENT (ITEP B.A. B.ED.)

3RD PLACE

VARSITY 2026
POSTER MAKING COMPETITION









VARS
026
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VARSITY FEST 2026




VOLLEYBALL














VARSITY FEST 2026









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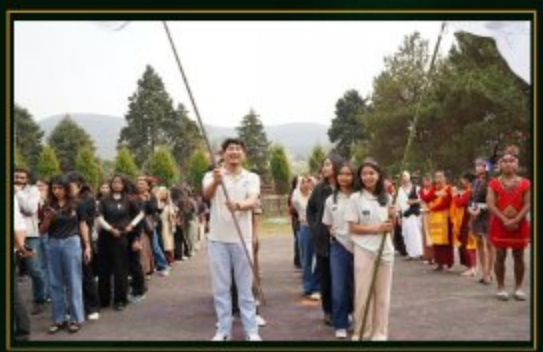






VARSITY FEST
2026












2026
LITERARY EVENTS




LITERARY EVENT






VARSITY FEST
2026
LITERARY EVENTS


VARSITY FEST
2026
LITERARY EVENTS




VARSITY FEST 2026






VARSITY FEST 2026




VARSITY FEST 2026










VARSITY FEST
2026




VARSITY FEST 2026




VARSITY FEST 2026

NEHUSU 2025-26







NEHUSU STANDS IN SOLIDARITY AGAINST EXAMINATION IRREGULARITIES

Standing in solidarity with students across the country protesting against paper leaks and irregularities in examinations, NEHUSU organised a protest at North-Eastern Hill University. The protest was a collective expression of support for students demanding fairness, transparency and accountability in the examination system.

For students, examinations represent years of hard work, dedication and aspirations for a better future. Any compromise with the integrity of examinations not only undermines their efforts but also affects their trust in the system.

Through this protest, NEHUSU reaffirmed its commitment to standing with students and raising its voice for justice, transparency and equal opportunities for all

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EK PED MAA KE NAAM: NURTURING NATURE, HONOURING MOTHERHOOD

On the occasion of World Environment Day, NEHUSU came together to participate in the "Ek Ped Maa Ke Naam" initiative, dedicating a sapling to the love, care and strength that our mothers represent.

Planting a tree is more than an act of environmental responsibility—it is a promise to nurture life, protect our surroundings and leave behind a greener world for the generations to come. Through this initiative, NEHUSU sought to inspire the student community to value and care for nature, reminding us that just as a mother nurtures her child, the earth nurtures us all.













RIDING WITH STRENGTH: CELEBRATING WOMEN IN SPORT

In celebration of World Bicycle Day 2026, NEHUSU, in collaboration with the Meghalaya Cycling Association, successfully organised the ASMITA Women's Cycling League at NEHU Shillong.

The event brought together cyclists from different age groups, celebrating fitness, resilience, sportsmanship, and women's empowerment through sport. The enthusiastic participation and remarkable performances made the event a memorable success.

The event was a celebration of strength, determination, and the growing spirit of women in sports, making it a meaningful addition to the sporting life of the NEHU community.

WORLD ENVIRONMENT DAY 2026 – CLIMATE ACTION RUN

On 5th of June 2026, NEHUSU observed World Environment Day by organising the Climate Action Run, bringing together students to promote environmental awareness, healthy living, and sustainability.

The enthusiastic participation reflected a shared commitment towards a greener campus and a healthier future. The programme concluded with the felicitation of winners and participants in the presence of Prof. R. L. Nongkhlaw, Dean of Students' Welfare, NEHU.

Every step towards a greener future begins with us.



A DAY OF GRATITUDE

As a gesture of gratitude and appreciation, NEHUSU organised a picnic for our volunteers, who stood by us throughout our term. Their time, effort, dedication and constant support were an invaluable part of our journey and helped make our initiatives possible.

The picnic was a small way of expressing our heartfelt thank you to each one of them for their contribution and support.

Their presence, commitment and support will always remain a cherished part of our journey. This journey would not have been possible without them.

To all our volunteers, thank you for standing with us and making this journey possible.





A NEW GATEWAY: NEHUSU OPENS GATE 1 OF NEHU

On 23rd February 2026, NEHUSU formally opened Gate 1 of North-Eastern Hill University in the presence of the University Engineer, members of the KSU NEHU Unit, NEHUTA, NEHUNSA, and the NEHU community.

The opening marked the fulfilment of a long-pending concern, as the gate, despite being constructed years ago, had remained unused.

Its operationalisation now provides an additional entry and exit point, helping ease congestion at Gate 2 and improving safety and accessibility on campus.

More than just an entrance, Gate 1 stands as a symbol of persistence, collective coordination, and a shared commitment towards the progress, safety, and well-being of the NEHU community.

PLANTING FOR THE FUTURE: NEHUSU'S TREE PLANTATION DRIVE 2026-2036

On 27th August 2026, NEHUSU, in collaboration with the Meghalaya State Olympic Association (MSOA) and the Department of Sports and Youth Affairs, Government of Meghalaya, successfully organised the Tree/Fruit Plantation Drive 2026-2036.

As part of the initiative, 500 saplings were received and planted across different locations within the NEHU campus, contributing towards a greener and more sustainable campus environment. The drive was held in support of the vision to host the 2036 Olympic & Paralympic Games, under the message: "One Athlete, One Student, One Tree."

Together, we planted not just trees, but hope for a greener NEHU, a greener Meghalaya, and a greener tomorrow.











A CELEBRATION OF MINDS: NEHUSU INTRA-UNIVERSITY DEBATE AND QUIZ COMPETITION

The University campus came alive with ideas, arguments, questions, and healthy competition during the Intra-University Debate and Quiz Competition, organized by NEHUSU and the NEHU Debate Club on 22nd - 23rd September 2026. Bringing together students from different Schools, the two-day event provided a platform to showcase knowledge, confidence, critical thinking, and the ability to think on their feet. The Debate Competition saw passionate exchanges and thoughtful arguments, while the Quiz Competition tested knowledge, presence of mind, speed, and teamwork through a series of challenging rounds.

Beyond competition, the event encouraged students to step outside the classroom and engage with ideas, perspectives, and one another. The enthusiastic participation and spirited atmosphere reflected a strong sense of camaraderie and mutual respect. More than the prizes and positions, the experience of debating, questioning, learning, and competing together made the event meaningful, marking another step towards building a more intellectually vibrant and participatory campus culture.

STRENGTHENING BONDS ACROSS THE NEHU COMMUNITY

NEHUSU held meetings with representatives of the different communities of North-Eastern Hill University, and what we received in those rooms was far more than we could have hoped for. Each community opened its heart to us, shared its worries and its dreams, and trusted us with its voice. And whenever we called upon them to assist us, they were always there, ready to stand beside us without hesitation. That trust and generosity is something we will always hold close.

To every community representative who sat with us, listened, helped, and spoke honestly: we are deeply grateful. You reminded us that behind every community stands a family, and that NEHU is at its most beautiful when we stand together. We hope the bonds formed in these meetings continue to grow among all members of the NEHU family.









STRENGTHENING ESSENTIAL CAMPUS FACILITIES

Recognising the importance of accessible and safe drinking water within the University campus, the NEHUSU 2025–26 took the initiative towards establishing a centralised Drinking Water Facility near Gate 2. The facility was inaugurated on 4 May 2026 by Prof. R. L. Nongkhlaw, Dean of Students' Welfare (DSW), in the presence of the University Engineer and NEHUSU office bearers.

The initiative was undertaken with the aim of addressing a basic yet essential need of the university community by providing students, faculty, staff and visitors with convenient access to drinking water. The establishment of the facility reflects NEHUSU's continued efforts towards improving campus amenities and promoting student welfare through practical initiatives that contribute to a more accessible and supportive campus environment.

ADVANCE CHRISTMAS CELEBRATION

The NEHU Students' Union (NEHUSU), in collaboration with the Khasi Community, came together on 17 December 2025 to celebrate an Advance Christmas, a celebration not only of the festive season, but of togetherness, friendship and the spirit of giving.

The campus came alive with music, dance, refreshments and the warmth of shared smiles. The Carol Walk from the NEHUSU Office to the Lakeside Parking Lot brought students together as one, filling the campus with the joy and spirit of Christmas.

More than an event, the celebration was a reminder that Christmas is about being there for one another, creating memories and sharing happiness as a community. For NEHUSU, it was a beautiful opportunity to bring people closer and end the year with gratitude, warmth and hope















REPRESENTING NEHU BEYOND THE CAMPUS

This year, NEHUSU took up various sporting opportunities to provide our student athletes with platforms to compete and represent NEHU beyond the campus.

In April, NEHU's men's and women's volleyball players participated in friendly matches with the Meghalaya State Volleyball Association at Siejiong Volleyball Court. We are proud that two of our women players were selected in the second phase for the forthcoming 39th National Games Meghalaya 2027.

In August, our volleyball and basketball teams represented NEHU at the SPANDAN League 2026, organised by BSF, Shillong.

Through such initiatives, NEHUSU continues to facilitate wider opportunities for our students to gain exposure, experience, and confidence while representing NEHU with discipline, sportsmanship, and commitment.





NATIONAL SPORTS DAY

NEHUSU, in collaboration with the Sports Department, NEHU, celebrated National Sports Day 2026 with enthusiasm and active participation. The celebrations featured a friendly football match between NEHUSU and the combined team of NEHUNSA and NEHUTA, along with the NEHU Inter-School Basketball Tournament and Cross Country Run.

The celebrations brought the entire University community together in the spirit of sportsmanship, teamwork, unity and healthy competition, while commemorating the legacy of Major Dhyan Chand.











A VISION BEYOND CLASSROOMS

NEHUSU, in collaboration with Mission Nethralaya Eye Care Centre, organised a Free Eye Check-Up Camp at the NEHUSU Office, providing students and members of the university community with free eye screening, consultation, and basic eye-care guidance.

The initiative received an encouraging response, reflecting the importance of accessible healthcare and health awareness within the campus community. NEHUSU sincerely thanks the Mission Nethralaya Eye Care Centre team for their valuable support and contribution towards the success of the programme.

Through such initiatives, NEHUSU remains committed to promoting the health, well-being, and overall welfare of the student community.



ESPORTS AND CAMPUS SPIRIT

This year, the NEHU Students' Union organised two esports events on campus. In April, we hosted Honor of Kings' The King's Caravan, where students took part in matchups and lively activities that filled the arena with cheers. In August, we held the Monster Campus Unleashed BGMI Solo Tournament 2026, a day of sharp plays and friendly rivalry, with a ₹10,000 prize pool and a packed hall watching every moment.

Both events gave students a space to compete, connect, and enjoy time together. Our thanks to everyone who took part and cheered along.









INSPECTION OF BIJNI COMPLEX FOR PROPOSED RELOCATION OF ITEP

In an effort to address the long-standing infrastructural concerns faced by ITEP students, NEHUSU took up the matter with the University Administration and pursued the need for a suitable and lasting solution. As part of this effort, an inspection of the Bijni Complex, Laitumkhrah, Shillong, was conducted along with the University Administration, concerned teachers, University Engineer and staff to assess its suitability for the proposed relocation of the programme.





The inspection focused on the availability of classrooms, laboratories and other essential academic facilities and their potential to meet the requirements of ITEP.

The inspection marked a constructive step towards finding a suitable and sustainable solution for ITEP, with the aim of ensuring a better-equipped and conducive academic environment for its students.

STANDING TOGETHER AS A COMMITMENT

The unfortunate incident at Gate 2 was a deeply difficult moment for the NEHU community. In the midst of this challenging time, the strength of our community was reflected in the overwhelming care, support and solidarity extended towards Ms. Stephanie Shadap and Mr. Daritngen Pohdukhei and their families.

NEHUSU expresses its heartfelt gratitude to the Government of Meghalaya and the Health Department for their timely assistance and support. We also sincerely thank the entire NEHU community and everyone who came forward with contributions, offered help, reached out with messages of concern, and kept them in their prayers.

Every act of kindness, no matter how small, became a source of strength during a difficult time. The collective prayers, support and generosity reminded us that NEHU is more than an institution, it is a community that stands together in times of need







NEHUSU INTER-HOSTEL SPORTS TOURNAMENT 2026

The NEHUSU Inter-Hostel Sports Tournament 2026, held from 15 May to 6 June 2026, brought together students from the University's hostels in various sporting disciplines, including football, basketball, volleyball and tug of war. The tournament provided a platform for competitive participation while promoting sportsmanship, discipline, teamwork and camaraderie among the students.









HONOURING THE LEGACY OF POET SOSO THAM

NEHUSU attended the unveiling of the life-size statue of renowned Khasi poet Soso Tham, organised by the KSU Central Executive Committee on 18 December 2025 at the Central Library, NEHU. The occasion brought together KSU members, teachers from various departments of NEHU, and students of the University, along with distinguished guests and members of the poet's family.



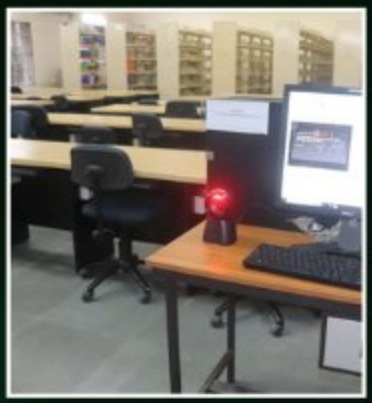
NEHUSU was honoured to be part of this meaningful occasion celebrating the life and contribution of one of the most revered figures in Khasi literature.

A LONG AWAITED FACILITY, FINALLY BROUGHT TO LIFE

The SOT Library was a long pending demand of the students, and its inauguration on 20 August 2026 marked the fulfilment of this much-awaited need.

The inauguration was graced by Hon'ble Vice-Chancellor Prof. S. K. Barik, Registrar Prof. Lakhon Kma, along with the Dean, School of Technology, Heads of Departments, Dean of Students' Welfare, University Engineer, faculty members, officers, staff and students.

The new library provides a dedicated space for reading, study, research and academic engagement, strengthening the academic environment of the University.







For NEHUSU, this marks an important outcome of consistently taking up matters concerning students' academic well being. NEHUSU sincerely appreciates the University Administration and everyone involved in making this long pending demand a reality.

STRENGTHENING CAMPUS SAFETY

Following a proposal by the Union, with the cooperation of the University, several road safety measures have been implemented on campus, including 30 km/h speed-limit signs, helmet advisory boards, road studs, repaired street lights, and the restoration of the pedestrian walkway at Gate 2.

Though simple, these measures are important steps towards improving safety and ensuring safer movement across the campus. The Union sincerely appreciates the University for its prompt response and urges all members of the NEHU community to observe road safety measures and act responsibly, as a safer campus is a shared responsibility.





BEGINING A NEW JOURNEY TOGETHER

The newly elected student body of NEHUSU 2025–2026 was formally introduced during the Introduction Ceremony and General Freshers' Meet, held on 17 November 2025 at the Convocation Hall, under the theme "Enchanted Forest."

The Oath-Taking Ceremony marked the formal beginning of the newly elected team's responsibilities, as the office-bearers pledged to serve the student community with dedication, integrity and commitment.

The occasion also warmly welcomed the freshers into the NEHU family, bringing together the newly elected Union and the freshers and marking a meaningful beginning for both.









CONNECTING WITH CLASS REPRESENTATIVES

NEHUSU continued to strengthen its connection with the student community through regular interactions with Class Representatives. These engagements provided a platform to listen to students' concerns, suggestions and academic or campus-related issues. The interactions also helped the Union understand matters across different departments and work towards taking them up through the appropriate channels. Through open communication and continuous engagement, NEHUSU remained committed to keeping student voices at the centre of its efforts.





GENERAL FAREWELL: CROSSROADS

NEHUSU organised the General Farewell 2026 on 19 June 2026 at the Convocation Hall, under the theme "Crossroads – Where Memories Meet New Beginnings." The occasion was a heartfelt celebration of the graduating students, honouring the memories, friendships and experiences they shared during their time at NEHU.

As they stepped forward towards new paths, the farewell became a moment to celebrate their journey and wish them success in all that lies ahead. Though their time at NEHU comes to an end, the memories and bonds created here will remain a part of their journey.







RESOLVING LONG STANDING CONCERNS OF ARCHITECTURE STUDENTS

NEHUSU took up the long-standing Phase 1 and Phase 2 academic progression issue in the Department of Architecture, which had significant implications for students' academic continuity and progression. After sustained engagement with the concerned authorities, the issue was finally resolved, bringing much needed relief to the affected students.

The resolution marked an important step towards ensuring smoother and more timely academic progression for Architecture students and reflected NEHUSU's continued efforts to address long standing student concerns.

A STAND FOR NEHU

The North-Eastern Hill University Students' Union (NEHUSU), along with the Khasi Students' Union – NEHU Unit (KSU-NEHU Unit), took a firm stand against the proposed conduct of the 193rd Executive Council Meeting outside the university in New Delhi.



The concern was not merely about the venue of the meeting. It was about ensuring that important matters concerning NEHU are addressed within the university. At a time when the university was already facing financial constraints, the proposed expenditure on travel, accommodation and other arrangements for holding the meeting outside the university raised serious concerns.

NEHUSU and KSU-NEHU Unit came together in a peaceful protest, demanding that the Executive Council meeting be held within NEHU. The protest also raised concerns over transparency and accountability in the administration of the university.

The protest was a collective stand for NEHU and its students.







SPORTS COMMITTEE





ACADEMIC COMMITTEE

Winter

Winter arrives with a truth the warm days never speak,
teaching that even the strongest branches can grow weak.
The world turns pale and silent, holding breath in frozen air,
showing how life can feel empty even when something's still there.

The night grows long, the sun grows small, the path turns sharp and by slow,
reminding that growth is a journey only colder hearts can know.
And though the frost steals colour from everything it meets,
life learns that even harshest winters prepare the softest feats.

Snowfall rhymes with endings, yet guards the roots beneath,
and though these hills know no white skies, the cold still forms its wreath.
A promise lives in distant snow these valleys never see—
a vision of a far-off land
where frozen winds run free.

And someday, when the journey calls and roads allow the dream to grow,
life may place two wandering souls
beneath a falling, silver snow—
for love might bloom in places
where this city's cold could never go.

- Martin Warjri

Renaissance: Reviving the Spirit

And so, we come to the final pages of Renaissance.
What began as an idea slowly became a collection of memories, conversations, opinions, creativity, and experiences shared by the NEHU community. This magazine would not have taken shape without the many people who gave their time, ideas, photographs, stories, and encouragement along the way.

To everyone who contributed to this edition, thank you. Some contributions may be long, some may be small, but each one has found its place in the story we have tried to tell through these pages.

We are very grateful to the students, teachers, and everyone who guided us whenever we needed direction. Your suggestions, patience, and encouragement made this journey easier and, more importantly, meaningful.

And to our readers, thank you for taking the time to turn these pages. A magazine only truly comes alive when someone reads it, relates to it, questions it, or finds a little part of themselves in it.

Renaissance is not meant to be a record of everything that happened. It is a glimpse of who we were during this chapter of university life what we created, what we celebrated, what we cared about, and what we hoped for.

We also acknowledge that this edition is not without its shortcomings. **The editorial team sincerely regrets that some photographs could not be included in the final publication. We apologize for any inconvenience or disappointment this may have caused and thank you for your understanding.**

As we close this edition, we hope the pages leave behind more than memories. We hope they remind us that the spirit of a university lives in its people in their ideas, friendships, struggles, achievements, and the willingness to keep moving forward.

Perhaps that is what Reviving the Spirit truly means: finding new energy in what we already have, learning from where we have been, and having the courage to create what comes next.

The pages end here, but the journey does not.
Until the next chapter.

With warm regards,
NEHUSU 2025-26
Renaissance: Reviving the Spirit