

JAUHAR

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A WINDOW FOR WOMEN

Muslims girls are raring to go; Jamia is nurturing their dreams and bringing these to fruition

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● Over 15,000 Undergraduate, Post-Graduate and Diploma/Certificate Students

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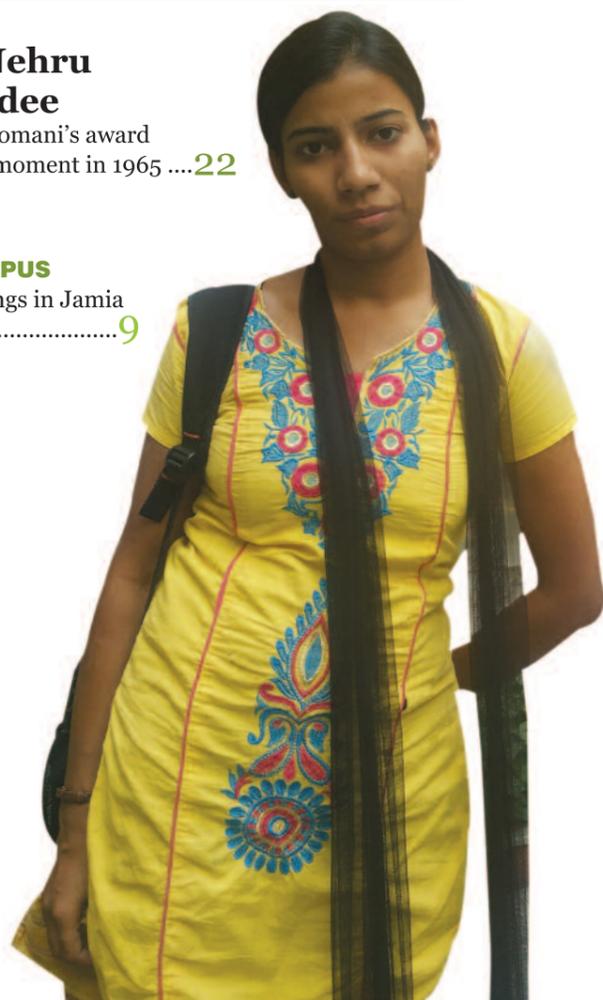
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Maulana Mohamed Ali 'Jauhar'
Founder, Jamia Millia Islamia



From the Officiating Vice-Chancellor

In October, we celebrated our Foundation Day, and now we are just seven years short of 100. As we look back at 93 glorious years of actively and significantly contributing to nation-building, it is time to reiterate our firm commitment to mould the youth who enter Jamia Millia Islamia in a manner that they leave as model citizens who will serve the country well. Jamia's effort to bring students from the disadvantaged sections of society into the educational mainstream are evident on several fronts. Our policy of reserving 10 percent seats for girl students and our measures to keep the campus safe for them are showing results — girls are swelling the ranks not just in streams like Humanities and Languages, but also in Engineering and Physiotherapy. However, there is a need to sustain these efforts. Read our Lead Story titled *Girl power to the fore* for a detailed analysis of girls' education in the University.

We realise that for a person to succeed in today's world, mastery over communicative English and life skills is a must. In this respect, students from small-town India are somewhat at a disadvantage. Understanding their needs, we are running two special programmes — Communicative English and Self Enrichment — comprising communication, presentation, time-management, dealing with diversity, etc, so that the initial disadvantage of these students does not impede their all-round development any further. Read our Special Story *A riddle called English*.

These past months have seen Jamia host a number of dignitaries, including the Prime Minister of Kuwait, Sheikh Jaber Al-Mubarak Al-Hamad Al-Sabah; Parliamentarians Mani Shankar Aiyar and Sitaram Yechury; and Vigyan Prasar Director Dr. R. Gopichandran, among others. Our students have been fortunate enough to listen to these thought leaders.

On their part, the students too have been proactive. A group of students has just come back from a cycle rally from Srinagar to Delhi, spreading the message of making India safe for women. A large number of students volunteered at the blood donation camp organised by the National Service Scheme recently. Read our *On Campus* section to know more about the happenings in the University.

Finally, the Centre for Information Technology at Jamia is in the process of providing unique e-mail IDs to all students enrolled in the University. The number stands at 18,000 (approximately). This will help students and teachers stay in touch with one another at a more engaging level as they will be able to share study material, develop online tests and online submissions, etc.

Jamia is also thinking of starting a certificate course in Urdu so that those desirous of learning the language will be able to do so by enrolling in this part-time course.

Happy reading.

Prof SM Sajid
Officiating Vice-Chancellor

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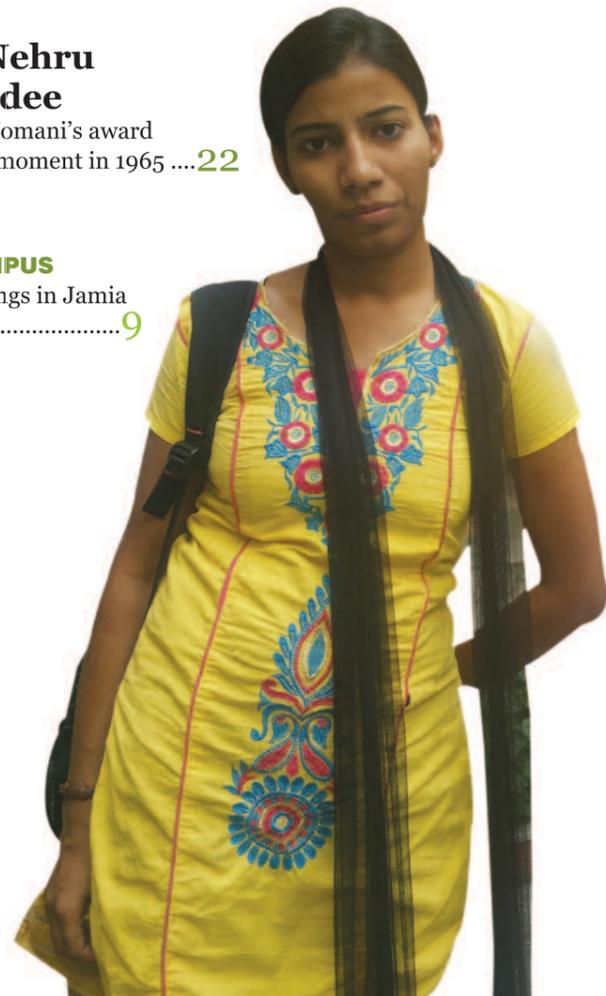
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Girl power to THE FORE

Belying all stereotypes, Muslim girl students are keen to compete in all fields, and Jamia Millia Islamia is actively nurturing these aspirations, helping them see these dreams to fruition

Asma Naseem began her primary education in 1990 in a small village in Baghat district, Uttar Pradesh. Six months after she started going to her two-room school, her family decided that their daughter deserved a decent education — just like any other child. This led to the family taking some tough decisions. Her father shifted with 4-year-old Asma to Delhi, and got her admitted to the primary school in Jamia Millia Islamia, himself taking up a job in the city. The mother joined them four years later. Asma did her schooling in sciences from Jamia

doctorate. In fact, it was during the presentation of a paper during a conference in Italy that her work caught the attention of experts from ICGEB and they invited her over.

Sharing her dream of contributing to society is Samreen Jahaan, who has joined the Mechanical Engineering course at Jamia Polytechnic after class X. She is the only girl student in the 1st year batch of the course, yet this slightly-built girl is undeterred, saying: "If boys can, why can't girls?" She admits, "Initially I hesitated in sitting in an all-boys' class, but now I don't mind. The boys help me in all the subjects." She's happy that her parents support her in her career decision, and realise there are great careers in Mechanical Engineering. After the Diploma from Jamia Polytechnic, she plans to either join the Engineering programme at Jamia's Faculty of Engineering or take up a job.

Zainab Zafar, a 1st year student of Bachelor of Physiotherapy at Jamia, has joined this paramedical field with the aim of treating patients. In a course where numerous girl students had withdrawn their names in the initial batches because lab work requires physical touch with "models" of the other sex, Zainab and her fellow girl students are confident that they are doing noble work. "Our parents are today comfortable with what we are learning. After all, it's a noble job. I will be treating someone. And it's all very professional. There's great deal of comfort level," says Zainab. Nor does she feel that the burqa that she wears will be a hindrance in her work.

Flush with the title of 'Miss Fresher' that she has won, this articulate student is optimistic that what you wear does not matter in your professional success. "Recruiters will see my potential," she says with confidence.

As many as 453 girls from UP and 222 girls from Bihar secured a seat. From West Bengal, 21 girl students, and from Madhya Pradesh, 9 students secured admission.

School, her graduation in Biotechnology from Jamia's Faculty of Natural Sciences, won the gold medal in her postgraduation in Biosciences at Jamia and followed it up with a doctorate in protein conformational diseases — again from Jamia. She is now pursuing postdoctoral studies at the International Centre for Genetic Engineering and Biotechnology (ICGEB) in Italy.

Keeping head covered, exuding confidence and conversing in flawless English, Asma recounts that the initial years in Delhi were tough, when they had to stay with relatives. "I missed my mother a lot," she remembers. But that tough decision has today paid off, as her work is internationally recognised, and she is set to join academia following her post-



Providing a window to women: (Clockwise from top left) Samreen Jahaan of Mechanical Engineering; Ayesha Ahmad and Khadija Khan of Architecture; Shaila Naaz of Architecture and Spanish Studies; Fatima of Geography and Asma Naseem of Biosciences

THE GREAT INDIAN MOSAIC

Asma, Samreen and Zainab represent the brave new face of Muslim girls, confident of their skills, competitive in spirit and as hungry to succeed in life as any other youngster. The keenness to make something of their lives is the common thread that runs through all the narratives. This, despite the diverse backgrounds that they come from.

Interacting with a cross-section of girl students from the Central University, one gets a feel of the rich mosaic of life in this country, and also understands that it doesn't help to paint an entire community with the same brush. Fatma, hailing from Mewat in Haryana, went against her family's wishes to come to Delhi to pursue higher education. She did her graduation from Miranda House, Uni-

versity of Delhi, and is now pursuing MA Geography from Jamia. Traditional attire and soft voice notwithstanding, she exudes confidence when it comes to justifying her decision to leave home. On the other hand, Azima Siddiq, a flamboyant fashion designer from Assam, who has switched her career and done an advanced diploma in Italian from Jamia, is trying to explain hard to her family, faculty and friends her recent decision to take up wearing burqa. A product of NIFT, Azima has worked with leading international fashion brands but has now changed both her dressing style and career. Shaila Naaz, a IIIrd Year Architecture student from Daltonganj in Jharkhand, is simultaneously pursuing an Advanced Diploma in Spanish, and is optimistic about juggling a career in archi-



The wider reach

IN ITS endeavour to reach out to women from the most disadvantaged sections of society, Jamia is running several initiatives at different levels.

PRIVATE CANDIDATES: The University extends the facility to girls to appear in exams as private students, without attending classes.

THE ARJUN SINGH CENTRE FOR DISTANCE AND OPEN LEARNING: Fulfilling the aspirations of a large number of girl students to get qualifications from their homes, The Arjun Singh Centre for Distance and Open Learning at Jamia offers a large number of programmes in Humanities, Commerce, Business Administration, Banking and Insurance, Counselling and Guidance, Childhood Care and Education, and even the stream of Engineering. All of these courses are recognised by the Distance Education Council, University Grants Commission (UGC), or the All India Council for Technical Education (AICTE). Students can study at their own place and pace, and have the flexibility of choosing a combination of courses

from a wide range of disciplines. There are 31 study centres, located in UP, Rajasthan, Bihar, Chhattisgarh, Gujarat, Orissa and Maharashtra.

DEPARTMENT OF ADULT AND CONTINUING EDUCATION AND EXTENSION: The Department runs several skill-based courses for women in Jamia's neighbourhood. As part of its extension education, the Department organises 60-80 lectures on legal issues, right to education, women's role in Islam, right to property, oral health and reproductive health.

BALAK MATA CENTRE: Running from three locations in Delhi, the Balak Mata Centres strive to bring women and girls in Muslim localities out of homes and provide them education. As the name suggests, the objective is that while the child gets schooling, the mother also gets skills and vocational qualification to lead her lives more effectively. These centres provide schooling to girl children till class V, and skill-based programmes in computers, tailoring and beauty therapy to women.

ture and learning the Spanish language. A politically aware student who makes it a point to be aware of things like who her area MLA and district police commissioner are, she is vehement that each student should make the best use of her education. "Don't waste a seat by not giving your best. Each seat is precious."

SECURE IN THE FAITH

Girl students from such diverse backgrounds are converging upon Jamia because of a stimulating academic environment, the safety, and the religious and cultural ethos that this Central University provides. Shaila says, "Getting admission in a Central University is an achievement. And Jamia provides an ideal atmosphere for studies. It's safe too, as there's abundant security. There's regular ID card check. I have never encountered any harassment." She adds there's complete freedom to wear what you want to. Girls are respected, irrespective of whether they are in burqa or jeans. Polytechnic student Ayesha Ghayas says she chose Jamia to pursue Computer Engineering because it's a Muslim University and there's no ragging. And Sunmbul Fatima, pursuing Electronics from Jamia Polytechnic, says she had filled up only Jamia's form because of

the University's Muslim ethos and because the University offers a safe atmosphere to girls. But Bachelor of Architecture students Khadija Khan and Ayesha Ahmad, whose parents are faculty members with Jamia, joined Jamia School in class XI because their parents wanted them to. Wearing casual Tees, the two students admit they took some time to adjust to the new environment and new friends. And Ruby Shaheen, who has joined the Diploma in Journalism in Jamia after doing Economics Honours from the same University, says she joined because of its great academic reputation and the perfect atmosphere for studies that it provides.

WHEN INFRASTRUCTURE BONDS

On its part, Jamia is following a proactive policy to promote girls' education. The 10 per cent reservation for girl aspirants that the University has implemented is showing results. In Jamia Polytechnic, for example, out of 900 students, 92 are girl students. And while girl students traditionally chose courses in Humanities, Languages and Education, today there is enough competition even in courses like Physiotherapy. Dr Ejaz Hussain, Director, Centre for Physiotherapy and Rehabilitation Sciences, says in the first two years of its existence since

2007, they had to counsel parents to admit girls to the course. Now the girls:boys ratio is 70:30.

The number of girls from North Indian states predominates. A total of 2,349 girls took admission this year. Of these, Delhi took the lead, with 1,391 girls from the city getting admission. As many as 453 girls from UP and 222 from Bihar secured seats. From West Bengal, 21 girl students, and from Madhya Pradesh, 9 students secured admission. From Haryana the number is 58. Jammu and Kashmir sent 39 girl students. From the North-east, Manipur sent 12 girls.

What is also turning the tables in favour of girl students is the attention that Jamia is now paying to girls' hostels. A new girls' hostel was recently inaugurated by Lok Sabha Speaker Meira Kumar, taking the girls' hostel capacity from 500 to 750. And now, following the UGC grant of ₹26 crore at the behest of UPA Chairperson Sonia Gandhi, the University is in the process of adding 400 more hostel seats for girls. Like on the campus, utmost importance is given to security in the hostel premises. The one issue which students feel that the University needs to work upon, is the three-month gap between University admissions and hostel admissions. While classes commence in July, the hostel admission procedure gets completed in October, forcing girl students to either stay with local guardians or look for PG facilities. In the case of Qudsia Rashid, a PhD student of Biosciences, who secured admission in the month of January 2009, this hardship stretched to about 10 months.

The University also goes all out to keep the campus free of sexual harassment. A zero tolerance policy is followed and there have been suspensions too. The earlier University Complaints Committee has been replaced with Internal Committee to Deal with Sexual Harassment of Women at Workplace. While women staff and the administration are covered under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, for students the University has its own ordinance. There are complaint boxes at fixed points, which are regularly opened, and if a student has written a complaint, then due action is taken.

While there is the assurance that the culture of *tehzeeb* prevents molestation on the campus, Dr Bulbul Dhar James, Director of Sarojini Naidu Centre for Women's Studies at Jamia and a member of the above-mentioned committee, says that this might often act as a veneer. "Girls might have been victimised and might not be able to say any-

thing. But they are becoming aware of what sexual harassment is and are picking up the courage to complain." Dr Hussain, Director of Physiotherapy and also a member of the committee, says there is still inhibition among girls to give written complaints, fearing consequences.

The Sarojini Naidu Centre is now conducting sensitisation workshops in each department and centre to make teachers and students aware of their rights, and to teach them right conduct in a multi-cultural milieu. This is important because students come from small villages where the code of conduct may be different and there are mental blocks.

MULTIPLIER EFFECT

Mental blocks are dissolving, nevertheless. Dr Sabiha Hussain, a faculty member with the Centre for Dalit and Minorities Studies, says that a sea

The keenness to make something of their lives is the common thread that runs through all the narratives. This, despite the very diverse backgrounds that they come from.

change has happened in the attitude of parents in the last few years. Parents who did not want to educate their girl child are now keen that their daughter get admission in this premier University. "Parents are now open to sending their daughter to Delhi in courses like Computer Science, Biotechnology, Physiotherapy and Polytechnic. They have high aspirations for their daughters. They hope that their daughter will get better exposure here."

Dr Dhar James says that the multiplier effect of educating a girl child is evident in social equations too. Girls who are getting educated here are making a difference in the family and their community. They are making an effort to change those aspects in their family which have kept them and others in degraded conditions for too long. And she recounts the example of a girl in Balak Mata Centre who argued in favour of the all-girls' Kashmiri band when it was being threatened, saying. "Even the heart beats in a rhythm." An optimistic Dr James says, "Hopefully, we are making a positive dent." An optimism that appears well-placed.

Inching closer to hundred

On the 93rd Foundation Day, Jamia VC announces new technology measures

Jamia Millia Islamia celebrated its Foundation Day on October 29 with traditional aplomb, with the hoisting of the national flag, rendition of Jamia tarana, and a guard of honour by NCC cadets of Jamia for the Chief Guest of the day, Dr Mohammad Zakir, Retired Professor from the Department of Urdu, along with Prof SM Sajid, Officiating Vice-Chancellor.

It was on this day, in 1920, that a group of nationalist students and teachers, committed to the cause of the Non-cooperation Movement, had broken away from the parent institution, Aligarh Muslim University, to start Jamia from makeshift tents. Its journey from those tents in Aligarh to an institution known for courses like Nanotechnology and Theoretical Physics, was recreated by the students of Jamia middle school in a creative narrative.

The Officiating Vice Chancellor, Prof SM Sajid,



Posturing for future: Jamia's Officiating VC, Prof SM Sajid, at the Guard of Honour on the Foundation Day

announced that the Centre for Information Technology at Jamia will soon provide a unique email ID to all students enrolled in Jamia. He said that this channel of communication between students and teachers will not only help them stay in touch with each other but also permit them to share study material, develop online tests, make online submissions, etc. ↓

Jamia faculty in President delegation



Alliance for education: Prof Das greets Turkish President Abdullah Gul and President Pranab Mukherjee

PROF BISWAJIT DAS, Director, Centre for Culture, Media and Governance, Jamia Millia Islamia (JMI), Nelson Mandela Centre for Peace & Conflict Resolution (NMCPCR) and the International Committee of the Red Cross (ICRC) jointly organised a Regional Conference for Senior Editors on 'Violence & Conflict Reporting: Media Debates its Role'.

During the visit three MoUs were exchanged: with the Katholik University, Leuven, Belgium; Istanbul University, Turkey; and Kadir Has University, Turkey. These were related to student and faculty exchange, collaborative research and teaching.

Prof Das said that the universities in Turkey were quite informed about Jamia founder Maulana Mohammad Ali Jauhar's contribution to Turkey and the faculty at the University of Leuven were aware about Jamia's contribution to education. He added, "I was amazed to see President Mukherjee's concern and commitment to higher education."

Kuwait PM visits Jamia

Sheikh Jaber Al-Mubarak Al-Hamad Al-Sabah emphasises the role of education in building a peaceful society in modern times

The Prime Minister of Kuwait, His Highness Sheikh Jaber Al-Mubarak Al-Hamad Al-Sabah, who was on a state visit to India, visited Jamia Millia Islamia on November 9. The programme was hosted at the India Arab Cultural Centre of Jamia.

Jamia's Officiating Vice-Chancellor, Prof SM Sajid, in his welcome address highlighted the long and cordial relations that India has with Kuwait. He asserted that these relations should not be narrowly interpreted as India being the exporter of labour and Kuwait, of oil. He assured that Jamia will extend full cooperation to explore all other avenues of academic and research collaboration.

In his address, the Prime Minister of Kuwait said that the true warriors in the contemporary world are the educators who build a nation. He highlighted that Islam and the Quran have emphasised peace and have insisted on promoting education. Therefore the significance of Universities like Jamia increases manifold. He acknowledged the significant role of Jamia in not only providing education



India-Arab synergies: Kuwait's Prime Minister Sheikh Jaber Al-Mubarak Al-hamad Al-Sabah (centre) at Jamia

and research opportunities to a large number of students, particularly Muslims, but also in strengthening the relationship between India and Kuwait.

On this occasion, a photo exhibition on 50 years of India-Kuwait relations was on display at the India Arab Culture Centre's Exhibition Hall, which was visited by His Highness. ↓

Can war journos be impartial?

THE AJK Mass Communication Research Centre (MCRC), Jamia Millia Islamia (JMI), Nelson Mandela Centre for Peace & Conflict Resolution (NMCPCR) and the International Committee of the Red Cross (ICRC) jointly organised a Regional Conference for Senior Editors on 'Violence & Conflict Reporting: Media Debates its Role'.

Media personalities debated whether war journalists should just report facts or should they be playing a role in resolving conflicts? Can journalists be unbiased and impartial, even when they know that one party happens to be an aggressor?

Adam Roberts, South Asia Bureau Chief, *The Economist*, expressed his views on impartiality of media and said, "You have to be honest. You are the media and you have to mediate."

Pamela Philipose, Director and Editor-in-Chief,

Women's Feature Service, talked about national interest in war reporting and said that the way national interest is defined often makes the story skewed. MR Narayan Swamy, Chief News Editor, Indo-Asian news Service, described how stories are written when it comes to the Indo-Pak border issue and said that given the fact that our sources are Defence Ministry and intelligence agencies, we are effectively shutting out other opinions. He added that electronic media at least ropes in people with many versions, and gives a broader perspective. That perspective is lacking in print media. On the other hand, Prof Sabina Kidwai, faculty, MCRC, found TV reportage problematic. "TV image stays in mind. ... It capsulates an image," she said, giving the example of the burning dome of Taj during the Mumbai terror attack in November 2008.

'Each one, a minority'

Mani Shankar Aiyar asserts that the secret to India's survival is its plurality



Diversity wins the day: Mani Shankar Aiyar at the seminar

The fundamental reason why we have survived as a country is because each one belongs to a minority. There is a greater sense of Indianness and national unity in India than in Pakistan, Nepal, Sri Lanka or Bhutan. Problems arise when a single community or province starts dominating. Parliamentarian Mani Shankar Aiyar expressed these thoughts at the Venice Delhi Seminars on 'Religious Pluralism: Freedom and Diversity, Blasphemy and Respect', organised jointly by Jamia Millia Islamia, RESET Dialogues on Civilisations, India Habitat Centre and *Seminar* magazine.

Delineating that the Muslims constitute a prominent community in the country's socio, economic, political and cultural life, he expressed dismay that Muslims are under siege in this country, and "have to pass the cricket test". He warned that unless we recognise every sub-identity in this country, it will be difficult to realise the larger identity.

Various forms of curbs on freedom of expression were discussed on the occasion. Jitte Klausen, author of *Cartoons that Shook the World*, described how the Yale University Press removed cartoons from her book and "impoverished our understanding of Muslim neighbourhood". Reading the text without the images in a book which was after all about cartoons was a serious loss, she said.

Lawyer Akhil Sibal, who had defended MF Husain in court, talked about the contradictory pulls between freedom of speech and respect for religion. The politically motivated attacks on Husain had struck fear in the heart of the artist, and even though he won the case and colleagues wanted him to return to the country, Husain didn't want to live in an environment of hatred.

Chinmayi Arun, a faculty from National Law School, Delhi, pointed out the case of *Vishwaroopam*, where the State had stopped the release of the film anticipating law and order problems; the disbanding of an all-girls' Kashmiri rock band due to a controversy simply about their coming into existence; and the removal of images of goddesses from the Chitra Kala Parishad; to show means adopted by various players to curb speech. Ⓝ

Course on State-Building in Afghanistan

THE AFGHANISTAN Studies Programme at the Academy of International Studies, Jamia Millia Islamia, is conducting a programme titled 'State-Building in Afghanistan' from October 10 to November 26. The course is being taught by Professor Rani D Mullen, Government Department, College of William and Marry, Virginia, the US, and currently Senior Fulbright-Nehru Scholar at the Centre.

The course focuses on the rebuilding of Afghanistan in the immediate aftermath of the fall of the Taliban and analyses current and likely future policy options for state-rebuilding. It has been

structured as a combination of lectures, discussions and writing of a research paper. Successful completion of the course will entitle the student to a certificate of participation.

The themes being covered in the programme are: Collapse of Empires and the Current State-Building Project; The Taliban Years, Bonn and the Blueprint for Afghanistan; The Bonn Process and the Larger Issue of Institutional Design; The Legal and Illegal Economy; Security Provision; Development and Aid in Afghanistan; and Impact of Regional Politics and Future Prospects.

Enormous scope for plurality

Director of Vigyan Prasar says there can be no oneupmanship of wisdom

The Centre for Jawaharlal Nehru Studies, Jamia Millia Islamia, and Vigyan Prasar, Department of Science and Technology, Government of India, hosted a two-day National Conference on 'Science in Society and Development: Nehru and Beyond' at Jamia Millia Islamia on October 23 and 24.

The programme discussed a variety of burning contemporary issues on the relationship between science, technology and society and highlighted the frontier areas of research in this field.

Dr R Gopichandran, Director, Vigyan Prasar, emphasised the need to recognise wisdom in everyone. "There can't be one-upmanship. We need to learn from everyone. We refuse to understand that there is wisdom in others too. There is enormous scope for pluralistic thinking."

Prof SM Sajid, Officiating Vice Chancellor, Jamia Millia Islamia, said that even as modernity had increased, so had religiosity increased among youth. Was science education really contributing to better scientific temper among people, he wondered.

The conference hosted over 30 well-known scholars and activists, including eminent educationist Prof Anil Sadgopal; pioneering science activist



Paradigms of science: Director, Centre for Jawaharlal Nehru Studies, welcoming guests at the seminar

and people science movement ideologue from Kerala Dr MP Parmeswaran; retired scientist from Bhabha Atomic Research Centre and national award-winning science writer Prof Syamal Chakravarty; astrophysicist and science writer from Bangalore Prof Sabyasaachi Chatterji; and editor, *Scientific Temper* journal, Dr Gauhar Raza. Ⓝ



Dr Meghna Sabharwal

The great Indian inertia

Indian origin academic Dr Meghna Sabharwal expresses concern at the bureaucratic control over the country, and its mediocrity

Bureaucracy preceded democracy in India and that's where the problem lies, because bureaucrats have come to have a strong hold over our political institutions. Dr Meghna Sabharwal from the School of Economic, Political and Policy Sciences, University of Texas at Dallas, US, expressed this concern while speaking on the theme 'Public Administration in South Asia' at the Department of Political Science, Jamia, on October 3.

Dr Sabharwal spoke on a wide range of issues confronting public administration in the South Asian region, including leadership crisis, poor bureaucratic performance as well as the lack of accountability and efficiency.

"We are very good on paper (with) excellent policies but the problem often lies in implementation. The inertia that sets in is the problem. We are happy with mediocrity," she said. She expressed optimism in India's youth, saying, "India is a very young country. That potential needs to be tapped into. And public administration has a key role to play in that." Ⓝ

Safety message on cycles

Jamia students and teachers traverse North Indian states with the motto of women's safety

Raising awareness about ensuring safety for all citizens, particularly women, students, teachers and staff members of Jamia Millia Islamia took out a cycle rally from November 4 to 25 from Kashmir to Delhi,

covering a distance of 1,121 km. The rally passed through the states of Jammu & Kashmir, Punjab, Himachal Pradesh, Haryana and the Union Territory of Chandigarh to finally reach Delhi.

The cycle rally was flagged off from Srinagar by Chief Minister of Jammu & Kashmir, Omar Abdullah, on November 9. It reached Delhi on November 25 and was received by the Lt Governor of NCT of Delhi, Najeeb Jung, on the Jamia campus.

A team of 25 students (11 Girls and 14 boys), along with 15 staff members from Jamia, were participating in this rally. It was organised by the NCC and NSS units of Jamia in partnership with ONGC Videsh Ltd, ONGC, Steel Authority India Ltd., DD News, Take One and Bureaucracy Today.

Photograph courtesy jamiajournal.com



Glorious descent: The cyclists being felicitated

Yechury visits Staff College

SITARAM YECHURY, Member of Parliament (Rajya Sabha), came to the Academic Staff College of Jamia Millia Islamia on November 12 to deliver the valedictory lecture to the participants of the Refresher Course in Commerce & Business Management. Over 40 university/college teachers participated from across the country.

Yechury emphasised the need for developing constructive leadership. Drawing attention to the general elections, he stressed on the need to focus on issues concerning people rather than indulging in polemics of history.

Yechury inaugurated a lawn (Khayaban-e-Faiz) in the Staff College campus, named after renowned Urdu poet of the sub-continent Faiz Ahmed Faiz.

Capacity building for teachers

Faculty of Education, Jamia Millia Islamia, organised a 10-day Capacity Building Programme on Spoken/Functional English, for school teachers of Jamia in September.

The programme was conceived with the aim to make teachers familiar with the English language so that they can use it with ease and comfort. The Capacity Building Programme covered the four skills of communicative competence: Listening, speaking, reading and writing, as well as grammar and building vocabulary.

Prof SM Sajid, Officiating Vice-Chancellor, Jamia, delivered the inaugural address at the gathering, stressing upon the importance of frequent and consistent use of English in everyday situations. He said a training programme can only be successful if participants genuinely get involved and believe that the interventions made will widen their existing skill base.

Prof Anisur Rahman of the Department of English, Jamia was the guest of honour on the occasion. He impressed upon participants the need to speak English contextually in order to be effective in communicative competence.

The programme had resource persons from premier academic institutions like NCERT, IGNOU, SCERT, Wipro Applying Thought, as well as from Jamia's English and Education Departments. At the valedictory function, participants were given certificates and a resource kit each.

Jamia in images



1. Primary School children enjoying the balloons at the Foundation day event
2. Exhibition of Paintings and Drawings 'Event Horizon' by Prof Pankaj Sharan, Director, Centre for Interdisciplinary Studies in Basic Sciences, inaugurated by Lt Governor Najeeb Jung
3. MCRC students put up an Exhibition on 'Photography as Archive' as part of the Delhi Photo Festival at Jamia
4. A state-of-the-art mobile dental clinic, launched by the Faculty of Dentistry, Jamia
5. Students at the blood donation camp, organised by the NSS wing of Jamia
6. Women displaying their craftwork at the Shilpkala Utsav, organised by the Outreach Programme, Jamia
7. An exhibition on Muslim architecture, organised by the Premchand Archives of Jamia on Foundation Day



Governing media and media governance

While media provides its judgment on every issue under the sun, a centre in Jamia engages with the intricacies of media and its implications in the sphere of governance

Conventional media courses in the country have provided a highly skilled cadre of professionals to the booming media industry. While these media courses lay emphasis on imparting skills related to production, an area that needs to be tapped is an in-depth understanding of communication and society, economics and politics of media, and policy and regulation of media. Jamia Millia Islamia's Centre for Culture, Media and Governance has stepped in to fill this knowledge gap, by providing programmes emphasising the theory and policy of media and communication.

Prof Biswajit Das, Director, CCMG, says, "Existing courses have not resulted in generating a knowledge base about communication. These courses have a professional orientation. But rarely are such practices documented and reflected upon. The professional orientation limits their potential to develop a 'studies' orientation of communica-

tion." He adds, "The Centre is engaged with larger issues of communication at the level of civil society, policy and industry practices, and seeks to understand the various actors, instruments and stakeholders in making and managing communication. The idea behind such holistic perspective is to understand and develop an Indian perspective of communication. These issues require an interdisciplinary engagement, hence the need and justification of the Centre."

THE 'COVERAGE'

The Centre provides academic programmes at the MA and PhD levels. The two-year MA in Media Governance Programme is designed to provide policy-oriented understanding of the media environment. The PhD programme involves students in probing these core areas, with a special focus on India and South Asia.

Besides teaching, the Centre is involved in a

For a media critique: (Facing page) Faculty and students at the Network Governance Lab

large range of research projects bagged from prestigious institutions from different parts of the World such as Ford Foundation, New York, the US; International Development Research Centre (IDRC), Ottawa, Canada; Center for the Advanced Studies of India (CASI), University of Pennsylvania, the US; Social Science Research Council (SSRC), New York, the US; and University Grants Commission (UGC) and Indian Council of Social Science Research (ICSSR), India. It has excelled in pedagogical innovation and helped various universities in India and South Asia in curricular development.

The Centre has analysed the language channels in Hindi, English and Urdu, and has studied Urdu as a journalistic field, probing the nature of news reports in the language.

It has studied news channels across the country, with a focus on prime-time news, to study plurality and diversity (ie, whether the content is diverse or not). It has amassed huge data on what it calls 'media diversity index'. In association with the ICSSR, the Centre is also studying media and minorities. It is doing a study on the North-east and Kashmir, titled 'Inclusion and Exclusion Debate in Mainstream Press'. In association with York University, it is probing reportage of sex and violence in the Indian press.

The Centre has tie-ups with universities and media institutes across the world, including York University, University of Toronto and Ryerson University, Canada; Heidelberg University, Germany; University of Queensland, Australia; Free University, Brussels, Belgium; Katholik University, Leuven, Belgium; and Istanbul University and Kadir Has University, Turkey.

Besides classroom teaching, the Centre uses variety of techniques such as workshops, field work and video conferencing to make the students aware and interact with students and faculty of universities abroad. The Centre is initiating collaborative teaching with York University. It has a state-of-the-art Network Governance Lab, with the latest computers and up-to-date software. The computers are installed with the Statistical Program for Social Sciences software package to facilitate research. The lab has a projector and LCD screen and satellite connectivity to facilitate video conferencing.

The Centre is also in the process of building an open learning resources repository. It makes a doc-

umentation of all the techniques used for the post-graduate programme and brings out a workbook, which can be used as self-study material by students, as well as an online resource by teachers.

THE ANCHORS

The experts at the Centre are drawn from across Social Sciences and Communication Studies. Prof Das has almost three decades of teaching and research experience in Communication Studies, Development Communication and Sociology. He has been a visiting professor at York University, Canada, and visiting fellow at University of Windsor, Canada; East West Centre, Hawaii, US; and Indian Institute of Advanced Studies, Shimla.

Prof Vibodh Parthasarathi is the co-editor of the tri-series on *Communication Processes* (Sage). He serves on the Advisory Board of the Centre for Internet & Society; International Advisory Board of the India Media Centre, University of Westminster; and International Editorial Board of Global media and Communication.

Dr Saima Saeed has 11 years of work experience in television news, documentaries and non-news genres and teaching. Dr Athikho Kaisii earlier taught at the Don Bosco College, Manipur, and worked with some international organisations engaged with youth and children. Dr Taberez Ahmed Neyazi has been a postdoctoral fellow at the Kyoto University, Japan, and visiting fellow at the East West Centre, Hawaii. Dr Smeeta Mishra has earlier taught at IIM-Ahmedabad and Bowling Green State University, Ohio.

There have also been scholars in residence, like Prof Graham Murdock from Loughborough University, Daniel Drache from York University, Dr Minna Aslama Horowitz from St John's University, Laura Stein from Texas University at Austin, Olivier Arifon from Free University at Brussels, Adrian Athique from University of Newland and Prof Pradosh Nath from the National Institute of Science Technology and Development Studies. The Centre receives scholars of repute from different parts of the world. Besides, the Centre has organised conferences in collaboration with Annenberg School of Communication in Chicago in 2009; with Institut für Publizistikwissenschaft und Medienforschung (IPMZ), Zurich, in 2010; and with Florida State University and School of Oriental and African Studies (SOAS), London, in 2013. The Centre is organising a conference in collaboration with University of Brussels in January 2014.



A riddle called English

Jamia seeks to empower students from small-town India by imparting training in spoken and written English, and conducting a Self Enrichment Programme

Mohammad Faisal and Mohammad Istakbal are diploma holders in Engineering from Jamia Polytechnic, following which they have taken up jobs with small firms. Alongside, they are now doing Bachelor of Engineering at Jamia Millia Islamia, which is an evening programme. But they have realised a big shortcoming, which might affect their career growth. This is their inability to converse in English. They are both from Hindi background, and realise that English is required even for cracking interviews. Like them, Noor Jahan, a student of Islamic Studies, is completely at a loss when an English conversation is happening. Coming to the aid of such students now are the twin programmes of Communicative English Programme (CEP – Third Edition) and Self Enrichment Programme (SEP – Nikhar).

These two programmes have been started especially for those who represent socially and economically marginalised sections of our society, who have had no formal training in the English Language and are treated as “English outcasts”.

Around 140 students, belonging to streams as disparate as Engineering, Law and Islamic Studies, have enrolled for the course, with about 800 contact hours of programme. The faculty for the Communicative English Programme has been drawn

from Jamia’s English Department. Coordinating the programme is Dr Mukesh Ranjan, and assisting him are other faculty members – Dr Baran Farooqi, Dr Asmat Jahan, and AC Kharingpam. The course curriculum has also been designed by the Department of English.

The programme has been divided into classroom sessions, tutorial sessions and lab sessions. In the classroom sessions the students practise exercises on structure of sentences, including subject-verb agreement. These would, for example, include the usage of ‘can’, ‘can’t’ and ‘could’ and ‘is’ and ‘are’. Written assignments are given and the work is assessed in the tutorial classes. In the composition given on ‘My home’, the resource person is pointing out where students have gone wrong, like, in writing ‘I lives with my family’.

In the lab session in the Old Library building, students first watch a video on a specific situation. After that, they describe the situation in their own words. Dr Ranjan, who is conducting one of the sessions, says, “We have made making errors a virtue because this paves the way for correction. We encourage them to unshackle themselves and laugh at themselves. Ultimately, we want them to use the language.” No one is made to feel guilty about mistakes. And Mohamad Faizan Rabbani, an engineering student who has faltered in the first at-

tempt, listens to other students narrate the situation, picks up courage again, and improvises his presentation, this time with far more accuracy.

A number of novel elements have been added to give the students wide exposure. Introduction to characters like Alice and Catherine in grammar exercises, and videos that portray, say, an English melieu, are intended to familiarise students with other cultures.

Students are encouraged to come onstage during staging of English plays and taken for movie screenings and various locations. They have to describe these locations in their own words.

Dr Ranjan says that it’s an uphill task inculcating correct usage and even removing small mistakes from usage. Add to that the inhibition among students, but by the time the course finishes, they do start communicating in English. Mohammad Faisal, who is having to miss a number of Engineering classes in the evenings, says he is already feeling comfortable cracking conversations with strangers, even if in broken English. And Mohammad Saood Azmi, a student of MA Arabic, says that not only can he speak English with greater comfort now, he has also started reading *The Hindu*, and is also reading Aravind Adiga’s Booker winning novel *The White Tiger*.

Adding to the efficacy of the CEP is the Self Enrichment Programme, being conducted by faculty members from the Department of Social Work. This takes care of life-skills which are imperative for students. Creative thinking, self-esteem, empathy, managing emotions, dealing with diversity and

other such issues are dealt with in the workshops being conducted on Saturdays.

The SEP programme (Nikhar) is coordinated by three faculty members: Dr Neelam Sukhramani, Dr Rashmi Jain and Dr Habeebul Rahiman VM. External resource persons are also called on to take certain modules.

The SEP, which is being rolled out for the first time for students of Jamia, intends to hold at least five sessions for each batch of students in the present academic year. Each session lasts for three hours. The preparation for each session is fairly intensive. The deliverables for each session are worked out by the team members. A variety of methodologies, including group games, role plays, small group discussions, reflective thinking exercises etc are used.

Till date two modules have been delivered to all batches of students. While the first module aimed at building up a positive self esteem within students, the second module aimed to increase the students’ level of self awareness. Within self awareness, the dimensions that were touched upon were increasing the internal locus of control, challenging stereotypes and managing emotions.

Dr Sukhramani says that the cultural context seldom allows students to look at their positive attributes. The exercises on self esteem, which included worksheets and experiential sessions, enabled the students to understand the manner in which a positive self esteem transforms an apparently impossible task into a possibility.

It’s for the first time that many students were made to think as to how they take decisions in their life. Carefully selected standardised tools were used to help students assess themselves. They are also introduced to concepts like SWOT analysis and life-goal study.

In a group exercise on tackling stereotypes, they were given a situation, wherein eight members out of 15 needed to be saved on a boat which was about to sink. There is a child with HIV/AIDS, aged members, an able bodied mechanic, an army man and so on. Students were brought face to face with the biases they have been harbouring.

While it takes time for the learnings of these sessions to seep in, it is heartening to note that the learners, who are mostly first generation learners from rural hinterland or madrassahs, are giving positive responses during the feedback sessions.

It’s time such labs in life-skills become integral to our education structure. 



Readying them to face life: (Facing page) The lab session of the Communicative English Programme in progress; (above) an exercise during the Self Enrichment Programme



The moot point makers

A group of law students from Jamia have made it a habit to win trophies at the moot court competitions across the country

Sanjay Vasishtha, a IXth Semester student of the Faculty of Law at Jamia Millia Islamia, was declared the Best Speaker at the 29th Bar Council of India Trust National Moot Court Competition, held at Mody Institute of Science and Technology, Laxmangarh, Rajasthan, in September 2013. He was also given an annual scholarship at the event. Earlier, he was declared the Best Speaker of the Cyber Law session at the National Seminar on Violence Against Women, conducted by Himachal Pradesh University, Shimla, in association with the Indian Council of Social Science Research, Government of Delhi and the Union HRD Ministry.

While the list of victories is too long to be produced here, his team member in most successes has been fellow student Parvati, who has won at the MP Law College National Moot Court Competition, Aurangabad; was declared the runner-up in the Surana & Surana Criminal Trial Advocacy Moot Court Competition, held at the Rajiv Gandhi National University of Law, Punjab; and was given the 'Best Memorial – Written Submission' at the KR Ramamani National Taxation Moot Court Competition, at the School of Excellence, Tamil Nadu.

Sanjay, whose father is a lawyer in the Delhi High Court, says the team is adept at cross-ex-

amination now. "We have to be precise. The questions should be leading questions. We have to ask the questions in such a way that the witnesses are forced to answer in yes or no."

Sanjay says that he has learnt to dramatise to make his point. He recounts how he once even held a revolver to demonstrate his point. But Parvati says the real court atmosphere is not what is depicted in moots. "While the judges are real, the exact procedure is not followed. You have to wind up in three days. And there is a lot of exaggeration."

Another group of three law students from the Faculty of Law won a hypothetical case regarding a gang rape at the National Moot Court Competition held at the FYLC Ranka Law College, Rajasthan University, in September.

Fahimuddin Ahmad Khan, Shoaib Khan and Armaan Pratap Singh beat 60 teams in the competition. In the final round, they were defending the accused, and got them acquitted on the grounds of lack of evidence and the medical report not being

The legal fraternity: (Clockwise from left): Armaan, Sanjay, Ananya, Anirudh, Shoaib, Fahimuddin, Parvati and Christy



complete. The case presented to the competing teams bore faint resemblance to the Delhi gang rape case of December last year.

Judging the event were senior judges. The nervousness was evident, but as Fahimuddin says, "We got good comments. The judges said that lawyers should learn from us." While the team had to fight the case on both sides, depending upon the draw of lots in each round, what helped them was the thorough research they had done before going to the event. "We debated among ourselves and prepared memos. Our views changed depending upon which side we were on," says Armaan.

Shoaib says what helped them in the ultimate analysis was the fact that they kept calm. "What matters is whether you can read the judges' mind, and we did just that," he says. The team received a cash prize of ₹10,000 in the competition.

Yet another group of students won the International Moot Court Competition at Vivekananda Institute of Professional Studies, affiliated to Indraprastha University, in early October. Anirudh Arora, Ananya Mamgaain and Christy Alex were given a case about an international maritime boundary dispute between two nations. The dispute had arisen because two tsunamis struck the region, as a result of which two islands rich in minerals have emerged. Anirudh, who fought his fourth moot case, says the team had done thorough prior research. "We were strong on facts and knew the loopholes," he says. Ananya, who was participating in her first moot court, says the first few rounds were nerve-wracking but the team delivered and kept on improving its performance. Ananya was adjudged the Best Speaker in the competition.

The team received a cash prize of ₹ 35,000 in the competition. But working on the case, the three have realised that they would not like international law as it has only "persuasive value".

Civil way

THREE STUDENTS of the PhD programme in the Department of Geography, Jamia, have secured places in the Bihar Public Service Commission (BPSC) Examination. Aditya Kumar (rank 173), Manoj Kumar (rank 470) and Mohammad Ejaz Alam (rank 553) were in the final stages of their PhD thesis work at the time of the interview. The keenness to excel in academics has always gone hand-in-hand with the desire to join administration in the case of these three. In fact, Ejaz, who has done postgraduation in Geography from Delhi University and Advanced Diploma in Remote Sensing from Jamia, says technical studies will always interest him. The 'doctor' administrators based their preparation on self studies rather than coaching. "Group studies helped us. We complemented each other, rather than competing with each other," says Manoj Kumar. It's time now for them to test waters in the state.

Charting their path to success: Manoj (left) and Ejaz

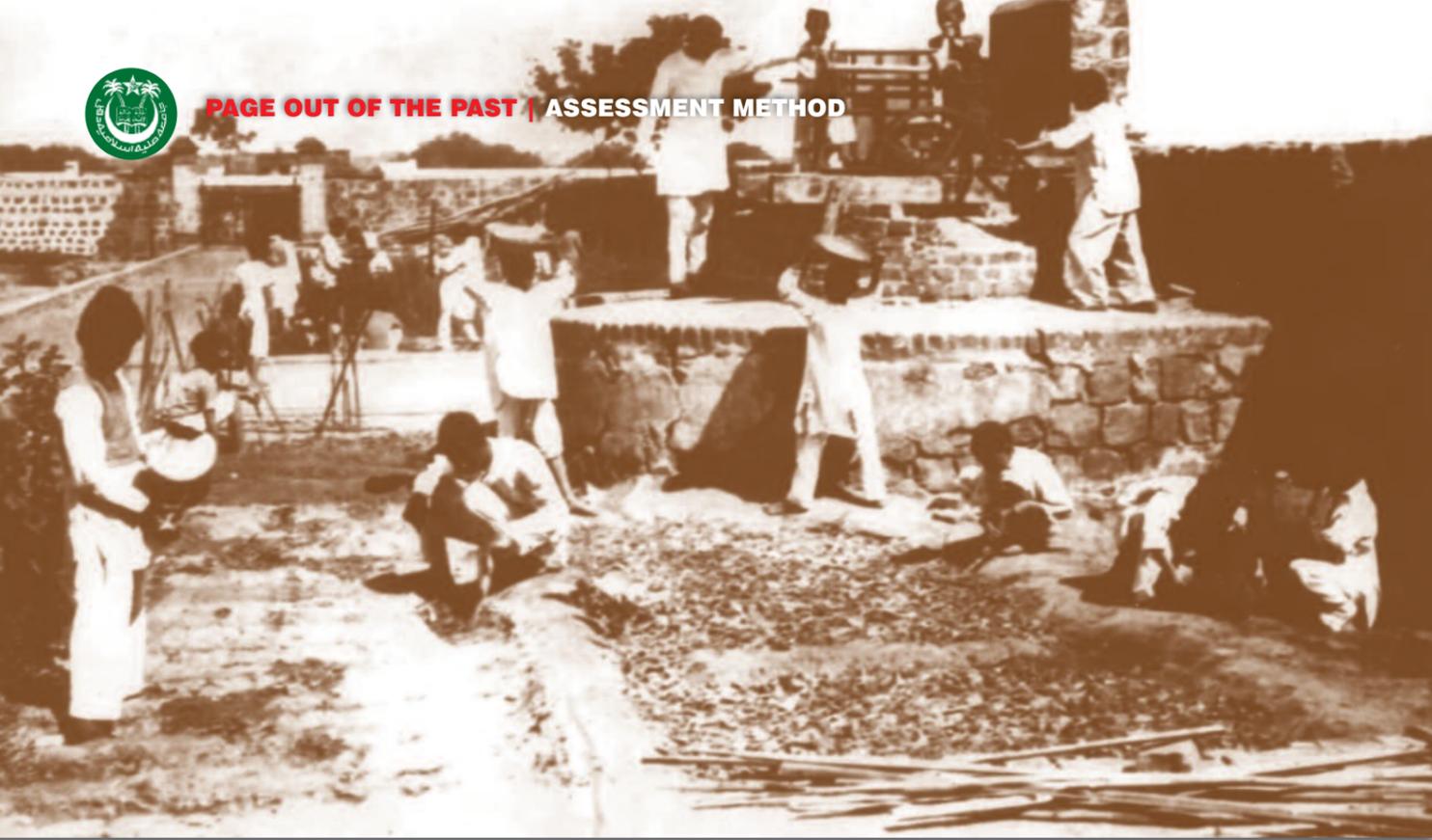


Success equations

THREE STUDENTS of Msc Tech (Industrial Mathematics with Computer Applications) from the Department of Mathematics, Jamia, have been placed in IT multinational companies.

The students are Nadeem Khan, placed in Hikari Tsushin, Japan; Azmat Zehra, placed in TCS, India; and Aayush Gopal Sarawat, placed in Comcon Technologies, India. Nadeem Khan has got the highest salary package of this session so far, at 23 lakh per annum.

The MSc Tech (Industrial Mathematics with Computer Applications) comprises courses in different areas of Mathematics, Computer Science and Operations Research. The course is aimed at equipping students with theories and analytical skills as well as expertise in use of the latest computer packages.



In a class of its own: (Facing page) Learning in the open for Jamia School students, an integral feature of the institution then; (above) Students engrossed in school activities at the Jamia premises in Karol Bagh

Critically yours

Out of a deep concern for the wellbeing and improvement of their pupils, Jamia teachers in the 1930s provided a threadbare character-sketch of the students in the report cards

In an educational practice way ahead of its times for India, Jamia Millia Islamia had evolved a highly personalised comprehensive and continuous evaluation (CCE) method for its school students. Literature and documents available on the Jamia of the 1930s provide an insight into the care that teachers took to observe their students throughout the year and correct their faults, without any trace of malice. The system predated the much-talked-about CCE methodology of our Central Board of Secondary Education (CBSE) by many decades.

We reproduce here a report card of a VIth standard student for the academic calendar August 1937 to July 1938. This report card was read out by Officiating Vice-Chancellor Prof SM Sajid at the Foundation Day ceremony of Jamia on October 29 to inspire teachers to imbibe those practices.

The student was 12 years old. The tone of the teacher is harsh, but the intention is out and out betterment of the student. There was concern for overall growth, not just academic excellence. On the flip side, reading this report card, one realises

that higher education for each individual was not a birth right, and students dropping out was a harsh reality of those times. The report card was meant not just for the parents' perusal but also for the teacher who would be taking over the next academic session. *Excerpts:*

"This child has been with us since last three years. We have made every possible effort to understand him and to provide him appropriate education and personal growth in this period. We are happy that we have succeeded to a great extent in this and we are satisfied with his progress. But it's obvious that despite our best efforts we cannot transform a child to such an extent in this duration that his character becomes sound and that there is no flaw left in him.

Whatever shortcomings we are pointing out in the report has not been done, God forbid, in the manner of blaming. The intention is that through our experience and empathetic observation we give our future teachers the best advice, so that they can continue our efforts...

The child did not fall ill the whole year. But he's

nevertheless very skinny and weak. It's important that efforts are made to remove his weakness. Our carelessness at this point of time will be detrimental to the child's interest. Besides sports and exercises, the food too should be healthy. Milk, egg and fruits will be beneficial for him. Maybe a medically recommended health tonic will work wonders.

Academically he is among the best students in the class. He does all his work very punctually, and no one has to force him to do this. The work is also very clean and organised. However, he takes no interest in books outside the curriculum. He lacks curiosity, in the absence of which he will no doubt fulfil his duties well, but his growth will be restricted. It's important that his curiosity is aroused.

He's honest and obedient, neat and organised in his habits. He takes good care of his belongings. He's polite and soft-spoken but we fear that this soft-spokenness could go out of balance. Although soft-spoken, he speaks without any hesitation when required. He's friendly with all the friends, he's good humoured and laughs a lot. He takes part in sports and exercises on a regular basis, and also plays well. But he has not developed a sportsman-like behaviour and qualities.

As far as personal strengths are concerned, he has a number of good qualities. But in order to be a good citizen, it's important that you also think

Assessment tools

ABDUL GHAFFAR MADHOLI, in his book *Jamia Ki Kahani*, writes that a number of non-academic factors were included in the overall assessment of a child. Health, hygiene, *namaaz*, help to needy people, political awareness, openness, large-heartedness, interest in sports and adherence to rules were all included in the marking scheme. Interestingly, the students also marked their teachers on these nine counts. The teachers too failed the test on some counts.

about the well-being of your community, and if required, also make some sacrifices for the community. As of now, he has been found to be lacking in concern for community or society. If he continues to study in Jamia, these lacunae will hopefully be removed.

As such he's hardworking and has the capability to reach higher studies. It is only in order that students with capability are given a chance to continue their education for a few more years... We have written this report card with the objective that we want to see him improve and we will be happy to see his personality becoming wholesome. His education should continue." 1

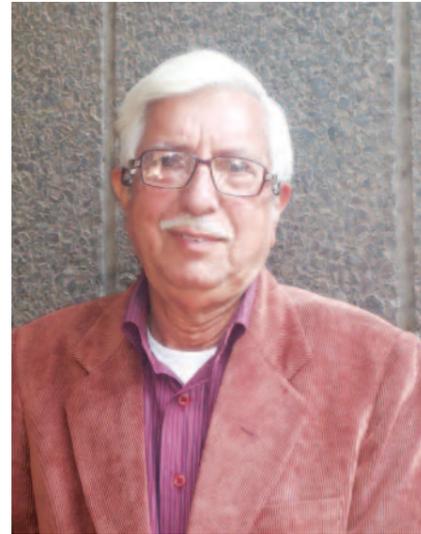


The Nehru Awardee

Fifty years after passing out of Jamia, RASHID NOMANI is still in love with the institution



The mentors and the disciple: (Left) Vice President Dr Zakir Husain giving away the Nehru Award to young Rashid Nomani in 1965 as Vice Chancellor Mohammad Mujeeb looks on; (right) Nomani at his residence



Learn how boy Rashid Nomani came to Delhi in 1957 to join a new course launched by Jamia Millia Islamia. The Rural Institute started by the Department of Taleem-o-Tarakki was in its second year, and Nomani applied for its Diploma programme. In the interview he came face to face with a lean and beautiful gentleman, wearing *sherwani* and smoking a cigar. The gentleman was Mohammad Mujeeb, the Vice-Chancellor of Jamia. Nomani would have many more occasions to interact with the VC, as he secured admission to his course of choice.

The year Nomani joined Jamia was also the year India was celebrating the centenary year of 1857. The Ministry of Information and Broadcasting had asked Jamia's Drama Society to stage a play on 1857, and Mohammad Mujeeb wrote a play titled *Aazmaish* specifically for this occasion. Nomani also got involved in the back-stage preparations.

He remembers, "Rehearsal took place after dinner in the open air theatre, now titled Habeeb Tanveer Open Air Theatre. Mujeeb *saab* used to arrive very punctually. He never sat on a chair but always on the steps, along with others." He's also all praise for Mohammad Mujeeb's skills as a dramatist and says, "Mujeeb *saab* wrote some fine plays in Urdu.

Habba khaatoon went on to become very popular. Another play he wrote was *Khanajangi*, based on Aurangzeb's quest for throne. I got a chance to act in that one." Nomani's interest extended to the sports field too, and he became the captain of Jamia's cricket team in 1960.

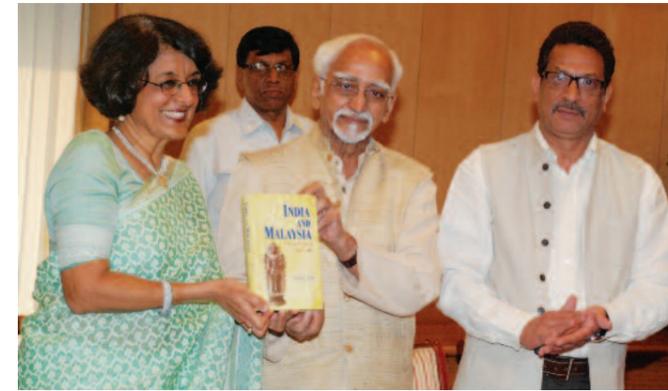
After completing the course, Nomani worked briefly with the Government on a Panchayati Raj project, but came back to join Jamia to do his BEd and MEd. He also worked as a research coordinator at the Research Training Production Centre for a short while. It was when he was pursuing MEd that Jamia announced the Pt Nehru Award in 1965. Nomani was selected for the award. Dr Zakir Husain, who was then the Vice President of India, and was invited to the convocation of Jamia, gave this award to Nomani (see photograph).

Later, Nomani joined the National Institute of Education's associateship and specialised in guidance and counselling. Thereafter, he joined the Directorate of Education as a schools counsellor. Today, living in retirement in the vicinity of Jamia, Nomani makes it a point to attend every seminar of interest in the University. And he's happy that the small, well-knit community has progressed to keep pace with the times. 



The eastern outlook

Vice President Hamid Ansari releases former Indian diplomat Veena Sikri's book



Diplomatic vignettes: (L-R) Prof Veena Sikri, Vice President Hamid Ansari and Jamia's Officiating VC Prof SM Sajid

Vice President Hamid Ansari recently released *India and Malaysia: Intertwined Strands*, written by Professor Veena Sikri, Professor, Ford Foundation Chair and head of the Bangladesh Studies Programme, Academy of International Studies, Jamia Millia Islamia. Prof Sikri has a vast and varied experience as a diplomat and has written the book on India-Malaysia relations, drawing from her experience as the High Commissioner to Malaysia from September 2000 to December 2003. 

Geo-sensitive in Germany

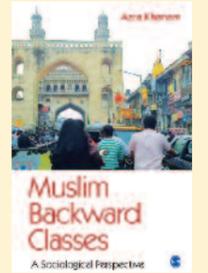
Dr Madan Mohan, Assistant Professor of Geography at the Department of Geography at Jamia, has been awarded a research project titled 'GeoVisualisation of Million+ Cities in the Central National Capital Region: An Impact Analysis Study of Delhi Metro Corridors Network on Urban Sprawl' by the Indian Council of Social Science Research (ICSSR), Ministry of Human Resource Development, New Delhi.



The latest outcome of the research project has recently been presented abroad in the form of a research paper on the theme 'GeoVisualisation and Spatio-Temporal Modelling from Satellite Imagery: A Study of Million+ City, Ghaziabad, NCR Region, India', at the '26th International Cartographic Conference, ICC 2013', which was jointly organised by the Technische Universität Dresden (TUD) and the International Cartographic Association (ICA) at Dresden, Germany, from August 25-30, 2013. 

A book on Muslim OBCs

DR AZRA KHANAM, faculty member at the Dr KR Narayanan Centre for Dalit and Minorities Studies, Jamia, has written a book titled *Muslim Backward Classes: A Sociological Perspective*.



The book presents the sociological perspectives on Muslim OBCs as a category determined by the Indian State. The book provides an explanation of the origin and meaning of the term "backward class", historical perspectives of Muslim backwardness in India, stratification among Muslims in India, internal dynamics among Muslim OBCs and the Millennium Development Goals and Muslim OBCs.

International assignments

DR AHRAR HUSAIN, Dean, Faculty of Education, and a professor in Teacher Training & Non-Formal Education, Jamia, has been nominated as a Member of the International Committee in the International Symposium on Education and Psychology (ISEP - 2014) to be held in Nagoya, Japan from April 2 to 4, 2014.



He has also been nominated as a Member of Programme Committee in the 4th Annual International Conference on Education & E-Learning (EeL 2014) to be held in Bangkok, Thailand, on August 18-19, 2014.

The Srinivasa Ramanujan Block



This majestic building, housing the Centre for Interdisciplinary Research in Basic Sciences, Department of Biosciences and the Department of Biotechnology, is perhaps the final outpost of Jamia Millia Islamia. The six-storeyed structure, inaugurated in September this year, follows a simple plan of a central courtyard surrounded by classrooms and labs on all sides. Thanks to its location and construction, there's ample sunlight and air circulation. While the interiors are functional, the exterior of the building has been given an air of modernity. The juxtaposition of maroon and white makes the building, as such high for its surroundings, stand out.



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Girl power to THE FORE

Belying all stereotypes, Muslim girl students are keen to compete in all fields, and Jamia Millia Islamia is actively nurturing these aspirations, helping them see these dreams to fruition

Asma Naseem began her primary education in 1990 in a small village in Baghat district, Uttar Pradesh. Six months after she started going to her two-room school, her family decided that their daughter deserved a decent education — just like any other child. This led to the family taking some tough decisions. Her father shifted with 4-year-old Asma to Delhi, and got her admitted to the primary school in Jamia Millia Islamia, himself taking up a job in the city. The mother joined them four years later. Asma did her schooling in sciences from Jamia

doctorate. In fact, it was during the presentation of a paper during a conference in Italy that her work caught the attention of experts from ICGEB and they invited her over.

Sharing her dream of contributing to society is Samreen Jahaan, who has joined the Mechanical Engineering course at Jamia Polytechnic after class X. She is the only girl student in the 1st year batch of the course, yet this slightly-built girl is undeterred, saying: "If boys can, why can't girls?" She admits, "Initially I hesitated in sitting in an all-boys' class, but now I don't mind. The boys help me in all the subjects." She's happy that her parents support her in her career decision, and realise there are great careers in Mechanical Engineering. After the Diploma from Jamia Polytechnic, she plans to either join the Engineering programme at Jamia's Faculty of Engineering or take up a job.

Zainab Zafar, a 1st year student of Bachelor of Physiotherapy at Jamia, has joined this paramedical field with the aim of treating patients. In a course where numerous girl students had withdrawn their names in the initial batches because lab work requires physical touch with "models" of the other sex, Zainab and her fellow girl students are confident that they are doing noble work. "Our parents are today comfortable with what we are learning. After all, it's a noble job. I will be treating someone. And it's all very professional. There's great deal of comfort level," says Zainab. Nor does she feel that the burqa that she wears will be a hindrance in her work.

Flush with the title of 'Miss Fresher' that she has won, this articulate student is optimistic that what you wear does not matter in your professional success. "Recruiters will see my potential," she says with confidence.

As many as 453 girls from UP and 222 girls from Bihar secured a seat. From West Bengal, 21 girl students, and from Madhya Pradesh, 9 students secured admission.

School, her graduation in Biotechnology from Jamia's Faculty of Natural Sciences, won the gold medal in her postgraduation in Biosciences at Jamia and followed it up with a doctorate in protein conformational diseases — again from Jamia. She is now pursuing postdoctoral studies at the International Centre for Genetic Engineering and Biotechnology (ICGEB) in Italy.

Keeping head covered, exuding confidence and conversing in flawless English, Asma recounts that the initial years in Delhi were tough, when they had to stay with relatives. "I missed my mother a lot," she remembers. But that tough decision has today paid off, as her work is internationally recognised, and she is set to join academia following her post-



Providing a window to women: (Clockwise from top left) Samreen Jahaan of Mechanical Engineering; Ayesha Ahmad and Khadija Khan of Architecture; Shaila Naaz of Architecture and Spanish Studies; Fatima of Geography and Asma Naseem of Biosciences

THE GREAT INDIAN MOSAIC

Asma, Samreen and Zainab represent the brave new face of Muslim girls, confident of their skills, competitive in spirit and as hungry to succeed in life as any other youngster. The keenness to make something of their lives is the common thread that runs through all the narratives. This, despite the diverse backgrounds that they come from.

Interacting with a cross-section of girl students from the Central University, one gets a feel of the rich mosaic of life in this country, and also understands that it doesn't help to paint an entire community with the same brush. Fatma, hailing from Mewat in Haryana, went against her family's wishes to come to Delhi to pursue higher education. She did her graduation from Miranda House, Uni-

versity of Delhi, and is now pursuing MA Geography from Jamia. Traditional attire and soft voice notwithstanding, she exudes confidence when it comes to justifying her decision to leave home. On the other hand, Azima Siddiq, a flamboyant fashion designer from Assam, who has switched her career and done an advanced diploma in Italian from Jamia, is trying to explain hard to her family, faculty and friends her recent decision to take up wearing burqa. A product of NIFT, Azima has worked with leading international fashion brands but has now changed both her dressing style and career. Shaila Naaz, a IIIrd Year Architecture student from Daltonganj in Jharkhand, is simultaneously pursuing an Advanced Diploma in Spanish, and is optimistic about juggling a career in archi-



The wider reach

IN ITS endeavour to reach out to women from the most disadvantaged sections of society, Jamia is running several initiatives at different levels.

PRIVATE CANDIDATES: The University extends the facility to girls to appear in exams as private students, without attending classes.

THE ARJUN SINGH CENTRE FOR DISTANCE AND OPEN LEARNING: Fulfilling the aspirations of a large number of girl students to get qualifications from their homes, The Arjun Singh Centre for Distance and Open Learning at Jamia offers a large number of programmes in Humanities, Commerce, Business Administration, Banking and Insurance, Counselling and Guidance, Childhood Care and Education, and even the stream of Engineering. All of these courses are recognised by the Distance Education Council, University Grants Commission (UGC), or the All India Council for Technical Education (AICTE). Students can study at their own place and pace, and have the flexibility of choosing a combination of courses

from a wide range of disciplines. There are 31 study centres, located in UP, Rajasthan, Bihar, Chhattisgarh, Gujarat, Orissa and Maharashtra.

DEPARTMENT OF ADULT AND CONTINUING EDUCATION AND EXTENSION: The Department runs several skill-based courses for women in Jamia's neighbourhood. As part of its extension education, the Department organises 60-80 lectures on legal issues, right to education, women's role in Islam, right to property, oral health and reproductive health.

BALAK MATA CENTRE: Running from three locations in Delhi, the Balak Mata Centres strive to bring women and girls in Muslim localities out of homes and provide them education. As the name suggests, the objective is that while the child gets schooling, the mother also gets skills and vocational qualification to lead her lives more effectively. These centres provide schooling to girl children till class V, and skill-based programmes in computers, tailoring and beauty therapy to women.

ecture and learning the Spanish language. A politically aware student who makes it a point to be aware of things like who her area MLA and district police commissioner are, she is vehement that each student should make the best use of her education. "Don't waste a seat by not giving your best. Each seat is precious."

SECURE IN THE FAITH

Girl students from such diverse backgrounds are converging upon Jamia because of a stimulating academic environment, the safety, and the religious and cultural ethos that this Central University provides. Shaila says, "Getting admission in a Central University is an achievement. And Jamia provides an ideal atmosphere for studies. It's safe too, as there's abundant security. There's regular ID card check. I have never encountered any harassment." She adds there's complete freedom to wear what you want to. Girls are respected, irrespective of whether they are in burqa or jeans. Polytechnic student Ayesha Ghayas says she chose Jamia to pursue Computer Engineering because it's a Muslim University and there's no ragging. And Sunmbul Fatima, pursuing Electronics from Jamia Polytechnic, says she had filled up only Jamia's form because of

the University's Muslim ethos and because the University offers a safe atmosphere to girls. But Bachelor of Architecture students Khadija Khan and Ayesha Ahmad, whose parents are faculty members with Jamia, joined Jamia School in class XI because their parents wanted them to. Wearing casual Tees, the two students admit they took some time to adjust to the new environment and new friends. And Ruby Shaheen, who has joined the Diploma in Journalism in Jamia after doing Economics Honours from the same University, says she joined because of its great academic reputation and the perfect atmosphere for studies that it provides.

WHEN INFRASTRUCTURE BONDS

On its part, Jamia is following a proactive policy to promote girls' education. The 10 per cent reservation for girl aspirants that the University has implemented is showing results. In Jamia Polytechnic, for example, out of 900 students, 92 are girl students. And while girl students traditionally chose courses in Humanities, Languages and Education, today there is enough competition even in courses like Physiotherapy. Dr Ejaz Hussain, Director, Centre for Physiotherapy and Rehabilitation Sciences, says in the first two years of its existence since

2007, they had to counsel parents to admit girls to the course. Now the girls:boys ratio is 70:30.

The number of girls from North Indian states predominates. A total of 2,349 girls took admission this year. Of these, Delhi took the lead, with 1,391 girls from the city getting admission. As many as 453 girls from UP and 222 from Bihar secured seats. From West Bengal, 21 girl students, and from Madhya Pradesh, 9 students secured admission. From Haryana the number is 58. Jammu and Kashmir sent 39 girl students. From the North-east, Manipur sent 12 girls.

What is also turning the tables in favour of girl students is the attention that Jamia is now paying to girls' hostels. A new girls' hostel was recently inaugurated by Lok Sabha Speaker Meira Kumar, taking the girls' hostel capacity from 500 to 750. And now, following the UGC grant of ₹26 crore at the behest of UPA Chairperson Sonia Gandhi, the University is in the process of adding 400 more hostel seats for girls. Like on the campus, utmost importance is given to security in the hostel premises. The one issue which students feel that the University needs to work upon, is the three-month gap between University admissions and hostel admissions. While classes commence in July, the hostel admission procedure gets completed in October, forcing girl students to either stay with local guardians or look for PG facilities. In the case of Qudsia Rashid, a PhD student of Biosciences, who secured admission in the month of January 2009, this hardship stretched to about 10 months.

The University also goes all out to keep the campus free of sexual harassment. A zero tolerance policy is followed and there have been suspensions too. The earlier University Complaints Committee has been replaced with Internal Committee to Deal with Sexual Harassment of Women at Workplace. While women staff and the administration are covered under the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, for students the University has its own ordinance. There are complaint boxes at fixed points, which are regularly opened, and if a student has written a complaint, then due action is taken.

While there is the assurance that the culture of *tehzeeb* prevents molestation on the campus, Dr Bulbul Dhar James, Director of Sarojini Naidu Centre for Women's Studies at Jamia and a member of the above-mentioned committee, says that this might often act as a veneer. "Girls might have been victimised and might not be able to say any-

thing. But they are becoming aware of what sexual harassment is and are picking up the courage to complain." Dr Hussain, Director of Physiotherapy and also a member of the committee, says there is still inhibition among girls to give written complaints, fearing consequences.

The Sarojini Naidu Centre is now conducting sensitisation workshops in each department and centre to make teachers and students aware of their rights, and to teach them right conduct in a multi-cultural milieu. This is important because students come from small villages where the code of conduct may be different and there are mental blocks.

MULTIPLIER EFFECT

Mental blocks are dissolving, nevertheless. Dr Sabiha Hussain, a faculty member with the Centre for Dalit and Minorities Studies, says that a sea

The keenness to make something of their lives is the common thread that runs through all the narratives. This, despite the very diverse backgrounds that they come from.

change has happened in the attitude of parents in the last few years. Parents who did not want to educate their girl child are now keen that their daughter get admission in this premier University. "Parents are now open to sending their daughter to Delhi in courses like Computer Science, Biotechnology, Physiotherapy and Polytechnic. They have high aspirations for their daughters. They hope that their daughter will get better exposure here."

Dr Dhar James says that the multiplier effect of educating a girl child is evident in social equations too. Girls who are getting educated here are making a difference in the family and their community. They are making an effort to change those aspects in their family which have kept them and others in degraded conditions for too long. And she recounts the example of a girl in Balak Mata Centre who argued in favour of the all-girls' Kashmiri band when it was being threatened, saying. "Even the heart beats in a rhythm." An optimistic Dr James says, "Hopefully, we are making a positive dent." An optimism that appears well-placed.

Inching closer to hundred

On the 93rd Foundation Day, Jamia VC announces new technology measures

Jamia Millia Islamia celebrated its Foundation Day on October 29 with traditional aplomb, with the hoisting of the national flag, rendition of Jamia tarana, and a guard of honour by NCC cadets of Jamia for the Chief Guest of the day, Dr Mohammad Zakir, Retired Professor from the Department of Urdu, along with Prof SM Sajid, Officiating Vice-Chancellor.

It was on this day, in 1920, that a group of nationalist students and teachers, committed to the cause of the Non-cooperation Movement, had broken away from the parent institution, Aligarh Muslim University, to start Jamia from makeshift tents. Its journey from those tents in Aligarh to an institution known for courses like Nanotechnology and Theoretical Physics, was recreated by the students of Jamia middle school in a creative narrative.

The Officiating Vice Chancellor, Prof SM Sajid,



Posturing for future: Jamia's Officiating VC, Prof SM Sajid, at the Guard of Honour on the Foundation Day

announced that the Centre for Information Technology at Jamia will soon provide a unique email ID to all students enrolled in Jamia. He said that this channel of communication between students and teachers will not only help them stay in touch with each other but also permit them to share study material, develop online tests, make online submissions, etc. ↓

Jamia faculty in President delegation



Alliance for education: Prof Das greets Turkish President Abdullah Gul and President Pranab Mukherjee

PROF BISWAJIT DAS, Director, Centre for Culture, Media and Governance, Jamia Millia Islamia (JMI), Nelson Mandela Centre for Peace & Conflict Resolution (NMCPCR) and the International Committee of the Red Cross (ICRC) jointly organised a Regional Conference for Senior Editors on 'Violence & Conflict Reporting: Media Debates its Role'.

During the visit three MoUs were exchanged: with the Katholik University, Leuven, Belgium; Istanbul University, Turkey; and Kadir Has University, Turkey. These were related to student and faculty exchange, collaborative research and teaching.

Prof Das said that the universities in Turkey were quite informed about Jamia founder Maulana Mohammad Ali Jauhar's contribution to Turkey and the faculty at the University of Leuven were aware about Jamia's contribution to education. He added, "I was amazed to see President Mukherjee's concern and commitment to higher education."

Kuwait PM visits Jamia

Sheikh Jaber Al-Mubarak Al-Hamad Al-Sabah emphasises the role of education in building a peaceful society in modern times

The Prime Minister of Kuwait, His Highness Sheikh Jaber Al-Mubarak Al-Hamad Al-Sabah, who was on a state visit to India, visited Jamia Millia Islamia on November 9. The programme was hosted at the India Arab Cultural Centre of Jamia.

Jamia's Officiating Vice-Chancellor, Prof SM Sajid, in his welcome address highlighted the long and cordial relations that India has with Kuwait. He asserted that these relations should not be narrowly interpreted as India being the exporter of labour and Kuwait, of oil. He assured that Jamia will extend full cooperation to explore all other avenues of academic and research collaboration.

In his address, the Prime Minister of Kuwait said that the true warriors in the contemporary world are the educators who build a nation. He highlighted that Islam and the Quran have emphasised peace and have insisted on promoting education. Therefore the significance of Universities like Jamia increases manifold. He acknowledged the significant role of Jamia in not only providing education



India-Arab synergies: Kuwait's Prime Minister Sheikh Jaber Al-Mubarak Al-hamad Al-Sabah (centre) at Jamia

and research opportunities to a large number of students, particularly Muslims, but also in strengthening the relationship between India and Kuwait.

On this occasion, a photo exhibition on 50 years of India-Kuwait relations was on display at the India Arab Culture Centre's Exhibition Hall, which was visited by His Highness. ↓

Can war journos be impartial?

THE AJK Mass Communication Research Centre (MCRC), Jamia Millia Islamia (JMI), Nelson Mandela Centre for Peace & Conflict Resolution (NMCPCR) and the International Committee of the Red Cross (ICRC) jointly organised a Regional Conference for Senior Editors on 'Violence & Conflict Reporting: Media Debates its Role'.

Media personalities debated whether war journalists should just report facts or should they be playing a role in resolving conflicts? Can journalists be unbiased and impartial, even when they know that one party happens to be an aggressor?

Adam Roberts, South Asia Bureau Chief, *The Economist*, expressed his views on impartiality of media and said, "You have to be honest. You are the media and you have to mediate."

Pamela Philipose, Director and Editor-in-Chief,

Women's Feature Service, talked about national interest in war reporting and said that the way national interest is defined often makes the story skewed. MR Narayan Swamy, Chief News Editor, Indo-Asian news Service, described how stories are written when it comes to the Indo-Pak border issue and said that given the fact that our sources are Defence Ministry and intelligence agencies, we are effectively shutting out other opinions. He added that electronic media at least ropes in people with many versions, and gives a broader perspective. That perspective is lacking in print media. On the other hand, Prof Sabina Kidwai, faculty, MCRC, found TV reportage problematic. "TV image stays in mind. ... It capsulates an image," she said, giving the example of the burning dome of Taj during the Mumbai terror attack in November 2008.

'Each one, a minority'

Mani Shankar Aiyar asserts that the secret to India's survival is its plurality



Diversity wins the day: Mani Shankar Aiyar at the seminar

The fundamental reason why we have survived as a country is because each one belongs to a minority. There is a greater sense of Indianness and national unity in India than in Pakistan, Nepal, Sri Lanka or Bhutan. Problems arise when a single community or province starts dominating. Parliamentarian Mani Shankar Aiyar expressed these thoughts at the Venice Delhi Seminars on 'Religious Pluralism: Freedom and Diversity, Blasphemy and Respect', organised jointly by Jamia Millia Islamia, RESET Dialogues on Civilisations, India Habitat Centre and *Seminar* magazine.

Delineating that the Muslims constitute a prominent community in the country's socio, economic, political and cultural life, he expressed dismay that Muslims are under siege in this country, and "have to pass the cricket test". He warned that unless we recognise every sub-identity in this country, it will be difficult to realise the larger identity.

Various forms of curbs on freedom of expression were discussed on the occasion. Jitte Klausen, author of *Cartoons that Shook the World*, described how the Yale University Press removed cartoons from her book and "impoverished our understanding of Muslim neighbourhood". Reading the text without the images in a book which was after all about cartoons was a serious loss, she said.

Lawyer Akhil Sibal, who had defended MF Husain in court, talked about the contradictory pulls between freedom of speech and respect for religion. The politically motivated attacks on Husain had struck fear in the heart of the artist, and even though he won the case and colleagues wanted him to return to the country, Husain didn't want to live in an environment of hatred.

Chinmayi Arun, a faculty from National Law School, Delhi, pointed out the case of *Vishwaroopam*, where the State had stopped the release of the film anticipating law and order problems; the disbanding of an all-girls' Kashmiri rock band due to a controversy simply about their coming into existence; and the removal of images of goddesses from the Chitra Kala Parishad; to show means adopted by various players to curb speech. Ⓝ

Course on State-Building in Afghanistan

THE AFGHANISTAN Studies Programme at the Academy of International Studies, Jamia Millia Islamia, is conducting a programme titled 'State-Building in Afghanistan' from October 10 to November 26. The course is being taught by Professor Rani D Mullen, Government Department, College of William and Mary, Virginia, the US, and currently Senior Fulbright-Nehru Scholar at the Centre.

The course focuses on the rebuilding of Afghanistan in the immediate aftermath of the fall of the Taliban and analyses current and likely future policy options for state-rebuilding. It has been

structured as a combination of lectures, discussions and writing of a research paper. Successful completion of the course will entitle the student to a certificate of participation.

The themes being covered in the programme are: Collapse of Empires and the Current State-Building Project; The Taliban Years, Bonn and the Blueprint for Afghanistan; The Bonn Process and the Larger Issue of Institutional Design; The Legal and Illegal Economy; Security Provision; Development and Aid in Afghanistan; and Impact of Regional Politics and Future Prospects.

Enormous scope for plurality

Director of Vigyan Prasar says there can be no oneupmanship of wisdom

The Centre for Jawaharlal Nehru Studies, Jamia Millia Islamia, and Vigyan Prasar, Department of Science and Technology, Government of India, hosted a two-day National Conference on 'Science in Society and Development: Nehru and Beyond' at Jamia Millia Islamia on October 23 and 24.

The programme discussed a variety of burning contemporary issues on the relationship between science, technology and society and highlighted the frontier areas of research in this field.

Dr R Gopichandran, Director, Vigyan Prasar, emphasised the need to recognise wisdom in everyone. "There can't be one-upmanship. We need to learn from everyone. We refuse to understand that there is wisdom in others too. There is enormous scope for pluralistic thinking."

Prof SM Sajid, Officiating Vice Chancellor, Jamia Millia Islamia, said that even as modernity had increased, so had religiosity increased among youth. Was science education really contributing to better scientific temper among people, he wondered.

The conference hosted over 30 well-known scholars and activists, including eminent educationist Prof Anil Sadgopal; pioneering science activist



Paradigms of science: Director, Centre for Jawaharlal Nehru Studies, welcoming guests at the seminar

and people science movement ideologue from Kerala Dr MP Parmeswaran; retired scientist from Bhabha Atomic Research Centre and national award-winning science writer Prof Syamal Chakravarty; astrophysicist and science writer from Bangalore Prof Sabyasaachi Chatterji; and editor, *Scientific Temper* journal, Dr Gauhar Raza. Ⓝ



Dr Meghna Sabharwal

The great Indian inertia

Indian origin academic Dr Meghna Sabharwal expresses concern at the bureaucratic control over the country, and its mediocrity

Bureaucracy preceded democracy in India and that's where the problem lies, because bureaucrats have come to have a strong hold over our political institutions. Dr Meghna Sabharwal from the School of Economic, Political and Policy Sciences, University of Texas at Dallas, US, expressed this concern while speaking on the theme 'Public Administration in South Asia' at the Department of Political Science, Jamia, on October 3.

Dr Sabharwal spoke on a wide range of issues confronting public administration in the South Asian region, including leadership crisis, poor bureaucratic performance as well as the lack of accountability and efficiency.

"We are very good on paper (with) excellent policies but the problem often lies in implementation. The inertia that sets in is the problem. We are happy with mediocrity," she said. She expressed optimism in India's youth, saying, "India is a very young country. That potential needs to be tapped into. And public administration has a key role to play in that." Ⓝ

Safety message on cycles

Jamia students and teachers traverse North Indian states with the motto of women's safety

Raising awareness about ensuring safety for all citizens, particularly women, students, teachers and staff members of Jamia Millia Islamia took out a cycle rally from November 4 to 25 from Kashmir to Delhi,

covering a distance of 1,121 km. The rally passed through the states of Jammu & Kashmir, Punjab, Himachal Pradesh, Haryana and the Union Territory of Chandigarh to finally reach Delhi.

The cycle rally was flagged off from Srinagar by Chief Minister of Jammu & Kashmir, Omar Abdullah, on November 9. It reached Delhi on November 25 and was received by the Lt Governor of NCT of Delhi, Najeeb Jung, on the Jamia campus.

A team of 25 students (11 Girls and 14 boys), along with 15 staff members from Jamia, were participating in this rally. It was organised by the NCC and NSS units of Jamia in partnership with ONGC Videsh Ltd, ONGC, Steel Authority India Ltd., *DD News*, *Take One* and *Bureaucracy Today*.



Photograph courtesy jamiajournal.com

Glorious descent: The cyclists being felicitated

Yechury visits Staff College

SITARAM YECHURY, Member of Parliament (Rajya Sabha), came to the Academic Staff College of Jamia Millia Islamia on November 12 to deliver the valedictory lecture to the participants of the Refresher Course in Commerce & Business Management. Over 40 university/college teachers participated from across the country.

Yechury emphasised the need for developing constructive leadership. Drawing attention to the general elections, he stressed on the need to focus on issues concerning people rather than indulging in polemics of history.

Yechury inaugurated a lawn (Khayaban-e-Faiz) in the Staff College campus, named after renowned Urdu poet of the sub-continent Faiz Ahmed Faiz.

Capacity building for teachers

Faculty of Education, Jamia Millia Islamia, organised a 10-day Capacity Building Programme on Spoken/Functional English, for school teachers of Jamia in September.

The programme was conceived with the aim to make teachers familiar with the English language so that they can use it with ease and comfort. The Capacity Building Programme covered the four skills of communicative competence: Listening, speaking, reading and writing, as well as grammar and building vocabulary.

Prof SM Sajid, Officiating Vice-Chancellor, Jamia, delivered the inaugural address at the gathering, stressing upon the importance of frequent and consistent use of English in everyday situations. He said a training programme can only be successful if participants genuinely get involved and believe that the interventions made will widen their existing skill base.

Prof Anisur Rahman of the Department of English, Jamia was the guest of honour on the occasion. He impressed upon participants the need to speak English contextually in order to be effective in communicative competence.

The programme had resource persons from premier academic institutions like NCERT, IGNOU, SCERT, Wipro Applying Thought, as well as from Jamia's English and Education Departments. At the valedictory function, participants were given certificates and a resource kit each.

Jamia in images



1. Primary School children enjoying the balloons at the Foundation day event
2. Exhibition of Paintings and Drawings 'Event Horizon' by Prof Pankaj Sharan, Director, Centre for Interdisciplinary Studies in Basic Sciences, inaugurated by Lt Governor Najeeb Jung
3. MCRC students put up an Exhibition on 'Photography as Archive' as part of the Delhi Photo Festival at Jamia
4. A state-of-the-art mobile dental clinic, launched by the Faculty of Dentistry, Jamia
5. Students at the blood donation camp, organised by the NSS wing of Jamia
6. Women displaying their craftwork at the Shilpkala Utsav, organised by the Outreach Programme, Jamia
7. An exhibition on Muslim architecture, organised by the Premchand Archives of Jamia on Foundation Day



Governing media and media governance

While media provides its judgment on every issue under the sun, a centre in Jamia engages with the intricacies of media and its implications in the sphere of governance

Conventional media courses in the country have provided a highly skilled cadre of professionals to the booming media industry. While these media courses lay emphasis on imparting skills related to production, an area that needs to be tapped is an in-depth understanding of communication and society, economics and politics of media, and policy and regulation of media. Jamia Millia Islamia's Centre for Culture, Media and Governance has stepped in to fill this knowledge gap, by providing programmes emphasising the theory and policy of media and communication.

Prof Biswajit Das, Director, CCMG, says, "Existing courses have not resulted in generating a knowledge base about communication. These courses have a professional orientation. But rarely are such practices documented and reflected upon. The professional orientation limits their potential to develop a 'studies' orientation of communica-

tion." He adds, "The Centre is engaged with larger issues of communication at the level of civil society, policy and industry practices, and seeks to understand the various actors, instruments and stakeholders in making and managing communication. The idea behind such holistic perspective is to understand and develop an Indian perspective of communication. These issues require an interdisciplinary engagement, hence the need and justification of the Centre."

THE 'COVERAGE'

The Centre provides academic programmes at the MA and PhD levels. The two-year MA in Media Governance Programme is designed to provide policy-oriented understanding of the media environment. The PhD programme involves students in probing these core areas, with a special focus on India and South Asia.

Besides teaching, the Centre is involved in a

For a media critique: (Facing page) Faculty and students at the Network Governance Lab

large range of research projects bagged from prestigious institutions from different parts of the World such as Ford Foundation, New York, the US; International Development Research Centre (IDRC), Ottawa, Canada; Center for the Advanced Studies of India (CASI), University of Pennsylvania, the US; Social Science Research Council (SSRC), New York, the US; and University Grants Commission (UGC) and Indian Council of Social Science Research (ICSSR), India. It has excelled in pedagogical innovation and helped various universities in India and South Asia in curricular development.

The Centre has analysed the language channels in Hindi, English and Urdu, and has studied Urdu as a journalistic field, probing the nature of news reports in the language.

It has studied news channels across the country, with a focus on prime-time news, to study plurality and diversity (ie, whether the content is diverse or not). It has amassed huge data on what it calls 'media diversity index'. In association with the ICSSR, the Centre is also studying media and minorities. It is doing a study on the North-east and Kashmir, titled 'Inclusion and Exclusion Debate in Mainstream Press'. In association with York University, it is probing reportage of sex and violence in the Indian press.

The Centre has tie-ups with universities and media institutes across the world, including York University, University of Toronto and Ryerson University, Canada; Heidelberg University, Germany; University of Queensland, Australia; Free University, Brussels, Belgium; Katholik University, Leuven, Belgium; and Istanbul University and Kadir Has University, Turkey.

Besides classroom teaching, the Centre uses variety of techniques such as workshops, field work and video conferencing to make the students aware and interact with students and faculty of universities abroad. The Centre is initiating collaborative teaching with York University. It has a state-of-the-art Network Governance Lab, with the latest computers and up-to-date software. The computers are installed with the Statistical Program for Social Sciences software package to facilitate research. The lab has a projector and LCD screen and satellite connectivity to facilitate video conferencing.

The Centre is also in the process of building an open learning resources repository. It makes a doc-

umentation of all the techniques used for the post-graduate programme and brings out a workbook, which can be used as self-study material by students, as well as an online resource by teachers.

THE ANCHORS

The experts at the Centre are drawn from across Social Sciences and Communication Studies. Prof Das has almost three decades of teaching and research experience in Communication Studies, Development Communication and Sociology. He has been a visiting professor at York University, Canada, and visiting fellow at University of Windsor, Canada; East West Centre, Hawaii, US; and Indian Institute of Advanced Studies, Shimla.

Prof Vibodh Parthasarathi is the co-editor of the tri-series on *Communication Processes* (Sage). He serves on the Advisory Board of the Centre for Internet & Society; International Advisory Board of the India Media Centre, University of Westminster; and International Editorial Board of Global media and Communication.

Dr Saima Saeed has 11 years of work experience in television news, documentaries and non-news genres and teaching. Dr Athikho Kaisii earlier taught at the Don Bosco College, Manipur, and worked with some international organisations engaged with youth and children. Dr Taberez Ahmed Neyazi has been a postdoctoral fellow at the Kyoto University, Japan, and visiting fellow at the East West Centre, Hawaii. Dr Smeeta Mishra has earlier taught at IIM-Ahmedabad and Bowling Green State University, Ohio.

There have also been scholars in residence, like Prof Graham Murdock from Loughborough University, Daniel Drache from York University, Dr Minna Aslama Horowitz from St John's University, Laura Stein from Texas University at Austin, Olivier Arifon from Free University at Brussels, Adrian Athique from University of Newland and Prof Pradosh Nath from the National Institute of Science Technology and Development Studies. The Centre receives scholars of repute from different parts of the world. Besides, the Centre has organised conferences in collaboration with Annenberg School of Communication in Chicago in 2009; with Institut für Publizistikwissenschaft und Medienforschung (IPMZ), Zurich, in 2010; and with Florida State University and School of Oriental and African Studies (SOAS), London, in 2013. The Centre is organising a conference in collaboration with University of Brussels in January 2014. 



A riddle called English

Jamia seeks to empower students from small-town India by imparting training in spoken and written English, and conducting a Self Enrichment Programme

Mohammad Faisal and Mohammad Istakbal are diploma holders in Engineering from Jamia Polytechnic, following which they have taken up jobs with small firms. Alongside, they are now doing Bachelor of Engineering at Jamia Millia Islamia, which is an evening programme. But they have realised a big shortcoming, which might affect their career growth. This is their inability to converse in English. They are both from Hindi background, and realise that English is required even for cracking interviews. Like them, Noor Jahan, a student of Islamic Studies, is completely at a loss when an English conversation is happening. Coming to the aid of such students now are the twin programmes of Communicative English Programme (CEP – Third Edition) and Self Enrichment Programme (SEP – Nikhar).

These two programmes have been started especially for those who represent socially and economically marginalised sections of our society, who have had no formal training in the English Language and are treated as “English outcasts”.

Around 140 students, belonging to streams as disparate as Engineering, Law and Islamic Studies, have enrolled for the course, with about 800 contact hours of programme. The faculty for the Communicative English Programme has been drawn

from Jamia’s English Department. Coordinating the programme is Dr Mukesh Ranjan, and assisting him are other faculty members – Dr Baran Farooqi, Dr Asmat Jahan, and AC Kharingpam. The course curriculum has also been designed by the Department of English.

The programme has been divided into classroom sessions, tutorial sessions and lab sessions. In the classroom sessions the students practise exercises on structure of sentences, including subject-verb agreement. These would, for example, include the usage of ‘can’, ‘can’t’ and ‘could’ and ‘is’ and ‘are’. Written assignments are given and the work is assessed in the tutorial classes. In the composition given on ‘My home’, the resource person is pointing out where students have gone wrong, like, in writing ‘I lives with my family’.

In the lab session in the Old Library building, students first watch a video on a specific situation. After that, they describe the situation in their own words. Dr Ranjan, who is conducting one of the sessions, says, “We have made making errors a virtue because this paves the way for correction. We encourage them to unshackle themselves and laugh at themselves. Ultimately, we want them to use the language.” No one is made to feel guilty about mistakes. And Mohamad Faizan Rabbani, an engineering student who has faltered in the first at-

tempt, listens to other students narrate the situation, picks up courage again, and improvises his presentation, this time with far more accuracy.

A number of novel elements have been added to give the students wide exposure. Introduction to characters like Alice and Catherine in grammar exercises, and videos that portray, say, an English melieu, are intended to familiarise students with other cultures.

Students are encouraged to come onstage during staging of English plays and taken for movie screenings and various locations. They have to describe these locations in their own words.

Dr Ranjan says that it’s an uphill task inculcating correct usage and even removing small mistakes from usage. Add to that the inhibition among students, but by the time the course finishes, they do start communicating in English. Mohammad Faisal, who is having to miss a number of Engineering classes in the evenings, says he is already feeling comfortable cracking conversations with strangers, even if in broken English. And Mohammad Saood Azmi, a student of MA Arabic, says that not only can he speak English with greater comfort now, he has also started reading *The Hindu*, and is also reading Aravind Adiga’s Booker winning novel *The White Tiger*.

Adding to the efficacy of the CEP is the Self Enrichment Programme, being conducted by faculty members from the Department of Social Work. This takes care of life-skills which are imperative for students. Creative thinking, self-esteem, empathy, managing emotions, dealing with diversity and

other such issues are dealt with in the workshops being conducted on Saturdays.

The SEP programme (Nikhar) is coordinated by three faculty members: Dr Neelam Sukhramani, Dr Rashmi Jain and Dr Habeebul Rahiman VM. External resource persons are also called on to take certain modules.

The SEP, which is being rolled out for the first time for students of Jamia, intends to hold at least five sessions for each batch of students in the present academic year. Each session lasts for three hours. The preparation for each session is fairly intensive. The deliverables for each session are worked out by the team members. A variety of methodologies, including group games, role plays, small group discussions, reflective thinking exercises etc are used.

Till date two modules have been delivered to all batches of students. While the first module aimed at building up a positive self esteem within students, the second module aimed to increase the students’ level of self awareness. Within self awareness, the dimensions that were touched upon were increasing the internal locus of control, challenging stereotypes and managing emotions.

Dr Sukhramani says that the cultural context seldom allows students to look at their positive attributes. The exercises on self esteem, which included worksheets and experiential sessions, enabled the students to understand the manner in which a positive self esteem transforms an apparently impossible task into a possibility.

It’s for the first time that many students were made to think as to how they take decisions in their life. Carefully selected standardised tools were used to help students assess themselves. They are also introduced to concepts like SWOT analysis and life-goal study.

In a group exercise on tackling stereotypes, they were given a situation, wherein eight members out of 15 needed to be saved on a boat which was about to sink. There is a child with HIV/AIDS, aged members, an able bodied mechanic, an army man and so on. Students were brought face to face with the biases they have been harbouring.

While it takes time for the learnings of these sessions to seep in, it is heartening to note that the learners, who are mostly first generation learners from rural hinterland or madrassahs, are giving positive responses during the feedback sessions.

It’s time such labs in life-skills become integral to our education structure.



Readying them to face life: (Facing page) The lab session of the Communicative English Programme in progress; (above) an exercise during the Self Enrichment Programme



The moot point makers

A group of law students from Jamia have made it a habit to win trophies at the moot court competitions across the country

Sanjay Vasishtha, a IXth Semester student of the Faculty of Law at Jamia Millia Islamia, was declared the Best Speaker at the 29th Bar Council of India Trust National Moot Court Competition, held at Mody Institute of Science and Technology, Laxmangarh, Rajasthan, in September 2013. He was also given an annual scholarship at the event. Earlier, he was declared the Best Speaker of the Cyber Law session at the National Seminar on Violence Against Women, conducted by Himachal Pradesh University, Shimla, in association with the Indian Council of Social Science Research, Government of Delhi and the Union HRD Ministry.

While the list of victories is too long to be produced here, his team member in most successes has been fellow student Parvati, who has won at the MP Law College National Moot Court Competition, Aurangabad; was declared the runner-up in the Surana & Surana Criminal Trial Advocacy Moot Court Competition, held at the Rajiv Gandhi National University of Law, Punjab; and was given the 'Best Memorial – Written Submission' at the KR Ramamani National Taxation Moot Court Competition, at the School of Excellence, Tamil Nadu.

Sanjay, whose father is a lawyer in the Delhi High Court, says the team is adept at cross-ex-

amination now. "We have to be precise. The questions should be leading questions. We have to ask the questions in such a way that the witnesses are forced to answer in yes or no."

Sanjay says that he has learnt to dramatise to make his point. He recounts how he once even held a revolver to demonstrate his point. But Parvati says the real court atmosphere is not what is depicted in moots. "While the judges are real, the exact procedure is not followed. You have to wind up in three days. And there is a lot of exaggeration."

Another group of three law students from the Faculty of Law won a hypothetical case regarding a gang rape at the National Moot Court Competition held at the FYLC Ranka Law College, Rajasthan University, in September.

Fahimuddin Ahmad Khan, Shoaib Khan and Armaan Pratap Singh beat 60 teams in the competition. In the final round, they were defending the accused, and got them acquitted on the grounds of lack of evidence and the medical report not being

The legal fraternity: (Clockwise from left): Armaan, Sanjay, Ananya, Anirudh, Shoaib, Fahimuddin, Parvati and Christy



complete. The case presented to the competing teams bore faint resemblance to the Delhi gang rape case of December last year.

Judging the event were senior judges. The nervousness was evident, but as Fahimuddin says, "We got good comments. The judges said that lawyers should learn from us." While the team had to fight the case on both sides, depending upon the draw of lots in each round, what helped them was the thorough research they had done before going to the event. "We debated among ourselves and prepared memos. Our views changed depending upon which side we were on," says Armaan.

Shoaib says what helped them in the ultimate analysis was the fact that they kept calm. "What matters is whether you can read the judges' mind, and we did just that," he says. The team received a cash prize of ₹10,000 in the competition.

Yet another group of students won the International Moot Court Competition at Vivekananda Institute of Professional Studies, affiliated to Indraprastha University, in early October. Anirudh Arora, Ananya Mamgaain and Christy Alex were given a case about an international maritime boundary dispute between two nations. The dispute had arisen because two tsunamis struck the region, as a result of which two islands rich in minerals have emerged. Anirudh, who fought his fourth moot case, says the team had done thorough prior research. "We were strong on facts and knew the loopholes," he says. Ananya, who was participating in her first moot court, says the first few rounds were nerve-wracking but the team delivered and kept on improving its performance. Ananya was adjudged the Best Speaker in the competition.

The team received a cash prize of ₹ 35,000 in the competition. But working on the case, the three have realised that they would not like international law as it has only "persuasive value".

Civil way

THREE STUDENTS of the PhD programme in the Department of Geography, Jamia, have secured places in the Bihar Public Service Commission (BPSC) Examination. Aditya Kumar (rank 173), Manoj Kumar (rank 470) and Mohammad Ejaz Alam (rank 553) were in the final stages of their PhD thesis work at the time of the interview. The keenness to excel in academics has always gone hand-in-hand with the desire to join administration in the case of these three. In fact, Ejaz, who has done postgraduation in Geography from Delhi University and Advanced Diploma in Remote Sensing from Jamia, says technical studies will always interest him. The 'doctor' administrators based their preparation on self studies rather than coaching. "Group studies helped us. We complemented each other, rather than competing with each other," says Manoj Kumar. It's time now for them to test waters in the state.

Charting their path to success: Manoj (left) and Ejaz

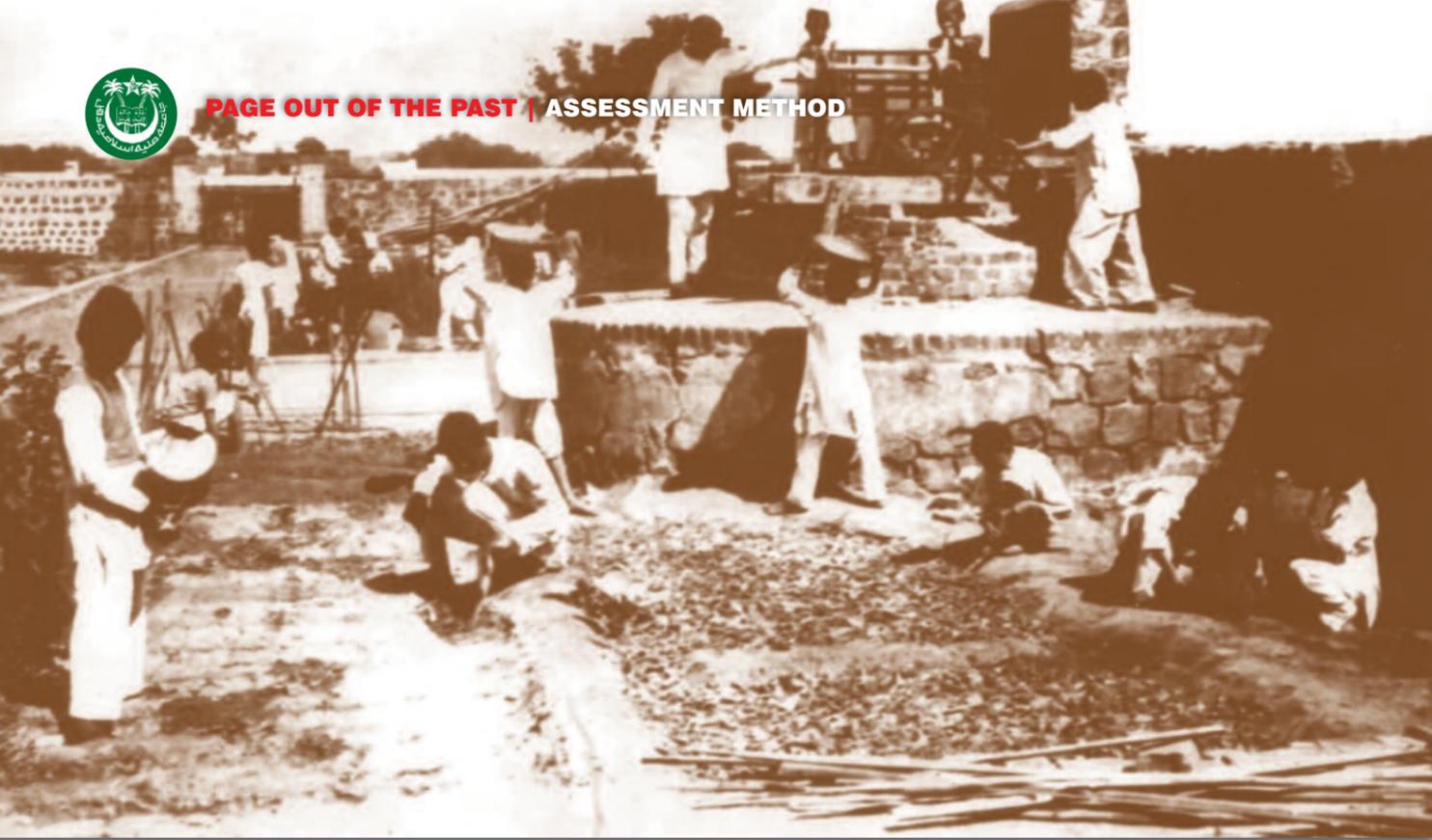


Success equations

THREE STUDENTS of Msc Tech (Industrial Mathematics with Computer Applications) from the Department of Mathematics, Jamia, have been placed in IT multinational companies.

The students are Nadeem Khan, placed in Hikari Tsushin, Japan; Azmat Zehra, placed in TCS, India; and Aayush Gopal Sarawat, placed in Comcon Technologies, India. Nadeem Khan has got the highest salary package of this session so far, at 23 lakh per annum.

The MSc Tech (Industrial Mathematics with Computer Applications) comprises courses in different areas of Mathematics, Computer Science and Operations Research. The course is aimed at equipping students with theories and analytical skills as well as expertise in use of the latest computer packages.



In a class of its own: (Facing page) Learning in the open for Jamia School students, an integral feature of the institution then; (above) Students engrossed in school activities at the Jamia premises in Karol Bagh

Critically yours

Out of a deep concern for the wellbeing and improvement of their pupils, Jamia teachers in the 1930s provided a threadbare character-sketch of the students in the report cards

In an educational practice way ahead of its times for India, Jamia Millia Islamia had evolved a highly personalised comprehensive and continuous evaluation (CCE) method for its school students. Literature and documents available on the Jamia of the 1930s provide an insight into the care that teachers took to observe their students throughout the year and correct their faults, without any trace of malice. The system predated the much-talked-about CCE methodology of our Central Board of Secondary Education (CBSE) by many decades.

We reproduce here a report card of a VIth standard student for the academic calendar August 1937 to July 1938. This report card was read out by Officiating Vice-Chancellor Prof SM Sajid at the Foundation Day ceremony of Jamia on October 29 to inspire teachers to imbibe those practices.

The student was 12 years old. The tone of the teacher is harsh, but the intention is out and out betterment of the student. There was concern for overall growth, not just academic excellence. On the flip side, reading this report card, one realises

that higher education for each individual was not a birth right, and students dropping out was a harsh reality of those times. The report card was meant not just for the parents' perusal but also for the teacher who would be taking over the next academic session. *Excerpts:*

"This child has been with us since last three years. We have made every possible effort to understand him and to provide him appropriate education and personal growth in this period. We are happy that we have succeeded to a great extent in this and we are satisfied with his progress. But it's obvious that despite our best efforts we cannot transform a child to such an extent in this duration that his character becomes sound and that there is no flaw left in him.

Whatever shortcomings we are pointing out in the report has not been done, God forbid, in the manner of blaming. The intention is that through our experience and empathetic observation we give our future teachers the best advice, so that they can continue our efforts...

The child did not fall ill the whole year. But he's

nevertheless very skinny and weak. It's important that efforts are made to remove his weakness. Our carelessness at this point of time will be detrimental to the child's interest. Besides sports and exercises, the food too should be healthy. Milk, egg and fruits will be beneficial for him. Maybe a medically recommended health tonic will work wonders.

Academically he is among the best students in the class. He does all his work very punctually, and no one has to force him to do this. The work is also very clean and organised. However, he takes no interest in books outside the curriculum. He lacks curiosity, in the absence of which he will no doubt fulfil his duties well, but his growth will be restricted. It's important that his curiosity is aroused.

He's honest and obedient, neat and organised in his habits. He takes good care of his belongings. He's polite and soft-spoken but we fear that this soft-spokenness could go out of balance. Although soft-spoken, he speaks without any hesitation when required. He's friendly with all the friends, he's good humoured and laughs a lot. He takes part in sports and exercises on a regular basis, and also plays well. But he has not developed a sportsman-like behaviour and qualities.

As far as personal strengths are concerned, he has a number of good qualities. But in order to be a good citizen, it's important that you also think

Assessment tools

ABDUL GHAFFAR MADHOLI, in his book *Jamia Ki Kahani*, writes that a number of non-academic factors were included in the overall assessment of a child. Health, hygiene, *namaaz*, help to needy people, political awareness, openness, large-heartedness, interest in sports and adherence to rules were all included in the marking scheme. Interestingly, the students also marked their teachers on these nine counts. The teachers too failed the test on some counts.

about the well-being of your community, and if required, also make some sacrifices for the community. As of now, he has been found to be lacking in concern for community or society. If he continues to study in Jamia, these lacunae will hopefully be removed.

As such he's hardworking and has the capability to reach higher studies. It is only in order that students with capability are given a chance to continue their education for a few more years... We have written this report card with the objective that we want to see him improve and we will be happy to see his personality becoming wholesome. His education should continue."

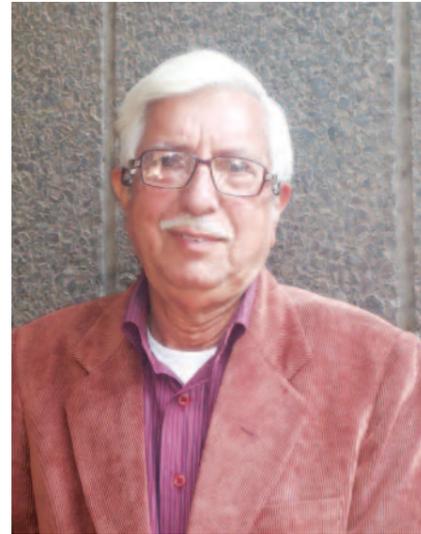


The Nehru Awardee

Fifty years after passing out of Jamia, RASHID NOMANI is still in love with the institution



The mentors and the disciple: (Left) Vice President Dr Zakir Husain giving away the Nehru Award to young Rashid Nomani in 1965 as Vice Chancellor Mohammad Mujeeb looks on; (right) Nomani at his residence



Lucknow boy Rashid Nomani came to Delhi in 1957 to join a new course launched by Jamia Millia Islamia. The Rural Institute started by the Department of Taleem-o-Tarakki was in its second year, and Nomani applied for its Diploma programme. In the interview he came face to face with a lean and beautiful gentleman, wearing *sherwani* and smoking a cigar. The gentleman was Mohammad Mujeeb, the Vice-Chancellor of Jamia. Nomani would have many more occasions to interact with the VC, as he secured admission to his course of choice.

The year Nomani joined Jamia was also the year India was celebrating the centenary year of 1857. The Ministry of Information and Broadcasting had asked Jamia's Drama Society to stage a play on 1857, and Mohammad Mujeeb wrote a play titled *Aazmaish* specifically for this occasion. Nomani also got involved in the back-stage preparations.

He remembers, "Rehearsal took place after dinner in the open air theatre, now titled Habeeb Tanveer Open Air Theatre. Mujeeb *saab* used to arrive very punctually. He never sat on a chair but always on the steps, along with others." He's also all praise for Mohammad Mujeeb's skills as a dramatist and says, "Mujeeb *saab* wrote some fine plays in Urdu.

Habba khaatoon went on to become very popular. Another play he wrote was *Khanajangi*, based on Aurangzeb's quest for throne. I got a chance to act in that one." Nomani's interest extended to the sports field too, and he became the captain of Jamia's cricket team in 1960.

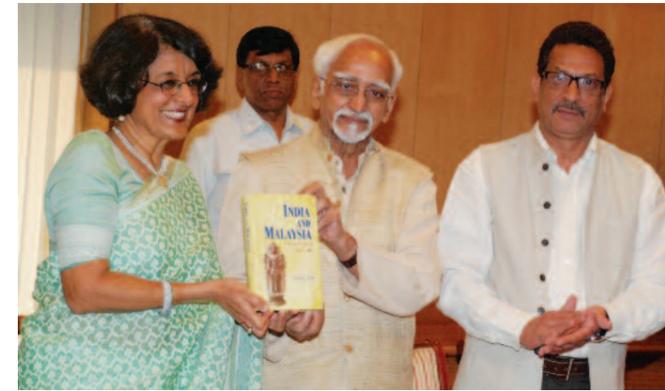
After completing the course, Nomani worked briefly with the Government on a Panchayati Raj project, but came back to join Jamia to do his BED and MED. He also worked as a research coordinator at the Research Training Production Centre for a short while. It was when he was pursuing MED that Jamia announced the Pt Nehru Award in 1965. Nomani was selected for the award. Dr Zakir Husain, who was then the Vice President of India, and was invited to the convocation of Jamia, gave this award to Nomani (see photograph).

Later, Nomani joined the National Institute of Education's associateship and specialised in guidance and counselling. Thereafter, he joined the Directorate of Education as a schools counsellor. Today, living in retirement in the vicinity of Jamia, Nomani makes it a point to attend every seminar of interest in the University. And he's happy that the small, well-knit community has progressed to keep pace with the times. 



The eastern outlook

Vice President Hamid Ansari releases former Indian diplomat Veena Sikri's book



Diplomatic vignettes: (L-R) Prof Veena Sikri, Vice President Hamid Ansari and Jamia's Officiating VC Prof SM Sajid

Vice President Hamid Ansari recently released *India and Malaysia: Intertwined Strands*, written by Professor Veena Sikri, Professor, Ford Foundation Chair and head of the Bangladesh Studies Programme, Academy of International Studies, Jamia Millia Islamia. Prof Sikri has a vast and varied experience as a diplomat and has written the book on India-Malaysia relations, drawing from her experience as the High Commissioner to Malaysia from September 2000 to December 2003. 

Geo-sensitive in Germany

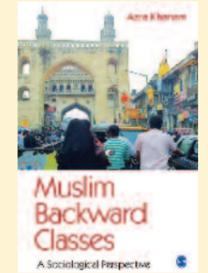
Dr Madan Mohan, Assistant Professor of Geography at the Department of Geography at Jamia, has been awarded a research project titled 'GeoVisualisation of Million+ Cities in the Central National Capital Region: An Impact Analysis Study of Delhi Metro Corridors Network on Urban Sprawl' by the Indian Council of Social Science Research (ICSSR), Ministry of Human Resource Development, New Delhi.



The latest outcome of the research project has recently been presented abroad in the form of a research paper on the theme 'GeoVisualisation and Spatio-Temporal Modelling from Satellite Imagery: A Study of Million+ City, Ghaziabad, NCR Region, India', at the '26th International Cartographic Conference, ICC 2013', which was jointly organised by the Technische Universität Dresden (TUD) and the International Cartographic Association (ICA) at Dresden, Germany, from August 25-30, 2013. 

A book on Muslim OBCs

DR AZRA KHANAM, faculty member at the Dr KR Narayanan Centre for Dalit and Minorities Studies, Jamia, has written a book titled *Muslim Backward Classes: A Sociological Perspective*.



The book presents the sociological perspectives on Muslim OBCs as a category determined by the Indian State. The book provides an explanation of the origin and meaning of the term "backward class", historical perspectives of Muslim backwardness in India, stratification among Muslims in India, internal dynamics among Muslim OBCs and the Millennium Development Goals and Muslim OBCs.

International assignments

DR AHRAR HUSAIN, Dean, Faculty of Education, and a professor in Teacher Training & Non-Formal Education, Jamia, has been nominated as a Member of the International Committee in the International Symposium on Education and Psychology (ISEP - 2014) to be held in Nagoya, Japan from April 2 to 4, 2014.



He has also been nominated as a Member of Programme Committee in the 4th Annual International Conference on Education & E-Learning (EeL 2014) to be held in Bangkok, Thailand, on August 18-19, 2014.

The Srinivasa Ramanujan Block



This majestic building, housing the Centre for Interdisciplinary Research in Basic Sciences, Department of Biosciences and the Department of Biotechnology, is perhaps the final outpost of Jamia Millia Islamia. The six-storeyed structure, inaugurated in September this year, follows a simple plan of a central courtyard surrounded by classrooms and labs on all sides. Thanks to its location and construction, there's ample sunlight and air circulation. While the interiors are functional, the exterior of the building has been given an air of modernity. The juxtaposition of maroon and white makes the building, as such high for its surroundings, stand out.



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