

Message from the Issue Editor



Dear Readers,

In this era, there is gross violation of human rights. A strong need has, therefore, emerged to create a socially just world constructed from

the pillars of human rights.

The aim of this social action is to move towards the creation of a human rights culture

among people throughout the world so that every person, everywhere can have their rights guaranteed. In



brief, a human rights culture is simply creating awareness of human rights principles in one's mind and heart, dragged into one's everyday life.

The Second World War marked a turning point in the development of international concern for human rights. The experiences of the war resulted in the widespread conviction that effective international protection of human rights was an essential condition of international peace and progress. Hence, a number of statements, declarations and proposals were made while the war was still being fought. Human rights then has become a powerful idea that can move people to create a socially just world.



Of late there is a global push to have elementary to graduate and professional human rights principles into their the responsibility of every individual to rights. One need not have a specific creation of a human rights culture. One learn and to do. Passion and commitment helps.



educational institutions from the schools to teach and integrate curriculum. Thereby making it create awareness about human degree to work towards the must simply have the desire to

However what complicates matters is 'cultural relativism.' Some cultures believe that it is appropriate to engage in practices such as 'female genital mutilation' which takes away the dignity of women for the

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sake of their cultural practices. While we may condemn such practices, we must remind ourselves not to examine the log in other's eye when we have it in our own. Thus, some cultures condemning such practice maybe stockpiling weapons of mass destruction. Ultimately, humility ought to be at the basis for human rights culture. Hence, individuals must join hands to abolish traditional practices that are inimical to human rights standards.

Creating a human rights culture, then is a kind of paradox. We have the standards set out in major human rights documents by the United Nations and to some extent regional organizations. On the other hand, we must recognize that these documents are insufficient to create human rights culture. Perhaps, we need to question together, acknowledging the importance of incorporating the voices of the oppressed in the policy debates, which ultimately always have to do with ensuring our rights as well as others' human rights.



On one hand, we have drafted human rights documents by the United Nations and to some extent regional organizations. On the other hand, we must recognize that these documents are insufficient to create human rights culture.

From the perspective of Buddhism, our ability to perceive the inherent dignity of our lives opens our hearts and our eyes to the dignity of the lives of all people. This awareness diminishes all economic, social or cultural barriers. It can open the path to cooperation, respect, peace and the flourishing of communities - to a culture of human rights.



social or cultural barriers. It can open the path to cooperation, respect, peace and the flourishing of communities - to a culture of human rights. However, a work of human rights culture rarely produces a direct outcome - the change in a policy or law. Its work is generally more subtle, indirect and long term: it helps to produce what cultural sociologists call a 'structure of feeling' - building sympathy for people whose rights are being violated consciously or unconsciously.

As philosopher Maurice Merleau Ponty had also urged individuals to engage in the 'happiness of reflecting together' which in part may mean a continually critical, yet, respectful assessment of human rights documents making a comparison with domestic social policies will help us bring about a human rights culture, where every person will be treated with decency and human dignity.



Ms. Khrukulu
Assistant Professor
Department of Political Science
ICFAI University Nagaland



Campus News

BizHorn 2016: The Department of Management organised the *BizHorn 2016* (the annual management festival) at the university campus during the 22nd and 23rd of September 2016; the theme for the festival being “*Revive, Recreate, Rejuvenate*”.

Dr. Kuhoi Zhimomi, Retd. State Information Officer, RTI, honoured the festival as the Chief Guest.



Students from various colleges and institutions as well as from

ICFAI participated in the festival consisting of 18 events which included – Symphony Express, Impression on Expression, Mock Parley, Smash Clash, Round Table, Catch the Beat, Gamester, Know by Sight, Minute to Win, Be



Photos: Tapasya Team

My Eyes, etc. The festival concluded with a performance by the local rock



group ‘The Gluttons’.

IUN (ICFAI University Nagaland) emerged as the Overall Winner of the festival while Tetso College won the Runner-Up position.



Photos: Tapasya Team



NJY Memorial & Library Foundation Day: The 5th NJY Memorial Lecture & Library Foundation Day was celebrated in the loving memory of Late N J Yaraswy (Founder of ICFAI) on the 8th of October at the university campus. The event



was organised by the Department of Library and Information Science. Ms. Kaini Jenifer, Librarian of Patkai Christian College graced the

Photographs: Sibum Chetia, Administrative Department, IUN



occasion as Chief Guest and Resource Person.



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Viketa Neikha, BA (Eco.), 3rd Semester

Oh! When you were gone,

Bitterness the world seems to me;

*Heart ache for thy smile,
that filled my heart with joy.*

Me await for you to pass by,

Cause only in memories now you dwell;

Everything seem meaningless to me

without you.

Hoping to see in distance

My wishes soar high above.

Wishing for those days to be back;

That you and I spent together.

...

Role Play

Ms. Azono Khatso, Asst. Professor, Dept. of English, IUN

Writing role-plays as scripts on a typical day-to-day engagement or lesson topics is a great way to help both students and teachers learn certain facts (or so it seems). It helps students develop their imagination and intellectual development. It affords an approach to learning by involving students in their own learning while at the same time helps them to discover their writing skills in terms of creativity. As such, the BCA 5th Semester students were each asked to script a role play on a given topic and scene. The intention of this activity was varied although the primary intention was to understand how far students understood the relevance of a topic previously covered. Each student was asked to identify and script a typical challenging classroom affair and thereby, weave in the theme of classroom etiquette particularly focused on discipline. Students were also asked to identify characters, find (a) problem/s and provide their responses in the form of suggestions and solutions to the problem they brought in with their characters.



What followed is an example of how creatively they wove their thoughts into a role play. As a teacher, it is indeed interesting to note that, no matter how distracted, quiet, nonchalant or transposed to the land of The Lotus Eaters, students seem to be, they are, in truth, very observant of how we as teachers manage our class as well as they are observant of their friend's behaviour. The situation, problem/s, suggestions and observations are their own realities and this perhaps is why both parties, be it students or teachers need to learn how to manage self for personal effectiveness.



The selected scripts are only some such thoughts that tell us of such situations.



Role Play On:

Importance of Etiquette in Classrooms

Scene:

The role-play takes place in a classroom. There are 5 major characters whereupon they act to bring out the importance of etiquette in the classroom by showing proper manners and courtesy to the teacher.

Script Writer:

Benchumo Murry (BCA 5th Semester/Class of 2014-17)

Characters:

Akum

Kenji

Konathung

Sir Rupanka

Samuel



First period; Sir Rupanka is taking the class

Sir Rupanka: As you can see, when packets are being sent through a network, each packet is tagged with a unique code that will be used further down the line by the intended receiver to reassemble the data packets. **Pause**... Any questions?

Samuel: Sir, I have a question...

Sir Rupanka: Yes, yes?

Samuel: What are these unique codes assigned? Is it some sort of bits and bytes or some keyword assigned to it?

Sir Rupanka: Yes, ah, that is a good question. What Samuel is asking is, what sort of unique code is assigned to these packets? Well, before the **Thungchibemo interrupts**

Thungchibemo: **Stammering** Si...Sir, Can...ca...can I come in?

Sir Rupanka: Yes, yes come in...

Thungchibemo sits, making noises as he does

MANNERS MAKETH MAN

Sir Rupanka: Okay, where was I?... Ah, Before the packet is sent, it undergoes a certain process in which it is tagged with a code, the code being a series of **Akum interrupts**

Akum: Can I come in sir? **Sir Rupanka looks at the clock**

Sir Rupanka: Yes, yes, ummm... you're late. What happened?

Akum: Traffic. **Sir Rupanka unconvinced**

Sir Rupanka: Okay, try to come early. Any more of your class mates are coming, Akum?

Akum: I don't know. I think...

Sir Rupanka: Okay, sit. We shall continue with the class. **after a few seconds of gathering his thoughts** Okay, the code that is being tagged is a series of binary digits. It is encrypted from the sender's side and decrypted at the receiver's side. Understood, so far?

Students in unison: Yes, Sir.

Sir Rupanka: Let us move on to the next topic. Someone tell me what it is? Samuel? Take a look at the notes that I had given during my last class.

Samuel: Encryption and decryption, Sir.

Sir Rupanka: **Thinking for a while** Decryption is the process of **Kenji interrupts the class**

Kenji: May I come in Sir?

Sir Rupanka: Yes, come in. Why are you so late? It has already been 30 minutes now.

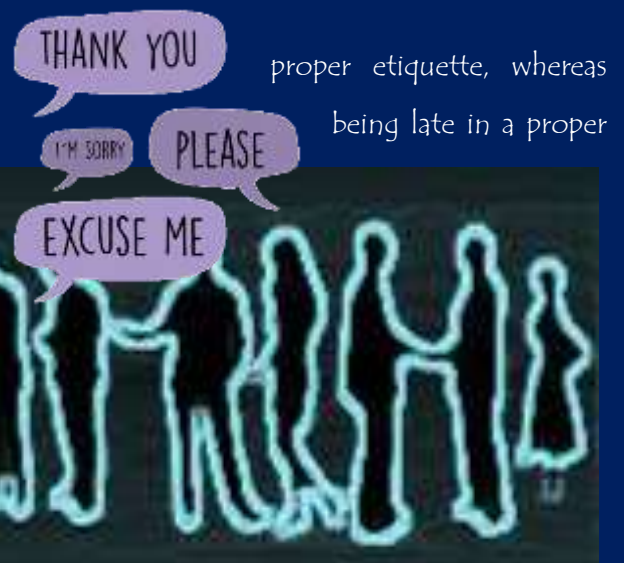
Kenji: I'm very sorry sir. There was a commotion due to a roadside accident that happened near my locality, and the road had been blocked due to it. I am sorry Sir.

Sir Rupanka concerned

Sir Rupanka: Okay, go and take your seat. It's okay, I understand the problem.

The class continues peacefully without interruptions

As you can see, Akum, although being late, did not show proper etiquette, whereas Kenji showed proper etiquette by explaining the reason of him being late in a proper manner. The purpose of this role-play is to show how interruptions can affect the flow of teaching in a classroom. With this, the role-play concludes.



(to be continued...)



Photo-Synthesis



"Meowsome..."

Photograph contributed by: Mr. Hamidul Islam, Alumni (BA class of 2013-16)

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