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# Aligarh Muslim University Gazette



Olympian Zafar Iqbal receiving D. lit (*Honoris Causa*) from Vice-Chancellor Lt. Gen. (Retd.) Zameeruddin Shah. Pro-Vice-Chancellor Brigadier (Retd.) Syed Ahmad Ali is also seen in the picture.



AMU Registrar Group Captain (Retd.) Shahrugh Shamshad, Pro-Vice-Chancellor Brigadier (Retd.) Syed Ahmad Ali, Olympian Zafar Iqbal, Nawab Ibn-e-Saeed Khan of Chhatari, Vice-Chancellor, Lt. Gen. (Retd.) Zameeruddin Shah and Controller of Examination Prof. Pervez Mustajab at the site of the Convocation.



Mrs. Sharmila Tagore addressing a two-day International Seminar on 'Sultan Jahan Begum' at women's college. Also seen in the picture Prof. Sagheer Ifraheem, Prof. Zakia Siddiqui, His Excellency Aziz Qureshi, Governor of Uttarakhand, Vice-Chancellor Lt. Gen. (Retd.) Zameeruddin Shah, Dr. Syeda S. Hameed, Member, Planning Commission, Former Chief-Secretary of J&K Dr. Moosa Raza and Prof. Bilquees Nasim Waris, Principal Women's College.

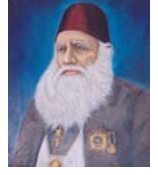


Prof. Gordon Campbell delivering Sir Syed Memorial Lecture

**Our News for the World**



Founder  
Sir Syed Ahmad Khan



*Sir Syed Ahmad Khan*

Patron  
Lt. Gen. (Retd.) Zameeruddin Shah  
Vice-Chancellor

**Aligarh Muslim University Gazette** originated as **The Aligarh Institute Gazette**. Launched by Sir Syed Ahmad Khan in 1866, it projected a vision much ahead of its times. Sir Syed is known for his devotion to education, support for intellectual pursuits and commitment to public welfare.

Currently **Aligarh Muslim University Gazette** is an online journal brought out by the Publications Division, A.M.U. in cooperation with all university divisions. The Gazette promotes values and achievements that foster a sense of pride in belonging to the University. The goal is to encourage positive exchange of ideas and information.





Tile, Victoria Gate



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## AMU Gets New Administrative Team

The President of India as the Visitor of the Aligarh Muslim University has appointed **Lt. Gen. (Retired) Zameeruddin Shah** as Vice Chancellor of the Aligarh Muslim University.

Lt. Gen. Shah was the Deputy Chief of Army Staff from October 1, 2006 to August 30, 2008 and was responsible for modernization of the army and management and control of the army budget. He subsequently retired after more than 40 years' service in the Indian Army. General Shah was the member of Armed Forces' Tribunal.

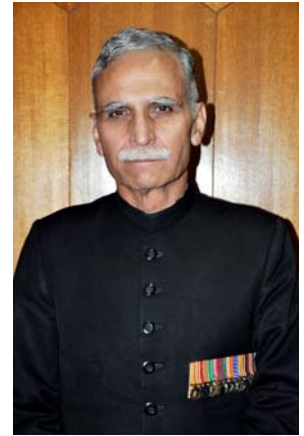
Lt. Gen. Shah is a recipient of the highest peace time award, Param Vishisht Seva Medal (PVSM) and Vishisht Seva Medal (VSM) and Sena Medal (SM) for distinguished services in the Army.

He belongs to Sardhana town in Meerut District. He was born on August 15, 1948 and is an alumnus of St. Joseph College, Nainital, National Defence Academy and Indian Military Academy. He was commissioned on June 9, 1968 into 185 Light Regiment (Camel Park). He holds a Master degree in Defence Studies and Management from Madras University (1980) and M. Phil. from Indore University (1993).

Lt. General Shah's family has a long relationship with Aligarh Muslim University. His younger brother Nasiruddin Shah, a well known film personality, is a product of Aligarh Muslim University. His family has contributed a lot for the development of the Aligarh Muslim University.

Lt. General Shah has a vast experience in the field of education and has been associated with the Officers' Training Academy, Chennai from 1972-74, Army War College, Mhow (MP), Chairman of the Board of Governors of Sainik School, Purulia (WB), Chairman of the Management Committee of the Army Institute of Management, Kolkata and President, Executive Council of Centre for Land Warfare Studies, Delhi Cantonment.

Lt. Gen. Shah has served on a diplomatic assignment as Defence Attaché in Saudi Arabia from 1994-1997 and traveled widely in West Asia, South East Asia, Africa and Europe. He is a keen sportsman, rider and an avid golfer.



**Brigadier Syed Ahmad Ali**, a retiree from Indian Infantry (Kumaon Regiment) assumed charge as the Pro-Vice Chancellor of Aligarh Muslim University. The Vice Chancellor of Aligarh Muslim University, Lt. General (Retd.) Zameer Uddin Shah has appointed him to the coveted post for a period of five years.

Born in 1954, Brigadier Ali has 35 years' experience of working in army in different capacities. He has also been associated with academic institutions of army training and served as Chairman/Member, Board of Governors of leading schools such as La Martiniere College, Lucknow and Army Public Schools.

Brigadier Ahmad Ali received his BA degree from Allahabad University in 1976 and M. Sc. (Defense Studies) from Chennai University in 1990. He completed his Master of Management Studies course at Osmania University, Hyderabad in 2002 along with an Advance Course in Management from All India Management Association, New Delhi.

He has been awarded Sena Medal for his services during Kargil War and holds the honour of having received Chief of Army Staff Commendation Card and Commander-in-Chief Andaman & Nicobar Command Commendation Card. He also served as the member of Indo-US Executive Steering Committee constituted to promote bilateral military ties. He has the distinction of serving as a single point interface between army and Ministry of Defence and was entrusted with the planning, control, allocation and monitoring of Army's budget as Director at Financial Planning Directorate at Army Headquarters.

Brigadier Ali originally belongs to Allahabad, yet he has travelled along a large part of the country during his long service period.



The Vice Chancellor of Aligarh Muslim University, Lt. Gen. (Retired) Zameeruddin Shah has appointed **Group Captain (Retired) of Indian Air Force, Mr. Shahrukh Shamsad** as Registrar of the University.





55 years old, Mr. Shahrukh Shamshad did his graduation from Jawaharlal Nehru University and Masters in Higher Air Command Course (College of Air Warfare). He is a national level shooter, holding national ranking in clay pigeon trap shooting. He has represented the armed forces and Air Force at the national championship and won several medals.

Group Captain Shahrukh Shamshad had been a part of the Indian Shooting Contingent at Asian and Commonwealth Shooting Championships. He was also involved in planning and conduct of World Cup Shooting Championship and Commonwealth Shooting Championship at Delhi. He also represented India as Coach and Manager of the Indian Shooting Team at the Asian Shooting Championship at Brunei and Commonwealth Championship at Langkawi (Malaysia).

Mr. Shahrukh Shamshad also served as Chief Administrative Officer, Air Force Station, Hindon in Ghaziabad from 2005-07. He started his career in Indian Air Force in 1980 first commissioned as navigator and his last assignment was Directing Staff (Coordination) at National Defence College to coordinate the training for officers on strategies and structures on national security.

Mr. Shahrukh Shamshad is a son of (Late) Syed Shamshad Ahmad, IAS, a very senior officer of UP cadre.

### **AMU bears testimony to glorious secular tradition: Lt. Gen Zameeruddin Shah, Vice-Chancellor**

**(This is the report presented by the Vice-Chancellor at the 60<sup>th</sup> annual convocation held on Feb. 16, 2013)**

On this most significant day in the University calendar, I extend to one and all present, a very warm welcome at the 60<sup>th</sup> Annual Convocation of the Aligarh Muslim University. This 60<sup>th</sup> Convocation of the AMU is a historic one. The last time a convocation address was delivered here by an eminent lady, it was on 26 January 1925 by the first Chancellor of this University, Begum Sultan Jahan, the former ruler of Bhopal. After eighty eight years we have amidst us another distinguished lady to do the honors. This outstanding personality is none other than Mrs. Sonia Gandhi, Chairperson, UPA. It is my privilege to extend a hearty welcome on behalf of the entire Aligarh Muslim University (AMU) community to her. The AMU has had close bonds and a special relationship with the Nehru-Gandhi family. Pandit JawaharLal Nehru, the first Prime Minister of our country and the architect of modern India, had tremendous affection for the AMU and he visited it several times. He laid the foundation stone of and inaugurated the central library of our University, which is named after the distinguished freedom fighter and scholar, Maulana Abul Kalam Azad. The minority character of the University was reiterated in the AMU Act of 1981 legislated under the stewardship of Mrs. Indira Gandhi. We look forward to the stewardship of Mrs. Sonia Gandhi for the restoration and recognition of the minority character of this historic institution. AMU has acknowledged its strong bonds with the Nehru- Gandhi family by way of having named the University medical college, a hall of residence for girl students and a super specialty medical centre after Pandit Jawahar Lal Nehru, Mrs. Indira Gandhi and the visionary former Prime Minister, Mr. Rajiv Gandhi, respectively.



It is also my great pleasure to welcome Padma Shri Mr. Zafar Iqbal who is a worthy alumnus of this institution and a sports person who brought many laurels to the country.

### **The AMU: A Testament to the Glorious Secular India**

The AMU stands out as an embodiment of the intellectual and social renaissance of our country. In the second half of the nineteenth century Sir Syed Ahmad Khan (1817-1898), the visionary founder of the AMU, realized the need for the introduction and promotion of modern education as the panacea for the plight afflicting the post-1857 Indians in general and the Indian Muslims in particular. Sir Syed had unflinching commitment to the glorious pluralistic tradition of our country, as is evident from this observation of his in his speech on 27 January 1883 in Patna: "My friends! India is populated by two famous communities, the Hindus and the Muslims. These two communities stand in the same relation to India in which the head and the heart stand in relation to the human body." Since its inception and throughout its long history this institution, founded by Sir Syed, has always stood for peaceful co-existence, academic excellence and critical, scientific

temper. The AMU was in the fore front of the Freedom movement and, more importantly, in nation building in the post-Independence India. As a premier central University we are alive to the challenges confronting the nation and higher education. We are equally aware of our pivotal role in catering to the educational needs of Muslims of India. We therefore look forward to adequate state funding and resources for attaining these twin objectives.



The banner of our glorious past is spangled with stars in various fields of service to the nation. To begin with, AMU has produced freedom fighters like the Frontier Gandhi, Khan Abdul Ghaffar Khan, Raja Mahendra Pratap, Rafi Ahmad Kidwai and K D Palival. Our University has the rare distinction of having produced heads of the state of four countries namely, India, Pakistan, Bangladesh and Maldives. Our distinguished alumni include the President, Dr. Zakir Hussain and the present Vice President of India, Mr. M. Hamid Ansari. Both have also been Vice Chancellors of the AMU. Our eminent scientists include Dr. S. Zahoor Qasim who was part of the first expedition to plant the tricolor at the South Pole.

### Scaling New Heights of innovation and excellence

The AMU occupies an exalted position among Indian Universities. India Today-Neilsen survey of 2012 of the top Universities in India, ranked AMU as the fifth best University in India. A leap of six places, as it was ranked at number eleven in 2011. With more than 21,000 students, 1100 teachers and 5,600 non-teaching staff members on its rolls, it has 12 faculties, comprising a wide spectrum of academic disciplines, with 109 departments, 5 institutions and 13 centers. Being essentially a residential University, it has 19 halls of residence, with 73 hostels, including five halls for girls. Students from 23 countries study at AMU. We also run nine schools with more than 7000 students.

In its quest for excellence, the academic fraternity of the University published in 2012-13 more than 100 books, 1500 articles and participated in 200 international and 1000 national conferences.

The Departments of studies have been bringing out 23 scholarly journals. In 2012-13 around 100 conferences were organized on the campus. The faculty members have also been engaged in around 200 research projects, which are underway.



### Widely Acclaimed AMU Faculty

The AMU Faculty have received some prestigious awards. These include: The President's Award to Professor Zainus Sajidin Siddiqui, Ex. Dean Faculty of Theology and Professor Kafeel Ahmad Siddiqui, Ex. Chairman, Dept. of Arabic in recognition of their substantial contribution to Arabic. Professor Qazi Afzal Hussain, Dept. of Urdu was given the Critic of the Year Award by the UP Urdu Academy Lucknow; Professor S. Ali Mohammed Naqvi has been conferred upon the Iranian Vice presidential Award; Professor Azarmi Dukht Safavi, Director, Institute of Persian Research, has been awarded the Ghalib award 2012; Professor A R Kidwai, Director, UGC Academic Staff College, was





conferred with the title of Honorary Visiting Fellow at the School of English, University of Leicester, UK; Professor Jamal Ahmad, Director, Rajiv Gandhi Centre for Diabetes and Endocrinology was given the Gen. Mir Chand Oration Award by National Academy of Medical Sciences; Professor M. Anis, Dept. of Botany has been appointed visiting Professor at the Dept. of Plant Production and Food Sciences, King Saud University, Saudi Arabia; and Professor R K Tiwari, Sir Ziauddin Ahmad Dental College has been awarded the International Fellowship of Pierre Fauchard Academy.

Five Basic Science Research Fellowships have been awarded in the Dept. of Electronics Engineering, ZHCET; Dr. Lateef Zafar Jilani, Dept. of Orthopaedic Surgery, JNMC, AMU has been awarded International Fellowship in Lower Limb Arthroplasty and computer aided Orthopaedic Surgery at Golden Jubilee National Hospital, Glasgow, UK, sponsored by the Royal College of Physicians and Surgeons of Glasgow; Professor (Mrs.) Qudsia Tehseen has been granted the Indo-Australian Senior Scientist Fellowship and the Erasmus Mundas Scholar Fellowship of the EUMAINE project Europe; and Mr. Shamshad Ali, Assistant Professor, Mechanical Engineering Section, University Polytechnic has invented four new machines, which will help increase production and conserve energy while reducing manpower requirement. Applications for the patents of the same have been accepted by the Journal of Patent Office.

Professor Huzoor M. Khan was designated the President of Indian Mathematical Society; Professor Akhtar Haseeb, Dept. of Plant protection, Faculty of Agriculture received the Plant pathology Leadership Award, Professor Wasim Ahmad, Dept. of Zoology was bestowed with the E K Janaki Ammal National Award for Animal Taxonomy; Professor Naeem Ahmad Khan, Dept. of Ilmul Advia was appointed Member of Ayurveda, Siddha, Unani Drug Technical Advisory Board, Government of India, Ministry of Health and Family Welfare, Dept. of Ayush; Professor Anis Ahmad Ansari, Dept. of Kulliyat was appointed Member of Central Council of Indian Medicine, New Delhi; Professor Jamal A Khan, Dept. of Wildlife Sciences, was appointed Member, State Wildlife Board, UP; Dr. GGHA Shadab, Dept. of Zoology was awarded the best Poster Prize award worth 1000 Canadian Dollars by Doerenkamp-Zbinden Foundation, Switzerland; Dr. Riaz Ahmed, Dept. of Zoology, has been granted the Boyscast Fellowship by the Dept. of Science and Technology, Ministry of Science and Technology, Government of India, to pursue research in Cleveland, USA; Dr. S. Moeid Ahmad, Dept. of Anesthesiology, JNMC has been nominated as Fellow of the American College of Chest Physicians and the Fellow of Indian College of Critical Care Medicine.

The young faculty members of AMU have been emulating their seniors and have to their credit some remarkable achievements: Dr. M. Mohsin Khan represented the AMU in the world forum ALICE experiment at the CERN, Geneva, Switzerland involved in the search of Quark Gluon Plasma Higg's Boson and Physics beyond Standard Model; Dr. Asadullah Khan, Associate Professor Interdisciplinary Biotechnology Unit was selected as a member of the French Public Scientific Organizations CNRS and INSERM to review International Research Grant, and Academic Editor of PLOS One, an international Journal; Dr. Wasim Mushtaque Wani, Department of Fine Arts participated by invitation in the International Cultural Event at Colombo, Sri Lanka; Dr. Vibha Sharma, Dept. of English was awarded the scholarship to participate and present her paper at the Annual Conference of IFTR on 'Tradition, Innovation and Community' at Osaka University, Japan.

### **New Avenues of Knowledge**

This year several new courses have been launched at the University. These include M. Tech. Programme in High Voltage Energy, in the Electrical Engineering; three years Advanced Diploma in Translation; four years Bachelor Programme in Radiation Therapy Technology (BRTT); Masters Programme in Women's Studies, Advanced Diploma in Interior Decoration, University Women's Polytechnic and Diploma in Information Technology at the Center for Distance Education. Professor K A Nizami Centre for Quranic Studies, AMU was inaugurated by the Vice President Janab Hamid Ansari. The Centre has launched five foundation courses catering to the needs of students from seven faculties.



Departments and institutes of the AMU competed at the national and international levels and came out with flying colours. The leading national magazine 'India Today' has ranked the Faculty of Law as the 8<sup>th</sup> best

Law School in India. The ZHCET was amongst the seven institutes out of 250 selected for the up-gradation to IIT by the Joshi Committee. At the Faculty of Medicine three new super specialty Departments namely, Cardio-Thoracic and Vascular Surgery, Neuro-Surgery and Pediatric Surgery were created in 2012. The Rajiv Gandhi Center for Diabetes and Endocrinology was inaugurated by Mr. Ghulam Nabi Azad, Hon'ble Union Minister, Ministry of Health and Family Welfare and Mr. Kapil Sibal, former Union Minister of HRD. The Centre aims to start post-doctoral DM course in Endocrinology and a Ph.D. programme in the same has already begun. Five new departments namely, Saidla, Ilaj Bit Tadbeer, Amraz-e-Jild wa Zohrawiya, Ilmul Amraz and Tashreeh-ul-Badan have been recently established at the Ajmal Khan Tibbiya College, AMU.

### **Capacity Building Initiatives**

Departments and Faculties have been scaling new heights of development. SCADA Lab was established for UG/PG students in Electric Engineering Dept. of ZHCET. New Centers for Wireless Networks and ASIC Design, Renewable Energy, and Disaster Management Studies have been set up at the Departments of Electronics Engineering, Electrical Engineering and Civil Engineering respectively.

Rs 1.39 crores have been sanctioned to the Dept. of Mechanical Engineering, ZHCET by DST-FIST for its research projects. In the Dept. of Civil Engineering Rs. 79 lakh have been sanctioned to Professor Shakeel Ahmad and Dr. Rehan Ahmad Khan for the restoration of heritage buildings by UGC SAP. Dr. Nadeem Khalil has been granted Rs. 4.62 crores under the Indo-Euro Research Project for safeguarding water resources through green and sustainable technologies, US\$ 2.5 million from JIST-JICA, Japan through Ministry of Environment and Forest for sustainable sewage treatment technology and Rs. 1.67 Crores from Ministry of Power, Govt. of India for Sustainable Power Generation in collaboration with IIT, Delhi.

JNMC Hospital received a grant of Rs. 150 crores under PMSSY and the Foundation stone was laid Mr. Ghulam Nabi Azad, Hon'ble Union Minister, Ministry of Health and Family Welfare and Mr. Kapil Sibal, former Union Minister of HRD for the up-gradation of the JN Medical College Hospital. The construction work of the new Emergency and Trauma Center, OPD and OBG Block has been started by HLL Life Care.

Research has been the driving force for the AMU Faculty as research projects of millions of rupees have been granted by various funding agencies such as Ministry of Environment and Forest, UNICEF, UGC, Department of Science and Technology (DST) -PURSE and FIST, UGC-SAP; CST, UP; MODROB, CSIR, AICTE and DRDO. The funds received in the past five years amount to 80 million rupees.

Dept. of Library and Information Science has recently completed a DST sponsored project. In the Faculty of Agriculture three new major research projects have been sanctioned by the UGC, DST and ICAR, New Delhi. More than three dozen research projects worth Rs 5 crores are underway in the Faculty of Life Science. Dr. M. Owais, and Dr. Rizwan Hasan Khan, Associate Professors, Interdisciplinary Biotechnology Unit have received research grants worth Rs. 2.5 crores from ICAR, and 50 lakhs from DST, Government of India respectively. The Department of Chemistry was sanctioned Rs. 196 lakh and 36.19 Lakh under the DST-FIST and PURSE Programmes respectively. The Faculty of Arts, accomplished seven projects including a DRS and Center for Advanced Studies. Dr. Waseem Raja, Assistant Professor, Center of Advanced Studies, Department of History was awarded a project on South Asian Diaspora during 18<sup>th</sup> to 20<sup>th</sup> Centuries by the SAARC Cultural Centre, Colombo. With a total sanctioned fund of Rs 62 lakhs the Department of Computer Science, AMU has been running the ERP Mission Project of the Govt. of India. Three Departments in the Faculty of Social Sciences namely, Economics, Psychology and Physical Health and Sports Education have been identified for DRS by the UGC under the SAP programme.

### **Drive towards Globalisation**

For enhancing global cooperation for the preservation, dissemination and creation of knowledge AMU has signed several Memoranda of Understanding with international agencies. The Faculty of Science has signed MoUs with University of Valencia, Spain; Ohio State University, USA and Bristol University, UK for faculty exchange and for work on nano-materials. The DST has awarded Funds for the Improvement of Science and Technology (FIST) worth 500 lakhs to various Departments of the Faculty of Science. The Dept. of Statistics and Operations Research received a grant of Rs. 20 lakhs under DRS-I. In the faculty of Life Science there are three DRS (SAP) programmes and DBT-BUILDER Programme in Departments of Zoology, Botany, Biochemistry and the Interdisciplinary Biotechnology Unit with a total outlay of 9.6 crore rupees.

The K A Nizami Centre for Quranic Studies organized several invited lectures by distinguished scholars. Department of Political Science organized three workshops in collaboration with the UGC Academic Staff College, AMU on 'Understanding the Threat of Terrorism and Violence in a Multicultural World' for Madrasa



background students. The British High Commission, New Delhi, funded these workshops. Foreign dignitaries namely, the Ambassadors of Iran and Tajakistan, Cultural Counselors of Iran and Afghanistan, Director National Library and Archives, Tehran and Director Iran Cultural House, New Delhi visited the Institute of Persian Research, AMU.

Professor Gordon Campbell, Professor of Renaissance Studies, Leicester University, UK; delivered the annual Sir Syed Memorial Lecture. With a view to propagating Sir Syed's thoughts, Dr. R. N. Shukla, Associate Professor, Department of Hindi, translated *Hayat-i-Javed*, a biography of Sir Syed into Hindi.

With many Departments of studies enjoying the status of DRS, the AMU has several Departments of incomparable credentials. In 2012 JNMC celebrated its Golden Jubilee. 400 delegates attended this ceremony. The Department of Physics also celebrated 100 years of its foundation.



### Students' Success Stories

An indicator of the success of an educational institution is the employability of its students and their success in competitive exams. I am happy to inform that 33 students have been selected to study at the Indian Institutes of Technology. Our student, Umang Bhardwaj not only qualified the Entrance test for AIIMS, but was also ranked among the top 30 qualifying students. Mr. Danish Ansari, a student of Class XII, has qualified for NDA. Miss. Shilpi Gupta of the Department of Geology, stood first in the All-India Geological Survey of India Examination, 2012. Mr. Sharib Ali stood third in the UP Judicial Services Examination, 2012. One student of Management Faculty Mr. Imtiaz Alam was selected for the Civil Services and 24 students of LLM and BALLB (Hons.) from the Faculty of Law have been selected in State Judicial Commissions of Bihar, J&K, Assam and U.P. I am sure many AMU students will follow in their footsteps.

For training and placement, the our University invited 27 companies from the private sector for the campus selection of Management, IT and Engineering students. Around 250 students were absorbed by companies such as ONGC, IFFCO, Wipro, Vodafone and Tata Consultancy Services. 83 students of the Management Faculty were also placed for Summer Training with Indian Railways, Dr. Reddy's Laboratory, Hamdard Wakf, HDFC Bank, NTPC and Reliance, LIC, Suzuki, Honda and Godrej etc.

14 students of the Department of Management Studies and research have qualified JRF while 25 have passed NET. From the Faculty of Arts 55 students qualified UGC NET/JRF while one student from the Department of Computer Science qualified the UGC NET. Presently around 150 Junior Research Fellows have been involved in research on fellowships granted by the UGC, CSIR, ICHR and ICSSR. Over 35 research scholars have been availing themselves of Senior Research Fellowships from the same agencies. 40 Research Associates and Post Doctoral Fellows are engaged in Post Doctoral Research, with grants from UGC, DST, ICMR and NBHM. This includes 14 PDF for Women grantees. 1300 non-NET research Scholars and 215 M. Tech students have also been getting fellowship from UGC. In the last year more than 350 M. Phil. and Ph.D. degrees were awarded by the AMU.

### Era of Sports Revival

The University Games Committee has under its belt several historic victories. The Aligarh Muslim University Lawn Tennis team won the finals of All India Inter University Tennis Tournament. The AMU has won this championship after a gap of 39 years. Earlier, the Aligarh Muslim University Lawn Tennis team also won the North Zone Intervarsity Tennis Tournament. AMU Cricket team and Badminton teams have also won the North Zone Inter University Championships. Medals were bagged at national and state level tournaments in Riding, Hockey, Volleyball, Football and Skating. AMU skating club represented U.P. in national championship and won several medals. AMU is the only central University with a riding club of great vintage and our majestic horses and riders have kept the equestrian colours flying. Five students of the STS High School have been selected for Junior National Roller Skating Championship.

The AMU has produced sports champions like cricketers Lala Amarnath, C S Naidu, Mushtaq Ali and Wazir Ali; international athletes, Kunwar Aftab Alam Khan, Ranvir Singh and Ehsan M. Khan; Hockey players

like Abdul Qayyum, Dorai Swami, Inamurrahman, Govinda and Joginder Singh. Even today we are producing sports persons of international repute. Ms Annuraj Singh an AMU *alumna* secured the shooting gold medal at the Commonwealth Games in New Delhi.

After the construction of Indoor Badminton Hall, Clay Courts for Tennis, and an all-new Hockey Astro Turf ground the AMU sports performance is set for a giant leap.

### **Gender Sensitization and Equity**

The Aligarh Muslim University shares the nationwide concern for the security and protection of women on the campus and has implemented the rules and procedures of the AMU Committee Against Sexual Harassment and for Gender Sensitization (CASHFGS). A complaint committee has been instituted at the University Women's Cell. I have constituted a Task Force, comprising five faculty members to monitor the security arrangements for women and girls on the Campus.

The newly established Center for Women's Studies has been designated as Center of Advanced Studies to help us contribute to gender equality at the level of higher education. AMU Schools, especially for girls, impart holistic education with emphasis on morals, values and life skills.

The Abdullah Women's College of the AMU currently caters to the academic needs of more than 2500 girls in various Under Graduate courses. Academic and personality development opportunities are provided to girls in various Societies for literature, sports and social events. Students participated in and won national debate competitions and 77 out of 110 students enrolled for NCC attended the Annual Training Camp where they won the Drill Competition. In sports the College team was the winner of the Ala Bi memorial Regional Volley Ball Tournament and was the runner up at the Sheikh Abdullah Memorial Regional Basket Ball Tournament. Miss Sarah Naqvi, a Badminton player, was judged the Best Player of the North-Zone Inter-Varsity Badminton Tournament. She also represented the country at the Korean Open Badminton Championship in Seoul. The Girls' teams also participated in basketball, badminton, cricket and volleyball tournaments.

### **Encouraging Creativity**

The glitterati of the world of Urdu literature have been associated with the Aligarh Muslim University. Rhymes of Josh Malihabadi, Asrarul Haq Majaz, Moin Ahsan Jazbi, Shaharyar, Syed Ameen Ashraf amongst the poets and prose pieces of Ismat Chughtai, Saadat Hasan Manto and Rasheed Ahmad Siddiqui amongst the writers continue to enthrall generations. Similarly the AMU has produced a number of theater and film personalities including Khwaja Ahmad Abbas, Javed Akhtar, Naseeruddin Shah, Muzaffar Ali, Dilip Tahil and Renuka Devi. To give a platform to students for exploring and honing their literary and cultural talent the General Education Center, AMU organized Art exhibitions, Film festivals, Singing competitions, an inter school drama competition, All India Sir Syed Memorial Debate, group discussions and *bait-baazi* under the Fine Arts Club, Film Club, Music Club, Drama Club and University Literary Club respectively. The AMU also won the All India Sir Syed Memorial Debate.

### **Outreach Programmes**

Diligent work and best practices in teaching and research at the Departments of studies make the AMU a research University of high ranking. Nevertheless, through the outreach programmes at various Centers and Institutes we also try to be a participative University, with increased participation with all the stake-holders of society. The recently established AMU Centers at Malappuram and Murshidabad underscore the same commitment. We strongly believe in inclusive development. Little wonder then that the Ahmadi School for Blind, makes the visually handicapped children self-reliant. Last year its teams participated in All India academic, sports and music competitions of the Welfare Association for Visually Challenged Employees, Punjab and won 34 medals.

The Center for Distance Education established in 1989 has 11 Undergraduate, Postgraduate, Diploma and Certificate Courses for 3000 students pursuing distance education. Its Study Centers are located all over the country and it has organized an International Conference, training programmes and workshops and even invited companies for recruiting students. The Center for Promotion of Educational and Cultural Advancement of Muslims of India (CEPICAMI) has published a study entitled 'Muslims and Development Deficit: Micro Realities in Uttar Pradesh'. The Center for Promotion of Science has been fulfilling its mandate by taking capacity building initiatives for *Madarsa* teachers. The Center for Adult and Continuing Education has been performing its role in an equally useful way.

## Ensuring Quality Education and Professional Development

In 2012-13 the UGC Academic Staff College organized 25 courses for 1000 University /College teachers from all over India. It also coordinates English Access Micro-scholarship Programme sponsored by the US Embassy under which 200 underprivileged students of AMU Schools receive English proficiency training. The ASC, AMU took a historic step by organizing two teacher training programmes for the Faculty members of Iraq. Likewise, the Dept. of Library and Information Science through its programme received visibility across 101 countries by 1.2 lakh users across the globe.

The Jawaharlal Nehru Medical College Hospitals reached out to the sick and poor by attending to around 9 lakhs out-patients and over 31,000 in-patients in its different wards. Similarly the 95 bedded Ajmal Khan Tibbiya College Hospital treats in-patients free of cost and distributes free Unani medicines to out-patients regularly. The JNMC and AMU Units of the National Service Scheme collaborated with UNICEF, WHO and Lion's Club for the Polio eradication drive in western U.P. NSS volunteers and students of Social Work played Nukkad Nataks to motivate people in Muslim dominated areas. Misconceptions regarding the infertility inducing effects of the free polio drop were removed and unwilling families of 150 000 children were convinced for administering the drop. As a result, no new case of polio has been reported in the Aligarh district in 2012.

Social Service Committee, SC/ST Cell, and the Disability Unit also further our agenda of increased participation and public outreach in a spirit of helping the society. Such acts of social responsibility and philanthropy are in keeping with the ideals of the visionary founder of this institution, Sir Syed Ahmad Khan.

Ladies and Gentlemen!

I thank you for your patient hearing and reiterate that notwithstanding our achievements, we are committed to striving for more and more substantial accomplishments. I will adhere to my roadmap of quality education and improved lifestyle for students so that they qualify in competitive exams as they live and work on a healthy green campus. I am making every effort to ensure the all round development of students' personalities so that they take on the outside world with confidence and aplomb.

AMU needs a renaissance, a rebirth. I am committed to making it the top University and the very first one, with an eco-friendly green campus. My present focus is on quality infrastructure, maintaining discipline on the campus and imparting world-class communication skills to each and every student. My dream is to empower my students to attain rewarding jobs and contribute towards the development of our country. I am reaching out to the Industry and the generous AMU Alumni all over the world. Let us reaffirm our allegiance to the values of discipline, hard work and informed decision-making. *Insha Allah* with the positive response of the students and staff we will be able to usher in an era of glory for this historic institution, with a unique blend of *tehzeeb and* modern education.

I am indeed grateful to the Chief Guest, Mrs. Sonia Gandhi for her gracious presence. The entire AMU community looks forward to the restoration of minority character to the AMU and a special grant for hostel accommodation and making the AMU a totally green University. My heartfelt congratulations to my students on receiving degrees, medals and honours. I wish them all a very bright future.

نصیب ہو تجھے ایسا عروج دنیا میں

کہ آسماں بھی تری رفعتوں پہ ناز کرے

*Naseeb Ho Tujhe Aisa Urooj Duniya Mein  
Ki Aasman Bhi Teri Rifaton Pe Naaz Kare*

Thank you all once again.  
Jai Hind.



## **Sonia to Support Historical Character AMU Organises 60<sup>th</sup> Annual Convocation**

UPA Chairperson, Mrs. Sonia Gandhi assured the Aligarh Muslim university community that she would lend support to AMU to preserve its historical character and its autonomy.

Addressing the 60<sup>th</sup> Annual Convocation of the Aligarh Muslim University in absentia through tele-conferencing, Mrs. Gandhi said that she was very well aware of the history and the contributions of the Aligarh Muslim University and the role it had played in the freedom struggle of the country. She said that the minority character issue of the University was pending in the Supreme Court of India, however she would extend her cooperation to maintain the autonomy of the University.



Mrs. Gandhi, regretting her inability to participate in person in the convocation proceedings due to adverse weather conditions, congratulated the students who were awarded medals and degrees for their educational accomplishments. She also gave her compliments to the parents of these students who would be happy to witness this historical moment.

Mrs. Gandhi said that no assessment of Muslims' educational development could be made without discussing the life and contributions of Sir Syed Ahmad Khan. The role that Sir Syed played for educational empowerment of his community was exemplary and borne promises for the future. He felt the importance of education and dreamt of a University that would be a sign of wisdom and ration. He worked for the propagation of scientific quest and knowledge by establishing Scientific Society and publishing a reform journal, Tahzibul Akhlaq. She said that the AMU has also contributed remarkably to the freedom struggle of the country and has produced a number of nationalist leaders like Khan Abdul Gaffar Khan, Maulana Mohammad Ali, Maulana Shaukat Ali, Dr. Zakir Husain, Rafi Ahmad Kidwai, Abdul Majeed Khwaja and Saifuddin Kichlu.

Mrs. Gandhi appreciated the role of Sheikh Abdullah in the promotion of women's education in the country and expressed happiness that eminent Progressive writers like Rasheed Jahan and Ismat Chughtai were the products of this great institution.

Mrs. Gandhi, appreciating the secular foundation of this great seat of learning, said that it has contributed a lot in nurturing the democratic and pluralistic culture of the country. She remarked that the University stood as an epitome of secularism and communal harmony. Mrs. Gandhi said that Islam has completely merged into the Indian characteristics and its services to the development of Indian culture and civilization are remarkable.

She said that she had received a memorandum of the Students' Union of the University and she would talk to the government to take appropriate actions to implement the suggestions.

The UPA Chairperson acknowledged the special relationship of Nehru-Gandhi family with this institution. She said that India's first Prime Minister, Pandit Jawaharlal Nehru, despite his pressing engagements, visited AMU five times and the University awarded him honorary degree of D. Lit. while the AMU Students' Union felicitated him with its life membership. The University has always lent its support to the Nehru family and there are several buildings in the University named after the members of the Nehru family.

Terming students as the builders of the nation, Mrs. Sonia Gandhi urged the AMU students to rely on their wisdom and remember there were so many worlds beyond the stars. She assured that no injustice will be made against them.

Former Indian Hockey Captain, Mr. Zafar Iqbal was given the D. Lit. degree *Honoris Causa*. He said that it was for the first time in the history of AMU that it has awarded a degree to a sportsman and it was a good sign for the future of sports in the country. He urged the University to include sports in the University curricula.

Mr. Iqbal said that he has been a student of this University from Abdullah Nursery to Minto Circle and was a Hockey Captain of the University in



Vice-Chancellor conferring D. Lit. on olympian Zafar Iqbal

1982. He said it was a proud moment for his family to receive this great honour.

Presenting Annual Report on this occasion, the Vice Chancellor of the Aligarh Muslim University, Lt. Gen. Zameer Uddin Shah said that this 60<sup>th</sup> Annual Convocation of the University was a historic one. The last time a lady, Nawab Sultan Jahan Begum of Bhopal delivered the Convocation Address in 1925 and it was the second time when another distinguished lady, Mrs. Sonia Gandhi was invited to deliver this address, he added.

Gen. Shah said that restoration of minority status was biggest issue for the University and it was his lifetime dream that the University's minority character was restored at the earliest and it becomes the number one university of the country. He said, "We look forward to the stewardship of Mrs. Sonia Gandhi for the restoration and recognition of the minority character of this historic institution".



He also urged the government for special grant to the University for hostel accommodation and making the AMU a totally green University.

On this occasion, 223 students were given medals for their exemplary results in various undergraduate and postgraduate courses and about five thousand research, PG and Undergraduate students were given away degrees.

University Registrar, Group Captain (Retd.) Shahrukh Shamsad and Controller, Prof. Pervez Mustajab also addressed on the occasion. Nawab Ibne Saeed Khan of Chhatari graced the occasion as chief guest in absence of Mrs. Sonia Gandhi.

## **'The Inheritance of Sir Syed: a view from the West'**

*Professor Gordon Campbell*

**(Noted Scholar Prof. G. Campbell Delivered Sir Syed Memorial Lecture. This is the full text of his lecture.)**

London honours its famous sons and daughters with blue plaques on the houses where they once lived. There are several in the vicinity of Mecklenburgh Square, in Camden. Indeed, within a mile of Mecklenburgh Square there are 83 blue plaques. 77 of these plaques honour British people, including writers such as Charles



Darwin, Virginia Woolf, George Bernard Shaw, Dylan Thomas, George Orwell, and William Butler Yeats. Six plaques honour foreign residents, four of whom were revolutionaries from Italy, Venezuela, the Philippines and Germany (Friedrich Engels). The other two both honour Indians. A plaque in Bedford Square commemorates the presence of Ram Mohun Roy, who was, amongst other things, an educational reformer; he was also a monotheistic Hindu who wrote a book on the ethical teachings of Jesus. The other Indian is honoured by a blue plaque in 21 Mecklenburgh Square. This plaque reads 'Sir Syed Ahmed Khan, 1817-1897, Muslim Reformer and Scholar, lived here 1869-1870'. As it happens, Sir Syed

was not the only famous resident of this house, for there is a second plaque on the other side of the doorway, one which records the residence at a later period of R. H. Tawney, who was, as it happens, born in Kolkata. Tawney was a Christian Socialist whose particular passion was adult education, to which he made an immense contribution. These three plaques commemorate three educational reformers born in India: one Hindu, one Muslim and one Christian. All worked with educational systems in need of reform, but the contexts are very different. My purpose today is to reflect on achievement of the greatest of these reformers, Sir Syed Ahmad Khan. He is not the only Muslim to be so honoured -- Jinnah, for example, has a plaque in Earl's Court -- but he is certainly the most important Muslim reformer.

We all know why Sir Syed is remembered in India and Pakistan, but why should he be commemorated by a blue plaque in London's Mecklenburgh Square? The obvious reason is that he lived there for a substantial part of his sojourn in England in 1869 and 1870. The rather more interesting reason is that this visit exercised

an important influence on his thought. I shall try not to exaggerate this influence, though you should be suspicious of an account by an Englishman which attempts to make Sir Syed an honorary Englishman.

Let me begin by considering the immediate aftermath of Sir Syed's visit. Two months after arriving back in India after his visit to England, he established (on 26 December 1871) in Varanasi a 'Committee for the better Diffusion and Advancement of Learning among the Muslims of India'. The title merits reflection. The diffusion of learning presumably refers to the ideal of educating the masses. The 'advancement of learning' is a phrase straight from Francis Bacon, who used it as the title of an immensely important book published in two volumes in 1603 and 1605. In this book Bacon sought to displace the centrality of memorising classical texts in favour of a knowledge that was driven by thought and by scientific observation: this was emphatically empirical science, not inherited science. This was a radical idea in Bacon's time, and an equally radical idea in Sir Syed's time.

The parallels between Sir Francis Bacon and Sir Syed are considerable. Both thought about education in the context of earlier modes of learning that had become ossified. The two universities in Bacon's England, Oxford and Cambridge, were rightly concerned with preserving knowledge and transmitting knowledge, but they took little interest in advancing knowledge. The same was true of the educational system in which Sir Syed had grown up: he had a very traditional education in Persian and Arabic. India has one of the most ancient civilizations on the planet, but its modes of learning were established in the golden years of the Mughal Empire, from the accession of Akbar in 1558 to the death of Aurangzeb in 1707. At the centre of this pedagogical tradition lies rote learning, and it is a sensitive subject, because of the religious dimension. The memorising of the Qur'an and its recitation as a form of reading have been a central feature of Islamic education since the seventh century; as you all know, the first word that Allah revealed to Muhammad was *iqra*, which in its context must mean 'recite', but is also translated as 'read'. The practice of memorising is still a mainstay of religious education throughout the Islamic world, and it has also spilled over into secular education. I regret that memory no longer plays a part in Western pedagogy, but I also understand, as did Sir Syed, that an education system in which the principal mental discipline is that of memorising is not going to encourage independence of thought or analytical skills, nor is it likely to enhance the employability of students.

What are the factors that shaped Sir Syed's thinking? Some relate to his personal circumstances and his inner life, and so are in large part inaccessible to us. The loss of his elder brother in 1845 clearly affected him deeply, and thereafter he lived a disciplined Islamic life, one which Socrates would have called an examined life. He also, I am pleased to report, grew his splendid beard. The loss of his wife in 1861 must have marked him deeply, but his sorrow was private. We are on safer ground if we consider two factors that are part of the public record. The first is his experience of the rebellion of 1857, and the second is his visit to England in 1869-70.

In 1857 the rebellion took the form of a mutiny, and I grew up thinking of it as the Indian Mutiny. Now, of course, depending on one's historiographical perspective, it can be the Indian Mutiny or the Sepoy Mutiny or the Revolt or the Uprising or the First War of Independence. We think of it in terms of its historical consequences: the dissolution of the East India Company in favour of direct rule from Britain, a British Raj that revolutionised the way India was run and established a model of government that was to prevail until 1947. For Syed Ahmed, however, it was a calamitous experience through which he lived. The victims of the violence in which thousands died included Syed Ahmed's personal friends and family members. To these personal losses must be added the sorrow that he felt as Mughal Delhi, the nexus of a rich Islamic civilisation, was destroyed.

Syed Ahmed's initial reaction was to think about leaving India. His considered reaction was to stay, and to rebuild Muslim - British relations. He has of course been criticised by detractors who think that he became too pro-British, that he became a collaborator. This would be a view worthy of consideration if there were evidence that he was acting for his own advancement, but in fact the evidence points in the opposite direction, which is that he acted selflessly in the interests of his people, striving to prepare the Muslim people, through its educational elite, to engage constructively with the new British government. Preparation for such engagement, in Syed Ahmed's view, consisted primarily of creating suitable educational opportunities. In 1858 he founded a school in Moradabad, the City of Brass which in 1801 had come under direct British rule. In 1869 he was transferred to Ghazipur, where in 1820, I am embarrassed to say, the East India Company had established an opium factory that is still in business. Here Syed Ahmed opened an English medium school and then created a Scientific Society, which is now located on this campus. The reason that it came here is that, in the words of its Bye-Laws, 'until the Society be thoroughly set agoing, it shall be wherever Principal Sudder Ameen Syud Ahmud Khan be stationed', and he was of course transferred to Aligarh. My friend Francis Robinson, who is England's most distinguished student of Islamic India in this period, has noted that the same Bye-Laws had articulated the intention that the Society should eventually settle in Allahabad. Professor Robinson comments



that 'had this happened, and the Society been set up in this strong Hindu centre, the history of North India might have been different'. This is indeed food for thought.

From my perspective, five features of the Ghazipur Scientific Society stand out. First, it was the first Scientific Society in India, and so was the progenitor of many distinguished Indian institutions. Second, it was multifaith, in that Muslims, Hindus and Christians were represented in approximately equal numbers on the executive council and in the general membership. Third, it championed Indian languages, and indeed its principal activity was the translation into Urdu of European texts. Fourth, the understanding of the term 'science' was, in common with that of nineteenth-century European intellectuals, very different from our own. We associate science with test tubes, and distinguish science from the arts. In Syed Ahmed's day, however, these terms were used differently. The word 'science' simply meant 'knowledge', all sorts of knowledge; 'art', on the other hand, referred to technical skill, to the practical application of knowledge. The Ghazipur Scientific Society catered for both, and the initial short-list of books to be translated into Urdu was dominated by history: there were histories of India, of China, of Iran, of Islamic Spain, of ancient Greece, of ancient Egypt and indeed of civilisation. There were also books and journals on agriculture (the Society had a model farm) and economics and geology and, on a subject to which I shall return, physics. Finally, this Society was the platform for Syed Ahmed's proposal to the government in 1867 to found a university that would teach in Urdu; indeed, the translated books were part of this enterprise. This proposal was not accepted, and indeed was not realised in India until the establishment of the Osmania University in Hyderabad in 1908; all subjects, including Medicine, were taught in Urdu. Osmania continued as an Urdu-medium university until Hyderabad was incorporated into an independent India in 1948. The idea of teaching in Urdu was revived in 1998, again in Hyderabad, with the establishment of Maulana Azad National Urdu University. In Pakistan, where the heritage of Sir Syed is still strongly felt, the Federal Urdu University of Arts, Science and Technology, established in Islamabad in 2002, ultimately aims to use Urdu as the main language of instruction.

The second factor that shaped Syed Ahmed's thinking about education was his visit to England in 1869-1870. His friend and biographer, Colonel Graham, says that he already had in mind the founding of a Muslim college before he went to England. Francis Robinson has suggested that 'there seems to be no evidence for this [contention]'. The evidence, I would submit, is Colonel Graham's testimony, which is presumably based on conversations that they had before the journey to England, a journey that had been suggested and facilitated by Colonel Graham. What happened, I think, is that the English experience clarified Syed Ahmed's vision of what might be achieved in India.

In England Syed Ahmed moved in the highest circles. He was elected, for example, as an honorary member of Athenaeum. This is a club far above my rank, and indeed I have only been there once, to give an after-dinner lecture on the Bible; during dinner I sat next to P.D. James, England's greatest crime writer, and still writing at the age of 90. It was a great honour, but Syed Ahmed's election was a greater one. Syed Ahmed also moved in literary circles: he attended the last reading given by Charles Dickens, and visited Thomas Carlyle, the sage of Chelsea, who had written kindly about the Prophet Mohammed (PBUH). He visited England's finest educational institutions: his son studied at Lincoln's Inn and at Cambridge, and those institutions became important models for Syed Ahmed's educational reforms. He also met the 8th Duke of Argyll, Secretary of State for India, and here I can claim a faint connection. This duke's name was George Campbell, and the Dukes of Argyll are the chiefs of the clan to which I belong.

And what did Sir Syed think of England? Ordinarily it is very difficult to ascertain the thoughts of visitors, who, at best, write accounts of their experiences after their visits, by which time fresh impressions have been lost. In the case of Sir Syed, however, he published a series of letters in the *Aligarh Institute Gazette*, which is now available online as part of the wonderful 'Sir Syed Today' electronic resource. I hasten to add that I have read the letters in English translation, but have nonetheless found them to reveal a quite extraordinary individual, one with a great capacity for friendship and an extraordinary tolerance that extended even to intolerant people, including intolerant imperialist Christians who thought that the greatness of Britain reflected the superiority of Christianity over Islam. Some of the letters, however, make for uncomfortable reading, because although he is eloquent in his defence of Islam, he constantly praises England and the English at the expense of India and the Indians. In a letter of 15 October 1869, for example, he says that 'the English have reason for believing us in India to be imbecile brutes', and in one written a month later (19 November) he compares Indians to the English, insisting that 'we are dirty unclean wild beasts in the presence of beautiful and worthy men'. My initial reaction on reading this was to dismiss it as nonsense. It is nonsense, of course, but the phrases have a deeper purpose, one which relates to his thinking about education. As he explains, the virtues of the English 'are entirely due to the education of the men and women'. Those of you who are familiar with Gray's

'Elegy in a Country Churchyard' will recall that the only factor that separates the elegant and civilised poet from the humble villagers buried in the graveyard is education: as he says in the epitaph, 'fair science [i.e. knowledge] frowned not at his birth'.

What we have in these puzzling comments is not a baffling series of insults directed at India, but a visionary sense of the transformative power of education. As I have travelled, I have seen many examples of how right Sir Syed was. Mauritius, for example, was settled by people from Bihar in the 19th century. Before I visited Mauritius, I thought of the poor people of Bihar as irredeemably wretched, but I then saw what several generations of healthy diet and a good education can do, which is transform a people trapped in inarticulate poverty into a vibrant and eloquent and bustling democratic society.

In England Sir Syed talked to everybody, and was as interested in what the greengrocer had to say as he was in the views of his aristocratic friends. He was, as he says of his son Mahmud, 'able to mix freely with men of all ranks'. His access to the aristocracy was quite extraordinary, as was his egalitarian feeling for ordinary people. Aristocrats tend to think in terms of education of an elite, and the Mughal aristocrat in Sir Syed responded to that view. On the other hand, the egalitarian Muslim in Sir Syed thought in terms of the education of the masses. This tension between the elite education required to produce leaders and the mass education required to lift people out of poverty is readily apparent in Sir Syed's writings, and is still with us in today's India. The question, I suppose, is whether the path from the Doon School to St Stephen's and the IITs perpetuates inequalities or creates leaders that will lift the masses out of poverty. Sir Syed chose to create an elite institution, a university modelled on the residential colleges of Oxford and Cambridge, one whose students would be drawn from the Urdu-speaking elite. He envisaged a university that would teach science, in his broad sense of the term, and so including literature as well as Western science. He wanted teaching to be conducted through the medium of Urdu as well as English. In the event, as we know, students wanted to learn in English, which they regarded as the language of opportunity. The Urdu dimension raises an issue that is still with us. Should the medium of instruction in Indian universities be in Indian languages or in English? If in Indian languages, which ones? And is English now an Indian language? After all, there are more speakers of English in India than there are in England.

One of the other striking features of the University that Sir Syed envisaged was that although it was called the Muhammadan Anglo-Oriental College, it was intended for both Hindus and Muslims. He always insisted on welcoming Hindus to the college, but the establishment of the University coincided with increasingly vocal demands from the Hindu community to replace Urdu with Hindi as the native government language, and to replace the Persian script with Devanagari. These developments forced Sir Syed to assume a defensive posture, and he was forced to become an advocate for education for Muslims.

The education for Muslims that he advocated, however, was not hostile to other faiths. Indeed, he was particularly active in the sphere of Christian-Muslim relations. The purpose of his commentary on the Bible, the first to be written by a Muslim, was the promotion of tolerance: he wanted to show that Christians and Muslims had much in common, that Christians need not fear Islam, and, most controversially, that the Bible was a coherent religious text that commanded respect. In other writings he was eager to demonstrate that science was not the enemy of Islam. Sir Syed's commentary on the Qur'an, which he published over a 25-year period beginning in 1880, elaborated a natural theology that has precedents in Christian natural theology, with which he was familiar. He assumed that the word of God, the Qur'an, cannot contradict the work of God, the created world. Scientific discoveries, far from being a challenge to faith, helped the believer to understand faith. This, of course, was dangerous ground, and it touches on an issue that has still not been resolved, which is the relationship between Islam and Western science. The same problem exists with respect to Christianity and science. In the case of biology, the problem centres on the Darwinian model of evolution. Darwin had published *On the Origin of Species* in 1859, and this led to the advocacy of scientific naturalism that challenged the view of the world from a faith perspective. The challenge of Darwin is of course not peculiar to the Islamic world; think, for example, of the argument about creationism and 'intelligent design' in American schools and colleges.

In the case of physics, the problem for Muslim reformers may be occasionalism, which is a metaphysical theory of what we take to be causation, according to which events are not caused by relations between physical things or in accordance with natural laws, but rather as a consequence of God's will: the apple falls from the tree not because of a law of gravity but because God directly and consistently wills it to fall. This notion entered the Islamic tradition in the tenth century in what is now Iraq. Al-Ash'arī, the founder of the Ash'ari school of theology, seems to have been the first to mount a sustained argument against secondary causation, arguing that any assumption that there could be causality independent of God's direct action diminished God's

agency. The most famous proponent of the doctrine was Al-Ghazālī, whose standing is perhaps comparable to that of Thomas Aquinas in the church in the West. Ghazālī was by any measure a great figure, and medicine (especially anatomy) is among the disciplines that owe a debt to him. His advocacy of occasionalism, however, marked the end of the golden age of Islamic science, the centuries in which Islam led the world in scientific thinking.

The long-term effect of the doctrine of occasionalism can still be felt. The Islamic world has produced a huge number, possibly a disproportionate number, of the world's greatest doctors and engineers; at the other end of the scientific spectrum, it has produced many of the world's greatest mathematicians. What it has not produced is comparable numbers of world-class physicists. That is why it is so significant that at the Scientific Society established in Ghazipur, the *Journal of Physics* was one of those selected by Sir Syed for translation into Urdu. He was unafraid of physics, and similarly, he was unafraid of Geology. Charles Lyell's *Principles of Geology*, first published in 1830, had been as upsetting to faith communities as Darwin's work was to be, but again Sir Syed was not intimidated, and he commissioned the translation of books and journals on geology, including Hugh Miller's *Testimony of the Rocks*, a book that was famous not only because it used fossil plants and vertebrates to argue that the Earth was immensely old, but also because Miller had committed suicide on the night that he finished checking the proofs of the book. Nothing intimidated Sir Syed.

Syed Ahmed was similarly forward-thinking on social issues, which he articulated in a journal known in English as the *Mohammedan Social Reformer*. He treated the Qur'an with the utmost respect, but observed that it was a product of the time when it was revealed. Its essential message, he argued, was unaffected by social change, which should therefore be embraced in the same way as modern science. Customs and beliefs that demean people, that compromise human dignity, should in his view be set aside.

All of this does not necessarily mean that as 21st-century people, we are always in agreement with Sir Syed, even though we usually are. He too was a product of his own time, so although, for example, he championed education for women, he was a supporter of purdah, and thought that women should not be taught English. That said, he remained grateful all his life to the tutor who taught him to read and inducted him into Qur'ān, and that tutor was a woman. Not everyone thanked Syed Ahmed for his advanced views, which were sometimes bitterly opposed, but he created a bridge between Islam and social and scientific modernism which has endured, and is indeed embodied in this University. In this respect, as in many others, he was, in the words of our colleague Saud Alam Qasmi, 'a farsighted leader who changed the destiny of the nation'.

What is the legacy of Sir Syed? Or to put the question another way, what is the state of Muslims in 21st-century India with respect to education? The most recent assembling of the evidence known to me is the Sachar Report of 2006. Its 403 pages make for dispiriting reading. Indian Muslims are less privileged than are members of the Scheduled Castes and Scheduled Tribes. Muslims enjoy neither equity nor equality of opportunity. Access to mainstream education is limited, as is access to credit and to public sector employment. In the seven years since the Report was published, the situation has worsened, to judge by the measure of the representation of Muslims in urban elites (businessmen, doctors, lawyers, politicians etc). In this context, in which 170 million good Muslim citizens are marginalised, what is the position of AMU, Sir Syed's greatest creation? The short answer is that the existence of this University, and its uncompromising commitment to high quality education for both men and women, is central to the future of India, and not just of its Muslim community. Unlike the large federal universities, however, AMU is on this campus, and India is a vast place. I remind you, however, that under the Raj, for half of each year India was governed from Muree and then Shimla, both of which are much smaller than Aligarh. You have, however, successfully established an outreach programme, one that is full of promise. In a sense outreach started with the establishment of the Ahmadi School for the Blind. That said, it is a big leap from specialist provision, including courses in keyboarding, handloom weaving and chair re-canning, to bringing visually-challenged children into mainstream education system, but you have embraced that challenge. An even bigger leap has been the establishment of higher education centres in minority dominated areas of the country such as Malappuram and Murshidabad, against very considerable opposition. The plans to establish centres in Bihar and Maharashtra are bold, but their realisation will not be easy. There is also a tension with the research agenda; in India, as in the UK, the universities that have been most successful in research tend to be those that are least successful in widening participation.

Outreach was of course high on Sir Syed's agenda, and he wrestled with the issues that it raised all his life, often through the prism of the debate about medium of instruction. In 1858 he favoured English as the medium of instruction, but, like any serious intellectual, he was capable of changing his mind. Eleven years later he had rethought the issues, and in his British Indian Association pamphlet *On the Public Education of India* (1869) he argued that education through the medium of English had many virtues, but that it was unjust,



because it limited education to the elite, and teaching European science through English, a complex subject in a complex language, would leave ordinary people 'as unaffected and untouched as ever'. The idea that Aligarh should be the centre of a network, the think-tank of the nation, rather than an inward-looking institution, was central to Sir Syed's vision, hence, for example, his establishment in 1886 of the Muhammadan Educational Conference, the avowed aim of which was disseminate the model of Aligarh to the rest of India.

Sir Syed believed in peaceful co-existence, that Hindus and Muslims in India should form one nation. He is hailed as a founder of Pakistan, but despite the fact that Aligarh became the epicentre of the Pakistan Movement, we cannot know how he would have felt about Partition, which was not proposed (by Allama Iqbal) until 1930. We do know, however, that Sir Syed's 'Two Nation Theory' was the principle on which the creation of Pakistan rested. In his own time, where we are on safer ground, we know that he realised that if Indian Muslims did not look after themselves, no-one else would do so. That principle is still important.

From our modern perspective, Sir Syed was not so much pro-British as he was cosmopolitan, a citizen of the world. He was not a slave to all things British, but was willing to draw on models that he admired in Britain. In the same spirit, I should like to reflect as I draw to a close on the extent to which this learning from practice elsewhere should be reciprocal. What has Britain to learn from India? I would point to four aspects of Indian education that I have come to admire.

The first is that memory has retained a place in Indian education. As I explained earlier, an education system in which the principal mental discipline is that of memorising is not going to encourage independence of thought or analytical skills, but to that I would add that I regret that memory no longer plays a part in Western pedagogy. Children are rightly taught to understand mathematics, but often do not memorise times tables. Students of botany understand plants, but no longer memorise the names of plants. Students of history study social history, and topics such as slavery and colonialism, but don't know the names of our monarchs. Schoolchildren once learned (or sang to the tune of 'Good King Wenceslas') 'Willie, Willie, Harry, Steve/, Harry, Dick, John, Harry three./ One, two, three Eds, Richard two/ Harrys four five six, then who?'. This may be a disrespectful way of remembering the monarchs, in this case from William the Conqueror to Henry VI, but it did give children pegs on which knowledge, thoughtful knowledge, could be hung.

The second element of Indian and indeed Islamic pedagogy that I have come to admire is the standing of the teacher, and I say this not simply because I am a teacher and want to be admired; on the contrary, I am a teacher and want to teach. The figure of the teacher in India, and throughout the Muslim world, is traditionally vested with greater authority and treated with greater respect than his or her counterpart in England. The teacher explains, and the student learns from the teacher. The student is taught to respect the teacher. In English universities it feels different, because the teacher is simply a resource on which the student draws. This is not the case in all sectors, of course. In the military, for example, the commander explains the plan, and does not ask his troops what they think the plan should be. To put it another way, not all knowledge is equally accessible to everyone, and not all opinions are equally valid. The deference to the teacher that I see in Indian universities is not, in other words, a bad thing, as teachers do know more than students. That does not mean that teachers should not be questioned, but it does mean that there is some role in education for the imparting of knowledge. That does not mean, I should add, that the university lecture is unproblematical as a means of teaching. It is indeed legitimate to wonder about the point of reading a lecture to students when students are able to read printed material, and Sir Syed would have encouraged that spirit of enquiry.

The third element that I have come to admire in Indian universities is the balance between theory and practice, between what Sir Syed would have called science and art. Compared to the post-Christian world that I inhabit, knowledge in India and in the wider Islamic world is comparatively cerebral. Education in the Islamic world is singularly intellectual; it values the life of the mind more than the ability of the hands. Academics in British universities often find that students from India are better informed about the conventional wisdom of their subjects than are their British counterparts, but perceive a difficulty with the ability of Indian students to accumulate knowledge through practical investigation. In the sciences this anomaly may be traced to the convention of the demonstration laboratory, in which a lecturer speaks beside a technician performing experiments; students note what happens, but their hands remain clean. This example is indicative of the cultural roots of Indian education in the Mughal world, and the balance is hard to get right. Finally, I have come to admire the primacy of values, particularly at this University. In Aligarh, the creation and dissemination of knowledge, including practical knowledge, is grounded on agreed values. The vision of the Vice-Chancellor, Lt. Gen. (Retd.) Zameeruddin Shah, for this University, for example, speaks of honour, of *tahzeeb*, of quality, of dedication, of discipline, of cohesion, of integrity. I think that this is quite wonderful, and I wish that European university leaders were willing to articulate their ambitions in similar terms. It is, of

course, a realisation of the vision of Sir Syed, and you should be tremendously proud of that moral underpinning of education. I initially encountered that particular AMU sense of the fundamental role of traditional Islamic values in the life and mind of the educator when I first met my friend Dr Kidwai in England many years ago. Since then, on my two visits to this University, I have come to understand that Dr Kidwai is not alone, but rather represents values that all of you share. When your staff travel abroad, they become ambassadors.

None of this is meant to countenance complacency. The programme of reform and the process of renewal inaugurated by Sir Syed is not one that comes to a convenient end. Educational reform, which is needed here as it is in England, is not easy. In the Aligarh context, the central challenge is that of reconciling the need for reform with the need to honour the pedagogic traditions of Islam, all the while keeping a wary eye on a government that is not always sympathetic to higher education for Muslims. And why is reform necessary? At the time of its founding this University existed primarily to produce civil servants for the Raj, but that cannot be its purpose now. It sits at the top table of Indian education, high in the UGC ranking of research universities, and that inevitably sets part of your agenda. It also raises the question of an aspiration to have a significant part of your teaching informed by research, by new thinking. We cannot complete a PhD, declare our brains to be full, and spend the rest of our lives telling people what we have learned. Indeed, there is a hadith in which the Prophet (PBUH) enjoins his followers to 'acquire knowledge from the cradle to the grave' and another in which he enjoins us to 'seek knowledge everywhere, even in China'. By 'China' he meant the farthest reaches of the world, and that is true for all of us.

This University, the realisation of a central strand in Sir Syed's vision and the principal geographical locus of his legacy, has been cosmopolitan from its inception. The very name Muhammedan Anglo-Oriental College proclaims this nature, as indeed do the titles 'Sir Syed': the coupling of a British knighthood with a title that identifies him as a descendant of the Prophet (PBUH) states the case in a nutshell. And a khan, I remind you, is a leader, as Sir Syed was, but also, at least in Arabic, an inn, a place for the traveller to find rest and refreshment and sanctuary. For this traveller from England, and for all of you who work and study here, this University offers Sir Syed's hospitality.

## AMU Ranked Ninth

The Aligarh Muslim University has been ranked ninth among the top ten institutions of higher learning in India in a latest survey conducted by the Times Higher Education (THE) Magazine, UK.

The Vice Chancellor, Lt. Gen. (Retd.) Zameer Uddin Shah has expressed happiness on the achievement. He said that he dreamt of taking the University to number one position among the Indian institutions of higher learning. He said it was possible only with the cooperation and hard labour of all concerned.

The survey was conducted for the first time in its latest World Reputation Ranking for 2013 and it has considered only three Indian Universities to be ranked among top ten institutes of higher professional learning in India.

The Indian Institute of Science, Bangalore has got number one position in India followed by Indian Institute of Technology (IIT), Bombay and All India Institute of Medical Sciences (AIIMS) on second and third position respectively. IIT, Kanpur holds fourth position while IIT, Delhi has been placed as fifth in the ranking. IIT, Madras and IIT, Kharagpur have been inducted on seventh and eighth positions.

The University of Delhi is on the sixth place and the Aligarh Muslim University and the University of Hyderabad have been included on ninth and tenth positions respectively.

Aligarh Muslim University is the only institution in UP to be included in the ranking. Last year, AMU was ranked fifth among the top ten Indian Universities in India Today-Nielsen Best Universities Survey.



## AMU Remembers its First Chancellor International Seminar at Women's College

Inaugurating a two-day International Seminar on "Sultan Jahan Begum", first Chancellor of Aligarh Muslim University, the Uttarakhand Governor, Dr. Aziz Qureishi highlighting the contribution of Begum Sultan Jahan, ruler of Bhopal, said that in its 240 years' history, Bhopal proved to be the first state that produced four female rulers.

Dr. Aziz Qureishi said that Begum Sultan Jahan was the first female ruler who vehemently worked for the promotion of education amongst the Muslim community and established a Trust with an endowment of Four Lakh rupees for educational advancement of females. He said that the educational trust established by Begum Sultan Jahan has now become a private trust. He urged Ms. Sharmila Tagore to revive the trust for the benefit of mankind.



Uttarakhand Governor, Dr. Aziz Qureishi also said that the services and contributions of Bhopal was largely neglected after independence. He urged the female students to excel in their education and provide leadership to the country and community.

Delivering the keynote address, Dr. Moosa Raza, former Secretary, Government of India urged the Muslim community to establish Monitoring Committee to track the implementation of the government programmes and schemes concerning minorities. He said that the community needed to establish Pressure Groups to check the developmental activities and the distribution system in

the country. He said that the AMU was the intellectual headquarter of Muslims of India and it could play an important role in providing an Academic Information Bank and intellectual leadership for the underprivileged sections of Muslim society in India.

Referring to a report of the National Commission for Minority Educational Institutions, Dr. Raza said that Muslim women were quite ahead of their Hindu counterparts at the time of partition. In 1947, 8.5 percent of Muslim women attended college compared to Hindu women whose attendance was merely 2.4%.

He said that less than 17 percent of Muslim girls finished in the eighth year of schooling and less than 10 percent completed higher secondary education.

Dr. Syeda S. Hameed, Member, Planning Commission, Government of India said that safety, security and dignity have become the top agenda of the Central Government after the incident of 16<sup>th</sup> December 2012. She said that India had three faces – one Female, another Poverty and third Youth. Dr. Hameed said that in the recent budget, a provision has been made of Rs. one thousand Crore under Nirbhaya Fund and Women's Bank for making women self reliant and self-sufficient. She said that the accountability be maintained and opportunities be provided for female education.

Noted film personality and Begum of Pataudi, Ms. Sharmila Tagore, cautioned against any attempt to "politicize" issues related to female education, especially those related to Muslim women. She said that there was a growing perception that official statistics pertaining to the status of female education of Muslim women of India did not reflect the ground realities.

Sharmila said that the development perception could only be meaningful if it was visible at the grassroots level. She stated that she was aware of the responsibilities which had fallen on her shoulders as regards the historic Begum Sultan Jahan Trust, which had been established by the great grandmother of her late husband, Nawab Mansoor Ali Khan Pataudi, for the purpose of promoting women's education in the country.

Ms. Tagore said that the ruler of Bhopal, Begum Sultan Jahan enrolled her son Hamidullah Khan at this institution and it was a historic step on the part of Bhopal Royal family to receive a formal University education.

In his presidential address, AMU Vice Chancellor, Lt. Gen. (Retd.) Zameer Uddin Shah said that the Member, Planning Commission, Dr. Syeda S. Hameed played an important role in the enhancement of grant of the J. N. Medical College Hospital and now Mrs. Sonia Gandhi has played a positive role for the grant of Rs. One Hundred Crores in the Union Budget.

The Vice Chancellor announced that the UK Times has ranked the AMU 9<sup>th</sup> among the Indian educational institutions including IITs and IIMs. He hoped that the AMU will be number one University in the country.



Gen. Shah said that the safety, security and dignity of the female students was a matter of prime concern for the University. He hoped the University would produce several hundreds of Begum Sultan Jahan.

Earlier, the Secretary of Female Education Association, Prof. Zakia A. Siddiqui welcomed the dignitaries and highlighted the contribution of Begum Sultan Jahan in the field of women's education.

Prof. Bilquees Nasim Waris, Principal, Women's College also addressed the inaugural function. Prof. Sagheer Ifraheem proposed the vote of thanks.

### **New Director of Computer Center**

The Vice Chancellor of Aligarh Muslim University has appointed Dr. Anwar Khursheed, Associate Professor of Civil Engineering Section, University Polytechnic as Director, Computer Centre in place of Mr. Suhel Mustajab, in addition to his own duties, for a period of two years or till further orders, whichever is earlier, with immediate effect.

The Vice Chancellor has also appointed Dr. Akram A. Khan, Associate Professor, Department of Agricultural Economics and Business Management as Member-in-charge, Students' Stationery Mart in place of Dr. Shamim Akhtar with immediate effect for a period of two years.

### **Lecture on Abdullah Yusuf Ali's Translation**

Professor Bruce B. Lawrence, Duke University, USA, delivering a lecture on "Abdullah Yusuf Ali's Translation of the Quran – An 80 Year Retrospective", said that his lifetime dedication to the Holy Quran has to be honoured whenever his name is cited or his work quoted. Pervading and guiding his labour is the larger spirit of Quranic inclusivism, and despite the array of critiques – some major, some quibbling – that have been brought against him, it is due to this same generosity of purpose that his translation still excites many readers, scholars and believers from numerous perspectives.

The lecture was organized by the K. A. Nizami Centre for Quranic Studies on Sunday, February 17, 2013 at Z. H. College of Engineering and Technology. AMU Vice Chancellor, Lt. Gen. (Retd.) Zameer Uddin Shah presided over the lecture.



Prof. Lawrence mentioned that in the huge North American market, the modified Yusuf Ali's translation established its pre-eminent position when Amana Publications reprinted the original edition in 1977, re-titling it as "The Meaning of the Holy Quran". He said ninety percent Muslim students, whether from Middle East or from the Subcontinent, reads the English translation of the Holy Quran by Yusuf Ali.

Prof. A. A. Nizami, Director, K. A. Nizami Centre for Quranic Studies in his welcome address said that Prof. Lawrence has spent twenty years working on Mysticism, especially, Chishtis, that resulted in his very popular book "Morals from the Heart", a translation of Hazrat Nizamuddin Aulia's conversations. His major research interest included comparative study of region and Indo-Pakistan Sufism. He had authored a book, "Islam beyond Violence: Religion in Cyber Space" and over 200 articles.

AMU Pro-Vice Chancellor, Brig. (Retd.) S. Ahmad Ali said that he felt that holy Quran could not be completely translated. He said he had studied four translations of the Holy Quran and every translation had its own interpretation. Abdullah Yusuf Ali's translation is approved by the Saudi Arabia. Brig. Ali urged the students to read Yusuf Ali's translation as the translation was an eye opener to all.

In his presidential remarks, AMU Vice Chancellor, Lt. Gen. (Retd.) Zameer Uddin Shah said he had read many translations of the Holy Quran when he was only sixteen. He congratulated Prof. Lawrence on delivering such an informative and elaborative lecture on the Holy Quran.

Dr. F. S. Sherani proposed the vote of thanks.

### **AMU Student Honoured**

Mr. Omar Bashir Wani, a student of third year Petrochemical Engineering at the Aligarh Muslim University has represented AMU youth at the 13<sup>th</sup> Delhi Sustainable Development Summit. He was among the 10 students selected from all over the globe to represent youth at this summit.

During the summit, Omar met scientists and educationists like Dr. R. K. Pachauri, Prof. Carlo Rubbia, Gudmundur Eiriksson, Ambassador of Iceland to India, Prof. Boyle from the Open University, Mr. Bahar Dutt, Environmental editor for CNN IBN, Dr. Samir Doshi from the University of Cambridge, Suhasini Haider from CNN IBN and Subrata Sinha of Environmental Affairs Officer of UNEP.

During the three-day period, he got recognition by the delegates for his intriguing questions and the unique Aligarhian 'Sherwani'.

Mr. Wani also met Dr. Farooq Abdullah, Union Minister for New and Renewable Energy, Mr. Salman Khurshid, Union Minister for External Affairs, Mr. Montek Singh Ahulwalia, Deputy Chairman, Planning Commission of India, Mr. Siddharth Varadarajan, Editor of The Hindu, His Excellency Dr. Sultan Ahmed Al Jaber, Assistant Minister of Foreign Affairs and Special Envoy for Energy and Climate Change, Ministry of Foreign Affairs, UAE.

Justice A. M. Ahmadi, Former Chief Justice of India and former Chancellor of AMU appreciated Mr. Wani's educational endeavours and expressed happiness on his representing the student community of AMU.

The founders of Solar E Tribe (SET) signed a contract with Mr. Omar Bashir Wani to work as a student ambassador for them.

### **Prof. Ishrat Farooqi Passes Away**

Prof. Ishrat H. Farooqi, former Dean, Faculty of Commerce, Aligarh Muslim University passed away at the J. N. Medical College. He was 82.

Born on January 10, 1931, Prof. Farooqi obtained Doctorate Degree (D. Sc.) from Free University of Brussels, Belgium in 1964. He had a 37 years' teaching career as lecturer, reader and professor. He joined AMU as a Lecturer in 1955. He was Chairman, Department of Commerce during 1983-1987 and served as Dean, Faculty of Commerce, twice. He had been Founding Director of AMU's Centre for Advancement of Muslims of India.

Apart from being extensively involved in academics, he had also been associated with sports and culture and was the secretary of AMU games Committee from 1974-1976. He also served as Vice President of the Duty Society.

Prof. Farooqi is survived by his widow and two sons, Prof. Javd Farooqi and Dr. Rahat Abrar (not AMU PRO).

### **AMU Sportspersons Felicitated**

The Vice Chancellor of Aligarh Muslim University, Lt. Gen. (Retd.) Zameer Uddin Shah felicitated the AMU Tennis team on winning the All India Interschool Tennis Championship 2012-13, here at the Tennis ground. AMU Lawn Tennis team won the All India Championship after a gap of 39 years.

For the first time in the history of AMU, a Women's Tennis Team participated in the North Zone Championship and both the players Ambreen Choudhary and Sadeeksha Sharma made way to the quarterfinals. AMU Badminton Women's team also won the North Zone Interschool Badminton Championship. Miss Sara Naqvi was adjudged the best player of the North Zone Tournament and also represented India in Korean Junior Badminton Championship in Seoul (South Korea).

AMU Vice Chancellor felicitated Tennis Team members Saim Farooqi, Mohd. Nasir, Lakshit Sood, Chandril Sood and Fawad Ahmad Naqvi, Captain. He also felicitated Women's Badminton team members Sara Naqvi, Kanwaljeet Kaur, Saloni Yadav and Naureen Hira. Tennis Women team members were also felicitated on this occasion.

Addressing the felicitation ceremony, AMU Vice Chancellor, Gen. Shah announced that each player will get Rs. Ten Thousand as a cash prize. He assured the players that they did not have to worry about their classroom attendance.

Gen. Shah said that games were important for the overall personality development. He hoped that AMU would become a breeding ground for national and international level game and sports.

AMU Pro-Vice Chancellor, Brig. (Retd.) S. Ahmad Ali said that AMU was excelling in sports activities. He assured the players that the University administration would provide all necessary assistance to players for bringing laurels to the University. He congratulated the players for their outstanding performance.

Former Tennis captain, Mr. Faisal Ziauddin said that the alumni of this University had a great sense of belonging to their alma mater. He hoped that under the able leadership of Gen. Shah, AMU would achieve great successes in sports and the University would encourage sportspersons to create records.



The Secretary of the University Games Committee, Prof. Tariq Mansoor appreciated Sood brothers who recently succeeded in reaching the finals of the national Grass Court Championship held at Kolkata. He hoped that Badminton player Sara Naqvi is likely to represent India in World Intervarsity Championship.

Prof. Tabassum Shahab proposed the vote of thanks. A large number of sportspersons and former Secretaries of the University Games Committee also attended the programme.

### **Orientation Programme**

The UGC Academic Staff College, Aligarh Muslim University has launched two Orientation Programmes. 96 University/ College teachers representing states like Assam, Maharashtra, Jammu and Kashmir, Manipur, West Bengal, Puducherry and Port Blair in Andaman and Nicobar Islands.

Eminent resource persons will deliver lectures on issues of national interest with an aim to broaden the mental canvas of the participants to help them become better teachers. Site visits will also be organized to places of cultural and environmental significance.

Professor AR Kidwai, Director UGC Academic Staff College welcomed the participants and introduced the objectives of the course. He said that a nation does not become great by increasing its GDP. The true greatness of a nation lies in the welfare of its people. He said the courses would help the participants in becoming better teachers and sensitize them towards gender equity, sustainable development and national integration.

Dr. Reshma Jamal and Dr. Faiza Abbasi assured the participants of their full cooperation during their stay in AMU.

### **Kabir Shah Passes Away**

Dr. Kabir Shah Khan, 58, Associate Professor, Department of Physical Education passed away on Saturday at JN Medical College Hospital, Aligarh Muslim University, Aligarh. He is survived by wife and two children. Dr. Shah's dead body was carried to his native town Beedar (Karnataka) for final rites. Born in 1958, Dr. Shah joined AMU in 1990 as a Lecturer and became Reader in the Department of Physical Education. The Department organized a condolence meeting under the Chairmanship of Dr. Rajendra Singh and paid rich tributes to the departed soul. All the teaching, non teaching staff, research scholars and students were present in the condolence meeting.

### **Justice Verma Delivers K.P. Singh Memorial Lecture**

Justice J.S. Verma, Former Chief Justice of India said that in any society the essence of Justice is fairness. The plain truth is that our Civil Society cannot escape from the responsibility for fostering the concept of genuine gender justice in our homes. No amount of alteration in the legal system will deliver unless it is supported by the sanction of society.

Justice Verma was delivering the third K.P. Singh Memorial Lecture on "Gender Justice: Significance for Human Development" at the Kennedy Auditorium of the Aligarh Muslim University. He said that proper education to inculcate value is very important for securing gender Justice. He said we should change the mindset of the general public.



Justice Verma criticizing the steps like launching the special banks for women's in the budget said that these were symbolic of an approach of 'tokenism' in the quest of meeting out 'Gender Justice' in the country.

He said that such tokenism will not deliver, if it is not backed by a complete mind set change both in governance and in civil society as a whole.

Justice Verma criticized the role of Khap Panchayat and said that these Panchayat are unconstitutional and everyone is violating its constitutional duty.

Referring to the ghastly rape incident, which took place in Delhi, he said that it has brought out the anger of the civil society and the civil society launched the peaceful protest. The Silver Living however is that the Delhi rape incident has triggered off such an intense reaction particularly amongst youth that the present movement for securing gender Justice is ultimately going to reach its logical conclusion.

In his presidential remarks, AMU Vice Chancellor Lt. General (Retd.) Zameer Uddin Shah said no country and no community will prosper without Gender Justice. He said that fairness is the key for a secured mindset.

He said that this lecture is a sufficient food for thought. AMU Vice Chancellor mentioned that female students of this university are performing better than their fellow boy's students.



Prof. Nazim Ali, coordinator University Extension Lecture conducted the programmed. Dr. Tariq Islam of the Philosophy Department highlighted the contributions of Prof. K.P. Singh and said that he served the University as a distinguished faculty member. He was appointed as Professor of Hindi in 1989 and Retired in 1997. He was also the Dean, Faculty of Arts. He was the leftist and social activist.

He said that Prof. K.P. Singh was the first person who donated his body to the JN Medical College and now 53 persons have decided to donate their bodies to AMU.

AMU Pro Vice Chancellor, Brigadier S. Ahmad Ali and family members of Prof. KP Singh also graced the occasion.

### **AMU Faculty Attended Workshop**

Dr. Subuhi Khan, Associate Professor, Department of Mathematics, Aligarh Muslim University attended the "International Workshop on Orthogonal Polynomials, Special Functions and their Applications". The workshop was held at the Department of Mathematics, College of Science at King Saud University in Riyadh, Kingdom of Saudi Arabia.

Dr. Subuhi Khan also delivered an invited talk, "Bernoulli and Euler based Appell Polynomials and Corresponding Numbers" at the workshop. Her research work was appreciated by the distinguished mathematicians from various countries who were present in the workshop.

Dr. Subuhi Khan has attended 41 international and national conferences. She has published around 70 research papers in journals of repute and supervised 7 Ph.D. and 7 M.Phil. scholars. She has received several medals and awards and fellowships. She is member to various academic bodies and editorial boards. She is also a Reviewer of Mathematical Reviews of American Mathematical Society, USA.

### **Farrukh Jalali Passes Away**

Eminent researcher and archaeologist, Dr. Syed Farrukh Jalali passed away here today. He was 78. Dr. Jalali served the University as an archaeologist at Maulana Azad Library. He was considered an authority on Sir Syed and people referred to him for their researches and studies on Sir Syed.

### **Annual Riding Show**

The Aligarh Muslim University Riding Club organized its 124<sup>th</sup> Annual Show "Equestria – 2013" at the Athletics Ground of the University.

NCC Riders of Mathura, Delhi Public School and the Ayesha Tarin Public School also participated in this colourful event. Standing salute were performed by the Captain, Riding Club, Mohammad Umair K. Shervani. A new horse was also added to the AMU Riding Club fleet on this occasion and its christening ceremony was performed by the Vice Chancellor, Lt. Gen (Retd.) Zameer Uddin Shah.

Dr. Nafees Ahmad, President of the AMU Riding Club, in his welcome address said that the AMU Riding Club has a glorious past of rich traditions and we are trying to maintain the high standard, discipline and training. He said that every year this mega event provided an opportunity to the young riders to display their talent and skill in the sports.

Prof. Tariq Mansoor, Secretary, University Games Committee said that the Riding Club was established in 1893. He said that AMU Riding team participated in Great Ghaziabad Horse Show and Delhi Horse Show and won a record number of medals.

AMU Vice Chancellor, Lt. Gen. Zameer Uddin Shah said that he is trying to get more horses from Indian Army for the Club. He said that a large number of girls are joining the Riding Club. He announced that he will encourage riding in the campus.

More than twenty events were carried away at the show including Musical Chair, Music Ride, Show Jumping, Tent Pegging, Ladies Hacks, Ball Picking, Pole Bending, Balloon Bursting, Carrot Cutting, Ball and Bucket, Indian Tide and Fancy Dress.





AMU Vice Chancellor, Lt. Gen. (Retd.) Zameer Uddin Shah, Pro-Vice Chancellor, Brigadier (Retd.) S. Ahmad Ali, Nawab Ibne Saeed of Chhatari, DIG, Mr. Prakash D. and MLC Mr. Vivek Bansal gave away prizes to the participants.

The Riding Club instituted an I. G. Khan Memorial Trophy, which was given away by the Vice Chancellor to the Riding Captain, Mr. Umair Shervani. Two former captains of the Riding Club, Mr. Asad Yar Khan and Mr. Irfanur Raheem Khan were felicitated on this occasion.

Captain Umair Khan Shervani proposed the vote of thanks.

### **Inequality becomes a Menace: P. Sainath**

Noted Journalist and Rural Development Expert, Mr. P. Sainath delivered the Eighth IG Khan Memorial Lecture at the Kennedy Auditorium of the Aligarh Muslim University. Mr. Sainath, Rural Correspondent, The Hindu, is the winner of several national and international awards including the Magsaysay Award (2007) and the Ramnath Goenka Journalist of the Year Award (2009).

In his lecture, titled “India in the Age of Inequality”, Mr. Sainath spoke about urban poverty. He drew attention to the rising inequality in the country terming it as India's fastest growing 'industry'. He spoke about distorted priorities within Government and the inadequate nature of programmes aimed at poverty alleviation. Citing the examples of Posco and Vedanta in Orissa, he highlighted the absence of a social democracy in the state. He however expressed hope that the enduring nature of India's diversity, which is its greatest strength, would not fail the people.

The lecture was followed by an interactive session with students. The students presented an audio-visual presentation exploring various aspects of the lives of rickshaw pullers.

Noted Theater Group from Delhi, Jan Natya Manch, also performed a street play on the theme of Dignity of Labour titled “Hum Kyun Sahein” in the GEC complex.

The events concluded with a screening of the classic film ‘Do Beegha Zameen’ by Bimal Roy. Ms Rinki Roy Bhattacharya, daughter of the director, presented an introduction of the film.

The event was organized in collaboration with the Generation Education Center, University Film Club, Club for Short Evening Courses and the University Drama Club.

### **Training Programme Organized**

The Centre for Distance Education organized a vocational Training Programme on financial and computational skills for the students of the centre. The month-long programme aimed at enhancing the soft and interpersonal skills in the students. Experts from various disciplines and renowned institutions delivered lectures during the Course.

Addressing the Valedictory function, AMU Pro-Vice Chancellor Brig. (Retd.) Syed Ahmad Ali exhorted the students to be positive in their approach and carry out a constant analysis of their personality.

Guest of Honour, Prof. Rehan Khan Suri, Head, Placement Office, Jamia Millia Islamia, appreciated the programmes carried out by the Centre for Distance Education. He said that the programmes were very informative and unique in their contents as, no such centre has organized this kind of programmes for their students. The distance education centres in the country usually organize programmes concerned to their academic programmes. He assured the students of full cooperation in providing them opportunities for jobs.

The Director of the Centre, Dr. Mohd. Nafees Ahmad Ansari highlighted the activities of the centre and shed light on the achievements. He especially thanked the chief guest and the guest of honour for sparing their valuable time for the function.

Dr. Ghufran Ahmad, Coordinator of the course conducted the proceedings and highlighted the objective of the programme. The vote of thanks was proposed by Dr. Naahila Farooqui.

The Chief Guest and the Guest of Honour gave away certificates to the participants.

### **DISCLAIMER**

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