

**A REPORT
ON
LOCAL FIELD TRIP TO KONGTHONG
VILLAGE**



**THE DEPARTMENT OF TOURISM AND
TRAVEL MANAGEMENT
LADY KEANE COLLEGE, SHILLONG
MEGHALAYA
25TH APRIL 2025**

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INTRODUCTION

NAME OF THE PROGRAMME: LOCAL EXPOSURE TRIP

VENUE: KONGTHONG, EAST KHASI HILLS DISTRICT, SHILLONG

DATE: 25TH APRIL, 2025

NUMBER OF STUDENTS: 124

FACULTY: 3

On the 25th April 2025, a local field visit to Kongthong Village and Wah Myor in the East Khasi Hills district of Meghalaya was conducted by the Department of Tourism and Travel Management, Lady Keane College, Shillong. It was a part of the academic enrichment program of the department and was aimed to offer students' exposure to hands-on experience on tourism sites that have indigenous culture and natural heritage. Through direct interaction with the field, students were provided with the chance to expand their academic horizon through observation of the real world, interaction with the community, and reflective learning.

Kongthong Village, commonly known as the "Whistling Village," is known for its unique cultural identity and traditional ways, which make it a significant location for the study of cultural tourism. Wah Myor, on the other hand, is a natural site of serenity and beauty, providing an opportunity for students to visit an upcoming eco-tourism destination that underscores the significance of nature-based experiences. Both places reflect significant aspects of Meghalaya's tourism promise — one rooted in intangible heritage and the other in appreciating natural resources.

The field trip was intended not just to reinforce learning in the classroom but also to build students' capacity for analyzing tourism in terms of sustainability, local involvement, and destination management. Along the way, students were able to interact with members of the

local community, view tourism infrastructure, and consider how such places might be developed in a culturally and environmentally respectful manner.

This learning outing was designed to develop the critical thinking, cultural awareness, and professional skills of the students as potential tourism practitioners. It also helped affirm the department's role in promoting responsible tourism practices in Meghalaya through field-based learning and scholarly investigation.

OBJECTIVES OF THE TRIP

The field trip to Kongthong Village and Wah Myor was conducted locally with the aim of exposing the students to more real and firsthand experiences of tourism outside the lecture rooms.

1. To experience the cultural uniqueness of Kongthong Village, especially its whistling culture, and learn how such cultures could be conserved while being promoted within responsible tourism.
2. To see a rural tourism environment and how communities such as Kongthong are gradually embracing tourism in a manner that is respectful of their way of life and identity.
3. To enjoy the natural beauty of Wah Myor, and at the same time consider how such off-the-beaten-path locations can be marketed as eco-tourism attractions without destroying the environment.
4. To engage with local individuals, hear their accounts, and see how tourism is impacting their everyday lives—both the good and the apprehensions.
5. To ponder upon what constitutes a location as “tourist-worthy,” and how such locations can be planned sensitively, with student inputs based on real-life observation.
6. To forge a closer link within the state , by gaining insight into and appreciation of the cultural and natural diversity it possesses.

LIST OF PARTICIPANTS

SL.NO	SEMESTER	NAME
1.	II	ABIEL JIEDLANG KHARMALKI
2.		AJUM MALLING
3.		AMANCHIGA M MARAK
4.		AMRITA CHAKRAVARTY
5.		ANDY MARBIANG JAMU
6.		ANGEL KINO
7.		ARUEY W MOMIN
8.		BADAIAHUNALNAG DORPHANG
9.		BAFINRIYAKI SYIEM
10.		BASHISHA NONGRANG
11.		BENEDICT REENBORN
12.		BYABANG ABAI
13.		CHUMA GODAK
14.		CLARINDA KHARKONGOR
15.		DADO SUMKO
16.		DEIGRATIA NONGRUM
17.		ELIONORA R MARAK
18.		HAPHILASUK L KHARRYNGKI
19.		IBAPYNHUN NONGRUM
20.		JAJEY RIJIJU
21.		JEFFERNANDEZ PYNGROPE
22.		JOLIE QUEEN PYNGROPE
23.		JULESTARSING MAWLONG
24.		MEDAAITI SHABONG
25.		PRACHURYA DAS GUPTA
26.		RAFAEL CHARLES JALA
27.		RIBASKHEM DKHAR
28.		ROMIE PERCY KSANLAH
29.		SAFIRA SULIANG
30.		T. BATISHA R MARAK
31.		TANIA PANA
32.		WANRISAKA LYNGDOH
33.		WIJIMI ELAPRA
34.		WILBERT JANA
35.		DAHUNLANG SHANGPLIANG
36.		DEPHISHISHA MAWLONG
37.		NAPHILAHUN KHARLOR
38.		SHIMKAM MAWLONG
39.		ASEN EKKE
40.		GELAK DANGGEN
41.	PRIYA DAS	
42.	DAPHISHA NONGRUM	

43.	VI	MONGLAM WANGSU	
44.		DUMIR YAPAK	
45.		RUKHSANA BEGUM	
46.		KEPELHOUNO SIRIE	
47.		SOFIA L. JARAIN	
48.		LAME LINGGI	
49.		JASMINE KHARBUKI	
50.		LAIARISA MAJAW	
51.		EMIDAKA MYLLIEMNGAP	
52.		SHEKINAH MARAK	
53.		BAHUNSHISHA KHONGSDIR	
54.		BALARISUK MARSHRA	
55.		NA-I-SHISHA PYNGROPE	
56.		NABAKOR WARJRI	
57.		EVAKORDOR NONGLANG	
58.		EMIGRACIA DKHAR	
59.		DAIARISA PAKMA	
60.		VILHOUSANUO TSEIKHA	
61.		WANDARISHA WARJRI	
62.		DAPMONWARA SUCHIANG	
63.		PALEISHISHA NONGNENG	
64.		IV	ARDAMANKI SHYLLA
65.			AHCHLANGDIAM TALANG
66.			AIBOKLANG KHONGSAM
67.			AZEL HANANEEL SURONG
68.			BUDLANGIAKI KHONGSNI
69.			DAIAHUN RYNTATHIANG
70.			DAME WAN E RYNJAH
71.			DAPKUPARLANG KHYRIEM
72.			EVALINCY SYNGKLI
73.			EWADAMON N NAJIAR
74.			YOZAORI SAPRONI
75.			GLARISSA LYNGDOH
76.	GRACEFULL LAWRINIANG		
77.	GRATINGMON DKHAR		
78.	HODAM BHOOMI		
79.	KERRISHISHA KHARMAWPHLANG		
80.	LADEIPHI MALNGIANG		
81.	LAMANGPURA BINA		
82.	BADARITI SUSAN KHARSYIEMIONG		
83.	LAWEBAPHYRNAI KHONGJIREM		
84.	LYDIANA MARBANIANG		
85.	MARBAKORDOR SYIEMLIEH		
86.	METSIVONO RHAKHO		
87.	EMBHALANG TANGSANG		
88.	PERSARABASUK IAWPHNIAW		
89.	RACHEL ZOHLIMPUII		
90.	KURE RILUNG		

91.		SUNTI B. WAHLANG
92.		SUZANIE P. L. NONGKYNRIH
93.		THANRITHEM SHITHUNG
94.		THOIBISANA ROY YUMKHAM
95.		WANDAMAN THANGKHIEW
96.		VARTIKA KAUR
97.		WAILAD DEMI TARIANG
98.		WANBOKKUPAR SNAITANG
99	VIII	SAKAEMI PALA
100		FIDELITY BEHPHAT
101		ROILANG I NANGHULOO
102		EMIDAKA CHALLAM
103		SATISFY RYMBAI
104		MEBAAIHUN MYNSONG
105		DALUMLIN KHONGJI
106		LASARABHA LYMBA
107		GRACEFULLY KHONGLAH
108		CHIESA BALAMSHWA LAMIN
109		GIMIRALIN MAWLONG
110		SYNROPLANG WANKHAR
111		MEDAIKEMEN G MARPNA
112		IBANDARI MAWLEIN
113		EMMA WANSUK MARBANIANG
114		PYNGROPE PHAWA
115		WANSAKA TARIANG
116		PHIDALIN JYRWA
117		NAPHISABET PAMTHIED
118		RIAKOR RANI
119		LAWINIA WARJRI
120		TRINA DKHAR
121		GURLEEN KAUR
122		OSIYAM TAKU
123		SHAMURAILATPAM NIRMALA
124		RA THARSHIM AWUNGSHI

PROPOSED BUDGET

To
The Principal in Charge
Lady Keane College
Shillong

Subject: Request for Release of Funds for Students' Field Trip

Respected Madam,

I am writing to request the release of funds for an educational field trip & experiential learning cum surveys organized for the students of Department of Tourism & travel Management, Lady Keane College to Kongthong Village on 25th April, 2025.

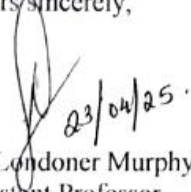
The purpose of this trip is to provide the students with a practical learning experience related to their academic curriculum, and to encourage exploration beyond the classroom. The total estimated cost of the trip is ₹ 37,000/- (Thirty Seven Thousand) which includes transportation, entry fees, tour guide fees, and other incidental expenses.

We kindly request you to release ₹ 37,000/- which is the amount sanctioned by the Governing Body as per letter No. C/6/Budget File/2022/175 dated 8th April, 2025 for the mentioned program.

We assure you that all necessary safety precautions will be taken, and faculty members will accompany the students throughout the trip.

Thank you.

Yours sincerely,


23/04/25
Dr. Londoner Murphy Sohtun
Assistant Professor
Department of Tourism & Travel management
Lady Keane College, Shillong

Department of Tourism & Travel Management
Lady Keane College
Shillong

Accountant
Kindly release an amount of ₹ 37,000/- only for the above from the sanctioned Dept Budget 2025-26.

Enclosed herewith:

1. A detailed breakdown of expenditure for the trip
2. Approved budget for the Department of Tourism & Travel Management, 2025-2026


23/4/25
Shillong

PLACES VISITED

-Kongthong Village

Situated in Meghalaya's East Khasi Hills district, Kongthong Village is famously referred to as the "Whistling Village." People here follow a special tradition named "Jingrwai Iawbei", where each person is assigned a specific tune or whistle at birth by their mother. This whistle, which is also an identity along with their birth name, is employed by villagers to hail one another, creating a profound cultural connection between humans and sound.

At the time of our visit, we were able to meet some of the villagers and understand the origin and the on-going practice of this tradition. The beautiful natural environment of the village, coupled with the simplicity of life and the strong bonding within the community, provided rich lessons in rural tourism potential in Meghalaya. We were also able to witness the rudimentary tourism infrastructure and consider the ways in which local traditions may be comfortably included in responsible tourism experiences.

-Wah Myor

Wah Myor, located close to Kongthong, is a serene riverside spot renowned for its clear water and natural beauty. It is surrounded by dense forest and hilly landscapes, providing a welcome respite from organized urban destinations. During their visit, students walked around the area, taking time by the river, viewing the natural scenery, and debating its possibilities for eco-tourism development.

While less advanced in the way of formal tourist facilities, Wah Myor's natural beauty and peaceful surroundings were perfect for discussions of sustainable tourism, conservation, and the marketing of off-the-beaten-path destinations. The experience here led us to consider how off-the-beaten-path places can be marketed without harming local ecosystems or ways of life.

ACTIVITIES CONDUCTED

-Guided Cultural Immersion in Kongthong:

Local tour guides facilitated an interactive cultural session where students learned about the origin and practice of Jingrwai Iawbei — the tune-naming tradition. The interaction enabled us to appreciate how sound, identity, and community are deeply intertwined.

-Trekking at Wah Myor:

A moderate-level trek was undertaken with guidance from local experts through Wah Myor's lush, scenic trails. The activity offered both physical challenge and a chance to reflect on the potential of eco-tourism in lesser-known destinations.

-Photography, Reels, and Documentary Competition:

Students actively participated in content creation during the trip. A creative competition was organized across three categories: photography, reels making, and short documentary production, using content captured during the visit. The top entries will be awarded by the department as part of post-trip academic engagement.

-Field Note-Taking & Observation Logs:

All students maintained personal field diaries, recording key moments, reflections, and observations to be used later for report writing and creative submissions.

The team was accompanied by a local tour guide, Mr.PynshaiborlangMajaw and his team, who offered great insights into the cultural and natural diversity of Kongthong and Wah Myor, so that the experience was both educative and unforgettable

EXPENDITURE STATEMENT

Sl No	Particulars	Bill No	Date	Amount (Rs)
1	Transportation- 3 Busses (Vehicle Registration No:ML05E-1144, ML05-4480, ML05-1353)	104	25-04-2025	30000
2	Women folks: Demonstration of Whistling tradition at Village	168	25-04-2025	2000
3	Guide Charges: For trekking and Village Tour	169	25-04-2025	5000
	Total			37000
	<i>Rupees in words: Thirty Seven Thousand rupees only/-</i>			

To
The Principal Incharge
Lady Keane College
Shillong

Date: 09-05-2025

Subject: Expenditure statement for local field trip to Kongthong-Whistling Village
on 24-05-2025.

Respected Ma'am,

With reference to the subject cited above, the department of Tourism and Travel Management, Lady Keane College, Shillong would like to express gratitude towards your support and guidance for the department local field trip to Kongthong- whistling Village. The field trip to Kongthong Village and Wah Myor was conducted with the objective of exposing the students to more real and firsthand experiences of tourism outside the lecture rooms. The students were able to interact with members of the local community, view tourism infrastructure, and consider how such places might be developed in a culturally and environmentally respectful manner.

The department has received Rs. 37000/- (Rupees Thirty Seven Thousand Only). The Department has fully utilized the released amount for transportation, guide charges and Demonstration by the women folks at the village.

The detail expenditure is presented below in the given table:

EXPENDITURE STATEMENTS

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1	Transportation- 3 no of Busses (Vehicle Registration No:ML05E-1144, ML05-4480, ML05-1353)	104	25-04-2025	30000
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3	Guide Charges: For trekking and Village Tour	169	25-04-2025	5000
Total				37000
<i>Rupees in words: Thirty Seven Thousand rupees only -</i>				

Enclosed herewith: Brochure and receipt of the expenditure, and report of the local field trip.

Thank You



Your Sincerely

Department of Tourism & Travel Management
Lady Keane College
Shillong

Accountant
kindly do the needful.



LEARNING OUTCOME

-Improved Cultural Sensitivity:

Students gained a stronger appreciation for indigenous knowledge systems and traditions, specifically how identity and community are articulated through non-verbal, musical genres in Kongthong.

-Practical Appreciation of Responsible Tourism:

Watching the way that the communities approach visitor engagement allowed students to see the principles of low-impact, community-managed tourism applied.

-Application of Theoretical Concepts:

The field experience allowed students to implement theoretical concepts like cultural tourism, sustainable practices, and eco-tourism in practical contexts.

-Enhanced Communication and Collaboration Skills:

Group activities throughout the trip—such as trekking, discussions, and creative competitions—promoted teamwork, active listening, and respect for peers.

-Development of Creative and Critical Thinking:

Involvement in photography, reel, and documentary-making competitions also developed students' skills to think critically while evaluating the cultural and natural features of the locations.

-Confidence in Field-Based Research and Documentation:

Students developed confidence in carrying out field-based documentation and interacting with new environments with respect through note-taking, observation, and interactions with locals and guides.

CONCLUSION

The trip to Kongthong Village and Wah Myor, which was facilitated by the Department of Tourism and Travel Management, Lady Keane College, was not just a trip to two places but a rich learning experience that closed the gap between theory and practice. Against the peaceful milieu of Meghalaya's hill country and valleys, this native outing provided the students with a chance to see the depth of indigenous knowledge, customary identity systems, and sustainable ways of life that are read about in textbooks but seldom have the chance to experience.

Through facilitated treks, cultural encounters, and creative activities like photography and documentary-making competitions, the students immersed themselves in the people and landscapes they visited. Kongthong's distinctive "whistling language" was a compelling demonstration of how culture and identity can be maintained and celebrated through mundane practices. In Wah Myor, the pristine natural environment led to debates on eco-tourism potential and the fine balance between discovery and conservation.

In addition to academic enrichment, the journey promoted valuable life skills—collaboration, flexibility, observation, empathy, and leadership. It instilled a deeper sense of the students' role as future professionals in shaping responsible and inclusive tourism narratives. It also reaffirmed the importance of respecting cultural differences, listening to local voices, and embracing the slower, more meaningful rhythms of travel.

In essence, this field trip not only expanded intellectual horizons but also nurtured a deeper connection with Meghalaya's cultural and natural heritage. It was a memorable and transformative journey, one that will continue to inform and inspire the students' future contributions to the field of tourism and travel management.

ANNEXURE





