

## Message from the Issue Editor



Dear Readers,  
Education has been correctly described as the “dynamic side of philosophy.” Every Educational practice is endowed with the

background of one or the other philosophy.

Therefore, it is often felt that the basic understanding of philosophical systems of thought on the part of all teachers would enable them to understand the teaching-learning process which in turn will have great impact in the educational system.

Although there are many philosophical thoughts which have impacted the Educational Systems around the world, the three most famous ‘isms’ or philosophies connected to teaching are Naturalism, Idealism and Pragmatism. Naturalism believes in the theory of ‘self-teaching’ Naturalists focus on the goodness of the human nature. It lays stress on learning by doing, learning through experience and observation. If a teacher has to adopt this philosophy of teaching then he has to work with each student in such a way that he acts according to

the law of nature with respect to the Student’s mind. Rousseau the greatest exponent of naturalism in education says, “I like not explanation given in long discourse. Young people pay little attention to them and retain little from them.” Hence, the curriculum based on Naturalism should spring naturally from the needs of the Child’s life.

Idealism centers on the creation of spiritual environment. Self-realization is seen as the aim of education. It asks the educator to realize the divinity in the student. A great amount of stress is made on the development of the child in accordance

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with adult standard. The teacher's job is to act as a friend, philosopher and guide. The curriculum based upon this philosophy lays stress on the nature of the child, Ethics, religion and arts find an important place in this curriculum. If a

teacher accepts this philosophy of teaching then he has to focus on cultivation of higher values of

life through moral and religious instruction. It requires the

teacher to present good example the students look upon the teacher as a figure to be emulated. One of the greatest weaknesses of the Idealistic scheme of education is that it pays less or no attention to the physical, industrial, social and electronic environment of today and rather becomes overloaded with obsolete knowledge.

Pragmatism refers to the activities in the living present. It takes nothing for granted, whether from the past or for the future. It believes in values which are ever-changing. Therefore, Pragmatic principles of

education stress on the social and physical environment. Social efficiency is seen as

the primary aim of education, it

regards adaptation to environment as

one of the major aims of education. The

educational curriculum based on Pragmatism regards utility as the prime mover in the determination of curriculum.

Subjects such as physical training, hygiene, Mathematics and Sciences are given outmost importance.

Therefore, a teacher working under such curriculum must act as a helper and guide, heavy demand is put on the teacher as he must be alert and watchful all the time and must be able to arrange purposive and cooperative activities.

Every class-room situation is a struggle between the self of the student and a problem. The teacher must take into account the existing physical and mental state of every student, and give each a vision of his infinite power to solve the problem in his own way. As Rousseau said, "*Human institutions are one mass of folly and contradiction.*" Teaching is individualization, socialization and universalisation as combined.

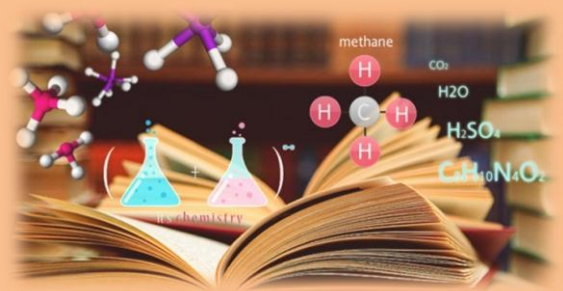
**Ms. Longchanaro Longkumer**

Assistant Professor

Department of English

ICFAI University Nagaland

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# Campus News

**Summer and Minor Projects:** The Summer Projects and Minor Projects of the 1<sup>st</sup> and 2<sup>nd</sup> year students of the various UG and PG Programmes have commenced from the last week of *May 2016* at the campus.

**End Semester Results:** The End Semester Examination results of the final semester students of the university were declared this month.

- Results of the ***MBA Programme (Class of 2014-16):***
  - Gold Medalist: Mr. Inreutube (First Division with CGPA 7.63).
  - Total Number of First Divisioners: 5.
  - Total Number of Second Divisioners: 4.
- Results of the ***MA (Eng.) Programme (Class of 2014-16):***
  - Gold Medalists: Ms. Sentilemla Lemtur (First Division with CGPA 7.89) and  
Ms. Soyimla Akum (First Division with CGPA 7.89).
  - Total Number of First Divisioners: 15.
  - Total Number of Second Divisioners: 24.
- Results of the ***MA (Pol. Sc.) Programme (Class of 2014-16):***
  - Gold Medalist: Ms. Ratna Begum (First Division with CGPA 7.03)
  - Total Number of First Divisioners: 1.
  - Total Number of Second Divisioners: 37.
- Results of the ***BBA Programme (Class of 2013-16):***
  - Gold Medalist: Mr. Imtimeren Pongener (First Division with CGPA 8.00).
  - Total Number of First Divisioners: 2.
  - Total Number of Second Divisioners: 3.
- Results of the ***BCA Programme (Class of 2013-16):***
  - Gold Medalist: Mr. Avinash Vinci (Distinction with CGPA 9.68).
  - Total Number of First Divisioners: 4.
  - Total Number of Second Divisioners: 8.

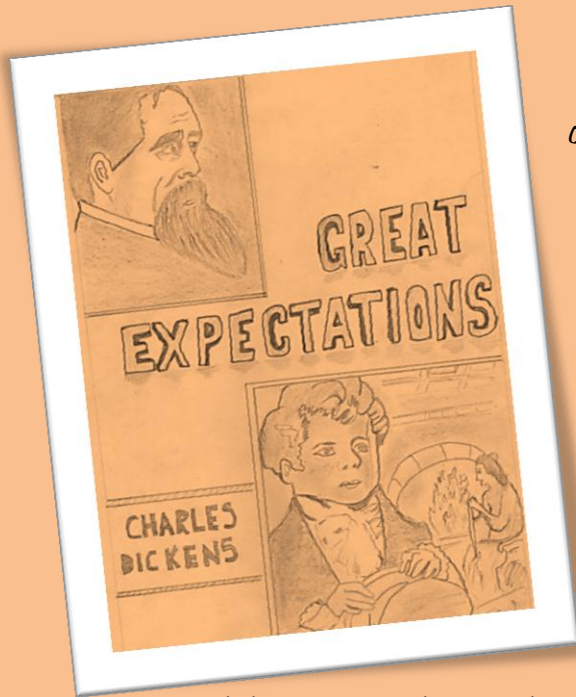
- Results of the ***BCom Programme (Class of 2013-16):***
  - Gold Medalist: Mr. Inthono Boro (First Division with Honors CGPA 8.30).
  - Certificate of Merit: Ms. Sushma Siva (First Division with CGPA 7.04).
  - Total Number of First Divisioners: 4.
  - Total Number of Second Divisioners: 9.
  
- Results of the ***BA Programme (Class of 2013-16):***
  - Gold Medalist: Ms. Masourhii Mary Pou (First Division with Honors CGPA 7.41).
  - Certificate of Merit: Ms. Teresa Pou (First Division with CGPA 8.18)
  - Total Number of First Divisioners: 6.
  - Total Number of Second Divisioners: 17.
  
- Results of the ***Certificate in Computer Hardware and Networking Programme (Class of 2015-16):***
  - Total Number of 'A' Graders: 3.
  - Total Number of 'B' Graders: 13.
  - Total Number of 'C' Graders: 4.

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# Great Expectations (A Graphic Novel) – Part 15

Ms. Temsurenla Ozukum, Assistant Professor, Dept. of English

This graphic novel is the outcome of a class project which was conducted as part of the internal assessment for a course titled 'Fiction from Richardson to Hardy' in the MA (English) class. For this project, the class was divided into eight groups and was assigned different tasks based on the text "Great Expectations" by the Victorian novelist, Charles Dickens.



One of the groups was assigned to create a comic book based on fifteen important incidents found in the novel. They were very creative and delivered a presentation using these comic panels involving events and incidents which Pip, the protagonist undergoes and overcomes as he attains adulthood.

Here is a short summary of the novel:

Great Expectations is the coming of age story about Philip Pirrip, otherwise known as Pip. The novel is narrated by Pip, a young orphan who seeks to become a gentleman in order to earn the love of the beautiful but cold hearted Estella. Estella has been adopted by the rich but strange lady Miss Havisham to seek revenge on men. With the help from a mysterious benefactor, Pip leaves his country home in Kent for London to become a fine young gentleman. In the process, he distances himself from the coarse life and upbringing of which Estella has made him ashamed. Eventually, Pip redeems himself and the novel ends with Pip as a matured and chastened individual.

This is the fifteenth installment in the series.

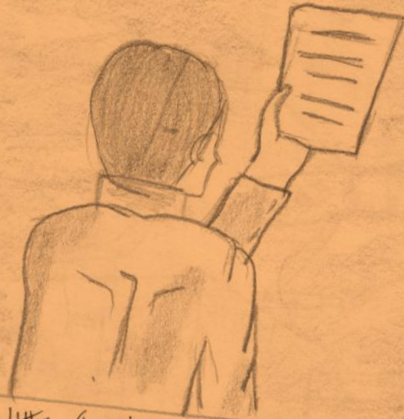
Incident 15: Reunion of old friends.

Pip falls ill and is looked after by Joe



Pip later finds out that Mrs. Havisham is dead and Orlick is in the country jail.

Pip finds in the morning that Joe is gone and has left him a note.



In the letter, Joe tells him that since he is free he will no longer be minding Joe. Pip also comes to know that Joe has paid all the debts and cost on which he had been arrested.

Eleven years later, at Satis place Pip meets Estella.

Pip later finds out that Mrs. Havisham is dead and Orlick is in the country jail.



Pip goes to Joe's forge to ask forgiveness where he learns that Joe and Biddy

Eleven years later, at Satis place Pip meets Estella.



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# Of A Thing Called Love

Ms. Kivibo K Zhimo, BA 2<sup>nd</sup> Semester

Down in the crimson lane, he reckoned of love  
Never had I wondered, Yet began my query for love

Such emotions vested, such emotions irrevocable  
Deserving one's valentine might not, yet why irreplaceable?

What hope is left, I worry for one such loveborn

Who poorly only feels so forlorn

Heart once so pure, now so tatty;

Such insalubrious Heart, once so witty

Oh! Heaven knows why lovers behave pesky

Must have cupid bathed the arrows in whisky

When "Forever and ever" ends, does one rage?

Or perhaps becomes too lurid, far too disparage.

Abruptly precisely he interrupted quite unwanted

As though "Great Heart" still untainted

By love, which impetuously I kilter

For in love many "Great" have faltered!

For in love many "Great" have faltered!

...

[Note: This poem won the second position in Literary Competition of the ICFAI Fest 2016].



# Death – Dead or Life?

*Ms. Lungzeuheile, MA(Eng.) 4<sup>th</sup> Semester*

To some

Death – Enemy of Life!

Maybe of happiness too

Enviously and heartlessly

Snatches away all,

Brings end-

To laughs, to longings, to hope

Gives a painful end, wished by none.

Oh! Death... Stay away.

Away, away and

Be gone forever

For you cut my heart

That can never be mended.

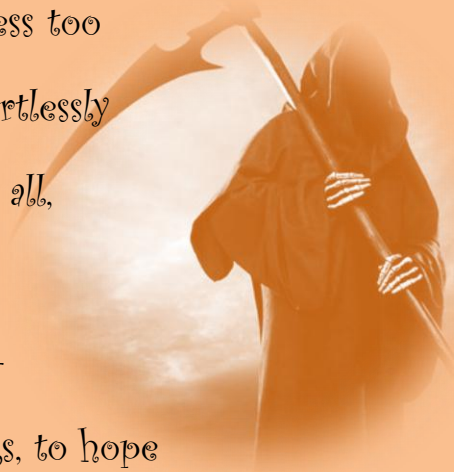
To some

Death – gateway to life!

A life of eternity too.

Embraces second hope

To walk the path of pure gold,





Brings end –

To sufferings, to longings, to forever toil,

Gives heavenly joy, peace and

love

Forever it fountains.

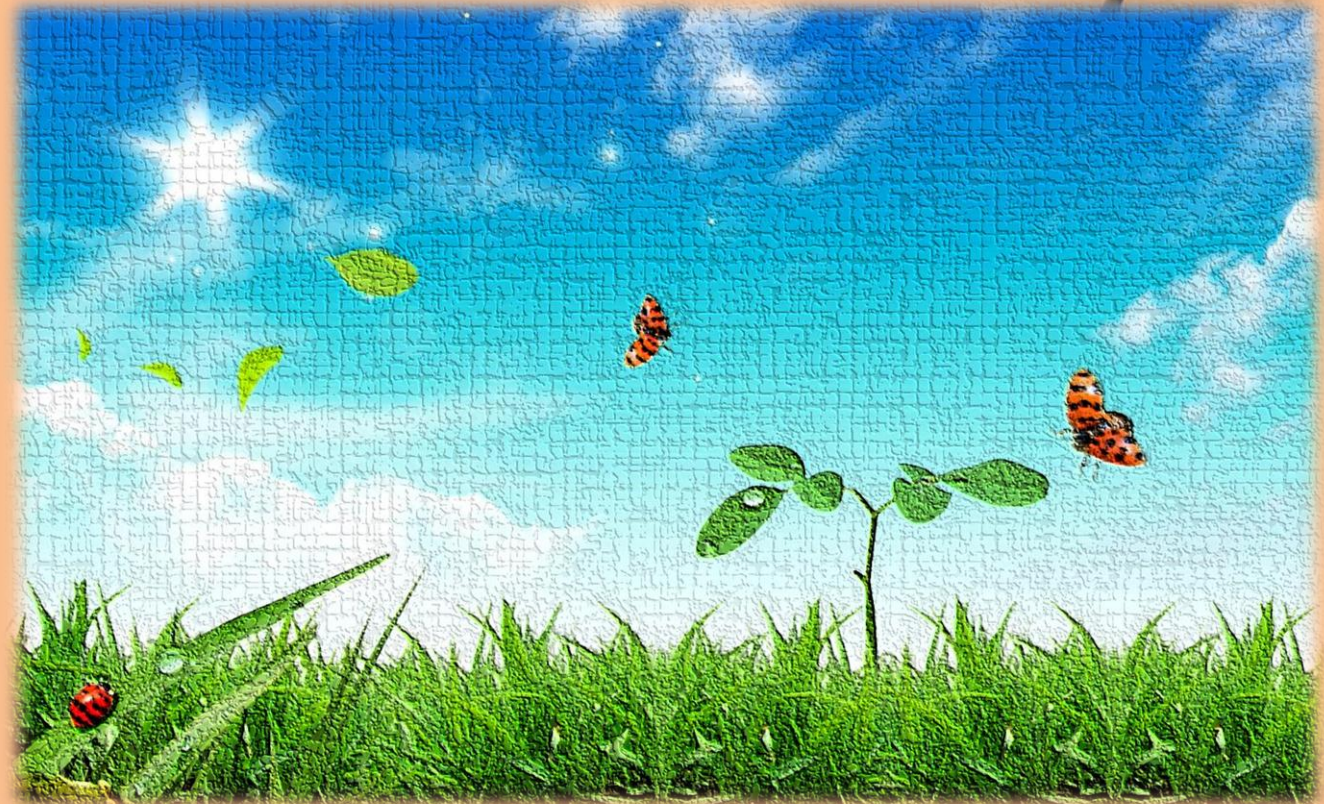
All sings in unison

Praises to the Creator

Oh! Almighty... help me understand

The joy of death of eternity.

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[Note: This poem won the second position in Literary Competition of the ICFAI Fest 2016].

# Photo-Synthesis



## “Monsoon Bloom”

Photograph taken and contributed by: Mr. Hamidul Islam, BA 6<sup>th</sup> Semester

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