

OMEIAT JOURNAL

VOL.: 44 ISSUE: 2 FEBRUARY 2019 JAMATHUL AWWAL - JAMATHUL AAKHIR 1440

COUNSELING IS THE FORMULA EVERYWHERE

Formerly we were familiar with career counseling. Then it got extended to choice of colleges and branches of study for those students who had marks above the "cut off marks". Now in the field of education it has to be extended downwards to reach all classes upto Std III because the data available show that even though as a result of compulsory and free education enrollment has gone up in primary schools, dropout rate is also increasing as the children proceed towards class VIII. (That is why there is a talk of public exam after class V and class VIII). Even this will not work unless and until schools do motivation and counseling. (Advising and motivation is one way traffic whereas "Counseling" is a two way traffic). To every word of advice or motivation, the children have to give their reaction. Not only that, such counseling will be on a leisurely pace and continued till the children are convinced about studying upto class VIII in the first instance. Again towards the end of their class VIII, these students must be counseled to get convinced to study at least upto class X. This process of counseling has to be personalised individually to every student in the sense, that their personal weaknesses (intellectual, physical and financial) are also addressed adequately.

Managements of all high schools and higher secondary schools will be rendering a great service to the cause of muslim education if they take measures as mentioned above. Such a service has to be rendered to ensure that all muslim students get educated upto class XII or at least class X. Those who complete class XII will either go for higher education or get employed. Those who stop at class X can join



OMEIAT JOURNAL

EDITORIAL BOARD

P.K. Shabbir Ahmed
Dr. S. Sathikh
Capt. N.A. Ameer Ali
Hussain Iqbal Shah
S. Ahmed Meeran
Prof. A.Kadar Basha
Mohamed Haneef Katib

PUBLISHED BY : OMEIAT

Anjuman Campus,
16, B.N. Reddy Road,
T. Nagar, Chennai - 600 017
Phone : 4856 6559,
98848 17561 (Urgent Calls only)
Visit Website :
www.oittn.com
E-mail : omeiat@yahoo.in

All rights reserved. Reproduction in any form must be only with the written permission of the Editor.

DISCLAIMER

The views expressed in this Journal are those of the authors concerned. The Editor may not necessarily subscribe to them in whole or part thereof.

SUBSCRIPTION FOR:

1 YEAR... RS. 300/-

3 YEARS... RS. 700/-

polytechnics, ITI's or any such other course or training and become employable. Another service to be rendered by muslim managements is to arrange for funds to financially help those who can't afford to pay the required fees at any stage. Counseling is also needed to those who stop with SSLC exam, so that they can land on employment in the private sector and those government / local bodies jobs which are open to those who would have studied upto class 10 only.

COUNSELING ON MARRIAGES : This is picking up now. The initiative taken by some ulema and social activists of chennai in this direction is gaining acceptability by all. Right in the beginning Jamaathul Ulema of Tamilnadu supported this idea. Now the All India Muslim Personal law Board is also supporting this. In fact the books on marriage counseling prepared by Tamilnadu ulema are in great demand in other States. **It will be good if managements of colleges arrange for pre marriage counseling to adult students in an academic manner.**

**"AN ISLAMIC GUIDE TO HAPPY MARRIED LIFE PREPARED"
BY TAMILNADU ULEMA AND PUBLISHED BY MUSLIM MARRIAGE ADVISORY
COUNCIL BEING RECEIVED BY MOULANA KHALID SAIFULLAH RAHMANI SAHIB,
SECRETARY ALL INDIA MUSLIM PERSONAL LAW BOARD.**

(This book is available in Tamil, English and Urdu)

For Contact 9790713797, 9840873716, 9003013949



REPORTS ON OMEIAT ACADEMIC ACTIVITIES

1. 'SEVEN - DAY TRAINING WORKSHOP'

on

'Learning Disabilities – Identifications & Remedial support to Children' for KG & Primary Teachers , Conducted by 'Madras Dyslexia Association' & Organized by OMEIAT and Sponsored by Rotary Club

Commenced on 9th Feb. as a week-end workshop on Saturdays and to go till 23rd March 2019

Madras Dyslexia Association (MDA) is a not for profit organization providing support to



the dyslexic children. It has designed and developed a range of awareness and remedial training programs for dyslexic children. Day-1 on 9th Feb. 2019 covered 'Awareness Sessions' on the kinds of difficulties seen by these teachers in their classrooms.

Awareness on the signs and symptoms and the manifestation of Dyslexia were dealt and the sessions ended by addressing the difficulties in the classroom and Q&A.

The next 6 days of the workshop for the primary (KG to Class V) teachers of the school will cover the understanding of the sub-skills in the areas of reading, comprehension, spelling, writing, math and multiple intelligences and also the difficulties

the children with learning disabilities face in each of these areas.

A teaching handbook will be provided and certificates awarded to each can did at the end of the workshop. These methodologies can be adopted in the class room to teach the entire class as well.

An Identification checklist will be provided along with training on how to use it by the class teachers to help them to identify the children, who could be having learning difficulties.

Participating Schools: Teachers from K.H. Matric Girls Hr. Sec. School, Melvisharam, Vellore, J.M. Matriculation School, Fathima Central Senior Sec. School, Saidapet, S.A.K. Nursery and Primary School, Triplicane, Mount Safa Nursery & Primary School, Jamaliya, Perumbur, Hakeem Nursery & Primary School Triplicane, Unity Public School, Kottur, Al-Qamar Academy , Chennai are attending the workshop.

2. OMEIAT BEST TEACHER AWARDS PRESENTATION CEREMONY – 2019

Teachers from

E.K.M. Abdul GaniMatharasaIslamiah - Erode , Good word – Red Hills , Unity Public &Fathima Central School – Chennai received awards

To honour the dedicated and committed services teachers, OMEIAT presented Best Teacher Awards to five teachers in a ceremony held on 23rd Feb. 2019 in its office.

Dr. N. Ravindranath Tagore, Registrar i/c and Controller of Examinations, Tamilnadu Teacher Education University was the Chief Guest of the event.

OMEIAT received 18 applications from schools for the selection of Best Teacher Awards. OMEIAT constituted a selection committee with **Dr. Zarina**, Asst. Regional Director, IGNOU, Chennai, **Prof. Dr. Mani**, Former Principal, Meston College of Education and **Prof. A. Kadar Basha**, Former principal, The New College, Chennai & Hony. Director, OMEIAT as members.

Selection Committee with stringent criteria analyzed the information furnished by the aspirants for the awards and called nine teachers for personal interview to assess their competencies and contributions to the all-round developments of students and finally selected five teachers for the awards. **Best Teacher Awardees :**

1. B. Moosa Raja Junaitee

Headmaster, E.K.M. Abdul GaniMatharasaIslamiah Primary School, Erode

2. **Dr. N. M. ShalikaBanu**, Post Graduate Teacher & 3. **Dr. R. Sharmila**, Trained Graduate Teacher, Fathima Central Senior Secondary School, Saidapet,

4. **A. SafeenaParveen**, Primary Teacher, Unity Nursery & Primary School, Chennai

5. ZeenathParveen,

Post Graduate Teacher, Good word Public School, Red Hills, Chennai.



The Chief Guest **Dr. N.R. Tagore** in his highlighted the majesty of teachers with an anecdote from the life of Dr. Shankar Dhayal Sharma when he was the President of India.

In 1994, President Shankar Dayal Sharma visited Muscat on an official trip. When Air India flight landed, the Sultan of Oman, who never visits an airport to receive dignitaries of any country, went to the airport to receive the Indian President. The Sultan climbed up the steps of the aircraft and received the President at his seat.

After alighting the flight, the Sultan signalled to his chauffeur to leave the driver's seat and himself drove Dr. SD Sharma to his palace.

Later when reporters questioned the Sultan on breaking so many protocols, he replied , "When I studied in Pune, India, Dr. Sharma was my Professor...

Teachers wield more power than statesmen.... He also pointed out that Alexander the Great was very happy when his son was born, not for the fact that he had his son to rule the country after him, but for the fact that his son would become a student his great teacher Aristotle.



Dr. S. Sathikh,

Former Vice-Chancellor, University of Madras & General Secretary, OMEIAT in his humorous speech pointed out four qualities essentially to be imbibed by teacher as being master over the subject, humorous, considerate and fair in treating all students.

Janab S. Ahmed Meeran, Treasurer, OMEIAT felicitated the awardees and said that he is happy to be associated with OMEIAT which enables him to serve for the cause of education at state level

Janab U. Md. Khalilullah, President, OMEIAT, presided over the ceremony and emphasized in his speech that teachers should focus more on average and below average students who strive to understand the studies.

Prof. Dr. M.M. Abdul Kamal Nazer, Convener, Academic Committee, OMEIAT presented a report on the presentation ceremony. He particularly mentioned that **Janab.A.Mohamed Ashraf,** Former Secretary-MEASI & Exe.Board Member -OMEIAT was instrumental to organise this event with his philanthropic support. **Prof. A. Kadar Basha** welcomed the gathering and compered eloquently and entertainingly. **Janab S.V. Haneef Mohammed,** Executive Board Member, OMEIAT meticulously coordinated the programme. **Janab Syed Saleem,** Asst. Headmaster(Rtd), Jamalia HS School proposed the vote of thanks.



B. Moosa Raja Junaitee
Headmaster,
E.K.M. Abdul GaniMatharasaIslamiah Primary School, Erode



Dr. R. Sharmila
Trained Graduate Teacher, Fathima Central Senior Sec. School,
Saidapet, Chennai



Zeenath Parveen,
Post Graduate Teacher,
Good word Public School, Red Hills, Chennai.



A. Safeena Parveen
Primary Teacher,
Unity Nursery & Primary School, Chennai

THE MELVISHARAM MUSLIM EDUCATIONAL SOCIETY (MMES)

The Melvisharam Muslim Educational Society (MMES) is one of the oldest and leading educational organisations in Vellore District. The Society established in 1918 attained its hundred year milestone in 2018. A three day centenary celebrations held with much delight and charm. It was a carnival for the people of Melvisharam and its vicinity. This grand event began on 15th February with the inauguration of MMES centenary building at MMES Women's College by Janab Malack Mohammed Hashim Sahib, Founder & Chairman K. H. Foundation, followed by a series of speeches in Urdu and Tamil by the Islamic scholars of eminence namely: Hazrath Moulana Haneef Loharvi, Gujarat, Hazrath Moulana Sadeeduddin Baqvi, Adyar, Chennai and Hazrath Moulana Rahmathullah Mir Qasimi Sahib.

On 16th the events begun with a tribute and homage to the Pulwama Martyrs. This huge gathering was addressed by Malack Mohammed Hashim Sahib, Mr. Raman IAS, Collector, Vellore district, Dr. Aslam Parvaiz Sahib Vice



Chancellor, Moulana Azad Urdu University Hyderabad and Dr. Sameer Siddiqui Sahib. On this occasion The Indian Postal Department released a postal stamp commemorating centenary celebration. A souvenir and a book on history of MMES were also released by the honourable district Collector. The afternoon session was enriched with the motivational speech of Dr. Sameer Siddiqui Sahib to the students.



Programmes for girls and women were also conducted in MMES Women's College. Dr. Nor Faridah Abdul Manaf of International Islamic University, Malaysia and Dr. Asma Zehra Sahiba, Member of All India Muslim Personal Law Board chaired this session as the guest of honour. A grand Urdu Mushaira (Poetic Concert) was also held on the same night. Poets of fame and

a huge gathering of audience from Melvisharam and neighbouring towns added colour and beauty to this event. The final event of the celebration was on 17th February. . A grand Tamil Pattimandram was held under the co-ordination of Pulavar M. Ramalingam followed by a scintillating speech of Janab M. Abdur Rahman (former M.P.) which received an outstanding applause from the audience. S. Nisar Ahmed Sahib, (President) S. Ziauddin Ahmed Sahib (General Secretary) K. Anees Ahmed Sahib (Convenor) and the MMES centenary Celebration committee expressed their heart felt gratitude to the guests, eminent personalities who made their presence during the event, audience for their support and staff of the twelve institutions for their efforts and co-operation in making this historic event a grand success.

Note : This brief note was sent by the MMES. When we get all details about their services in the one hundred years they will also be published. In the meantime a report about Muslim Higher Secondary School, Chennai as sent by the Headmaster is given below.

MUSLIM HR. SECONDARY SCHOOL OF CHENNAI OPENS ADMITS GIRLS IN A SEPARATE BLOCK

The Muslim High School located in Quaide Millath Road, Triplicane, Chennai was founded by the great Educationist and Philanthropist C.Abdul Hakeem Sahib of Melvisharam in 1924 to fulfil the educational needs of Muslim community. Although this school was opened to overcome the education problems faced by the Muslims during the British rule, but Nawab C.Abdul Hakeem opened its door to all communities.

This school was upgraded as a Higher Secondary School in 1978. It is one of the reputed school of Chennai which is providing education to the society as service. It is among the very few schools where Urdu, Tamil and English Medium learning still exists. Nawab C.Abdul Hakeem's ambition was to provide education to the society as service at no cost. His tradition of serving the society is aptly followed by his descendants; His Great Grandson Janab.S.Ziauddin Ahmed Sahib is very keen to continue the legacy of Hakeem Sahib. Several Parents of this locality wanted their share of education for girls also. Hence the present management of Muslim Higher Secondary School, Triplicane, Chennai under the dynamic Correspondent Janab.K.Anees Ahmed started admitting girls also from VI standard to X standard from the academic year 2018-2019. The president S.Ziauddin Ahmed sahib and correspondent were very particular about education along with Islamic morals. Hence the women teachers were given the task of teaching the



Girls. A separate block with a separate entrance opening on a side street and uniform with Hijab are the special features. Moreover the girls feel quite comfortable and safe in the campus. It is a boon to all the communities in and around Triplicane to admit their girls in Muslim Higher Secondary School, Triplicane, Chennai. It is hoped that the Headmaster and teachers will take forward the legacy and ambition of late Nawab C.Abdul Hakeem sahib.

The Main Building of Muslim Hr.Sec. School, Chennai,
Front View

HELP STUDENTS MAKE CORRECT DECISIONS ABOUT CAREERS

Class X is truly a growing up year. Your child-like world is suddenly full of important questions and decisions, some very big dreams and of course — board exams! As you fill your life with schedules and goals, here is some guidance on subject choices to make that part of the puzzle a bit simpler!

A three-way approach

The simplest approach is to just pick up subjects you like. Shouldn't it work like that? But consider the following scenario: I like economics, geography, history and math! That's great! But later I discover that I would love to be a pilot after school, and that needs me to have studied physics till Class XII! Choosing the subjects I enjoy studying the most right now can be myopic.

Choosing subjects based on career goals alone may also be limiting. You may think engineering is your goal but if physics has been a challenge till Class X, it is likely to become even tougher in Classes XI and XII and may make it tough to get through good colleges and even later, to do well in that career.

A holistic way to think about it is to see

1. What subjects I like
2. What subjects I perform well in
3. What subjects are needed for the careers I may to explore after school

3. What subjects are needed for the careers I may to explore after school

Solve this puzzle: How to choose subjects after Class X

You may want to fill in your answers in the figure below and see what comes up. Were you lucky enough to find subjects that fit all three criteria? These are your star subjects and these are definitely on your list. But if not, the shaded area shows the next best fit — subjects that lead you to the careers you are aiming for and are subjects that you are good at or at least enjoy studying! Then come subjects you like and love but have no relation to your career plans.

Guide to streams and choices

Gone are the days when the hallowed P-C-M (Physics-Chemistry-Math) combination was the most coveted. As economies open across the world, students from all academic streams have tremendous options. The diagram (top) shows you some of these.

* Math is "desirable" for Finance since the chartered accounting certification in India does not need math beyond Class X. However, B. Com courses in India require math as well as commerce courses in Class XII. In

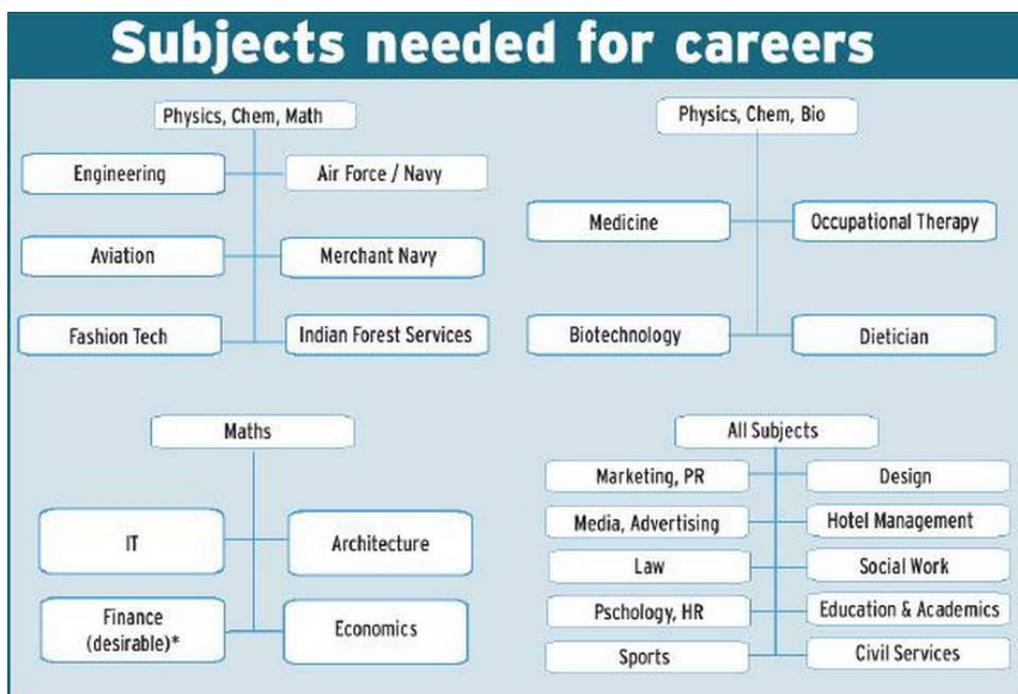
general, finance demands high comfort with math and if Class XII math seemed too daunting to you, it is likely that a finance career will be cumbersome in the long run.

The board game

Things were simpler when one could just crib about the curriculum and the system and how it was holding us back from developing our true genius! With choice comes complexity and choices abound today with almost all big cities in India offering the full range of Indian and international curricula. Boarding schools also comes in all flavours. Here's a quick guide to various boards and their advantages:

CBSE or Central Board of Secondary Education: Highly tuned to competitive exams in India. If you are looking at engineering, medicine or even law entrances in India, the CBSE curriculum prepares students well. Civil service aspirants study the Class XII CBSE books for the Prelims even today!

CICSE or Council for the Indian School Certificate Examinations: This offer the ICSE exams in Class X and ISC in Class XII, this is more detailed than the CBSE syllabus, especially in the humanities and languages, and lays a lot of emphasis on practical and internal exams. However, the exam



systems remains predictable with prescribed textbooks and an emphasis on rote learning. CICSE is known internationally for its rigorous curriculum.

IGCSE or International General Certificate of Secondary Education: Developed by the CIE (University of Cambridge Internal Examinations), it offers the AS levels (Class XI) and A levels (Class XII). The study is very detailed and demanding with many recommended readings and few prescribed textbooks. Students are expected to study on their own a lot and examinations test independent study and application. The board has significant international recognition especially in the U.K., obviously.

IB or International

Baccalaureate: Set up International Baccalaureate Organisation (IBO), an international educational foundation headquartered in Geneva, Switzerland, it offers the IB Diploma in Class XI and XII and is an advanced syllabus that aims to build scholarly interest in high school students.

With an emphasis on independent research and extensive writing, students are expected to write a 4000-word extended essay as part of the diploma — which is close to university levels of research and presentation.

Research from the University of Chicago and Hong Kong University shows that students who successfully complete the IB diploma are significantly more likely to get into selective U.S. colleges to complete undergraduate

degrees, than students from other boards.

Of course, this is a big-picture overview of subjects and boards and we recommend that you take a detailed view of your career and college plans, as well as your study style and strengths before you make these choices. Subjects that lead you to the careers you are aiming for and are subjects that you good at or at least enjoy studying! Then come subjects you like and love but have no relation to your career plans.

The author leads the India office of a California-based career guidance firm, Stoodnt, and is the author of *The Ultimate Guide to 21st Century Careers*. ultimateguide@stoodnt.com

(Source : *The Hindu*, Dt : 28.01.2019)

THE TRULY BIG QUESTIONS IN THE CLASSROOMS TODAY

My grandson is in Class 1. In addition to English and Mathematics, he already has Environmental Science and General Knowledge as subjects to study in school. In a General Knowledge question-and-answer paper which he brought home recently, the questions asked were: what is the name of the dog that Russians sent into space, and how many planets are there in the solar system. He answered both questions correctly. The name of the dog is Laika, and the solar system has eight planets.

I was impressed with his answers. I then asked him, "what is space?" and "what is a solar system?" He had no answers for these questions.

This reminded me of the topics for my master's degree in Economics during 1974-76. The subjects ranged from macro-economic theory to the industrial policy of the Government of India, Five Year Plans, and so on. At the end of two years I had little knowledge of how the rate of interest is set, how a local bank functions, how a small company raises finances, how to look at the balance sheet of a company or how to manage my own finances. To sum up, the knowledge of economics that I gained lacked context and was not useful for application.

The manner in which instruction is imparted in our schools and colleges has not changed much from the 20th century to the 21st century. Much of the knowledge is taught in our schools and colleges today prepares the student to pass examinations but not to analyse the knowledge in a context and apply that knowledge to practical problems. No wonder that many of the information technology firms that go to engineering colleges for campus recruitment find that 90% of the candidates are unfit for jobs.

Salman Khan, the American educator who founded the well-known Khan Academy, in a Ted talk explained why judging students based on marks obtained in examinations is amiss. A student who obtains 60% marks in an examination passes out in first class. He is lauded for his achievement. But he still has a 40% deficit. Salman Khan compares this situation to a motor car running with three wheels. To be able to be a truly knowledgeable person, one has to internalise the concepts with his already known knowledge, build on them and apply them. If you know only 40% or 60% of your curriculum, you miss the connections that link you to the whole, and the 60% knowledge which

is partial will be of no use. Recognising the lacuna in the education system, the Khan academy in its tutorials of Maths and Science subjects places emphasis on concepts. If a student is through in concepts, he can apply the concepts and solve mathematical and science questions easily.

A fundamental thing missing from our schools and colleges is the context. A student is taught knowledge given in the books. But the student has to apply that knowledge in the society or community in which he lives. How well he communicates his ideas to others, how well he understands his emotions and emotions of others, to know how human psyche works and how to work in a team are all paramount to navigate life. These skills are not taught in schools or colleges.

How to provide a holistic and useful education to the young generation? It has to be through parental awareness about what their progeny are missing in schools and colleges. Parents and educationists may do well to note the words of Albert Einstein on the true purpose of education. "The value of college education is not the learning of many facts but the training of the mind to think." aravindareddy@gmail.com. (Source: The Hindu 17.02.2019)

MOVEMENT LAUNCHED -BY DR.M.ANANDAKRISHNAN

Academicians keen to root out corruption

Senior professors and retired teachers from the State have come together to launch a 'Save Higher Education Movement'.

Academicians responsible for the 'Save Madurai Kamaraj University Movement' said its success encouraged them to launch a State-level programme in a bid to retrieve higher education from the clutches of corruption.

Anna University former vice-chancellor M. Anandakrishnan said the universities that retained their respect even after independence had been destroyed due to interference from the government, government servants and educators.

Corruption in the appointment of a V-C trickled down to the appointment of faculty, who in turn charged students for issue of certificates of merit for higher education, he said. It affected women and students from poor socio-economic backgrounds, he added.

The establishment of deemed universities only resulted in profiteering in the name of education, he said. The solution was to have honest persons as V-Cs and to punish violators of norms, including private institutions.

At owners' mercy

According to former High Court judge Hari Paranthaman, proliferation of self-financing colleges had left teachers and

freely as a right as the institutions controlled their access to campus library. The managements also controlled student-interaction on campus, he said.



students at the mercy of the owners of these institutions. Teachers of arts and science universities spoke up for their counterparts in self-financing institutions. But in technical institutions, the rights of teachers and students had been systematically eroded, he said.

"Students over 18 years of age can vote in elections but cannot form unions or associations in their institutions," he pointed out, adding that students could not access education

Activist A. Marx dwelt on how teachers' associations prevented private businessmen from setting up educational institutions. Though the government was only too willing to sign the GATTs agreement despite opposition from teachers' associations in the country, several extraneous factors had prevented it, he said. (Source: The Hindu 24.02.2019)

WHAT QUALITIES SHOULD WE EXPECT FROM OUR LEADERS?

Groups can't do without leaders. Every sporting team has a captain, a school or college has a principal, a company has its CEO, institutions have their directors, and governments their presidents, chief or prime ministers.

Yet, not everyone who occupies high office is a leader. A person who merely coordinates the actions of others or has management skills is not a leader. Moreover, not everyone who assumes the role of a leader is able to play it well. What qualities then make for a leader? Which virtues are required to provide ethical leadership? I suppose there is nothing new one can say on this matter. But let me still give it a shot in the hope that it serves as a good reminder. And in the election year, why not focus on qualities necessary for political leadership? Here I can identify four.

Being inclusive

First, if a person is chosen to lead the group, it is his responsibility to take care of the interest of each person of the entire group. This often entails putting collective interest before her own interest or that of his preferred group.

For this to happen, he must first be able to identify the common good, to have a grasp of what is acceptable to all, to have an inclusive vision. This requires an infinite capacity to listen to others, to learn from them, to have the intellectual ability to critically examine and evaluate what everyone wants and needs, and then put them all together.

Second, since this intellectual formulation can only be the first step, an estimate of the real quality of a decision is not known until it is implemented; its deficiencies begin to show up only when put into practice. This requires him to keep his ear to the ground, listen patiently to criticism to judge if his policies are working. He must not be defensive when criticised, or evade uncomfortable questions, but face criticism head on and be able to sift the wheat from the chaff. It also necessitates that a leader show flexibility and an ability for course correction by admitting mistakes. He should know that one's stature is not diminished by accepting fallibility.

Third, a leader must be a good communicator, and that is greatly helped if he has a way with words. But

all the rhetorical flourish is of no avail if the speech lacks sincerity and conviction. A conviction with no relation to truth or actual outcomes is dishonest.

Eloquence, though a good quality, is hollow without truth. Isn't it better to quietly do the job at hand rather than make grandiose claims or promises that can't be kept?

Finally, a good leader knows that nothing can be achieved without the collective expertise and wisdom of a support team. And when it comes to the entire country (or community), such a team consists of a battalion of groups and institutions. How should members of such teams be picked? It is tempting to induct people who belong to a common caste, region or religion. But such people are prejudiced in their thinking, serve their own particular group or merely themselves. They can't be good for the country (or community) as a whole. A good leader must rise above narrow, irrelevant considerations to select his team.

Unafraid of rivals

It is equally tempting to pick those one has taken a fancy to, who are personally

loyal. But such people often lack spine. Fearful people with poor ability can never offer good advice to their leader and could allow bad decisions to prevail that push the community down a ruinous path. Besides, **they are often among the first to backstab the leader once out of power.** Thus, personal likes and dislikes too must be set aside. I doubt if younger readers know that Nehru inducted into his cabinet Dr. Ambedkar, his long-standing, pre-eminent critic, as also the founder of the Jan Sangh, Syama Prasad Mookerjee. Abraham Lincoln, the 19th century American President, was also exemplary in this matter. The man he appointed

as his Secretary of War was earlier his superior in legal practice and had on occasion even humiliated him. But over time Lincoln was convinced that the interest of the nation during war would be best served by bringing this arrogant man into the cabinet. This led him to set aside personal resentment, forgive him and appoint him to a very crucial job in his cabinet. Great leaders don't hold grudges, are not vindictive and do not care if they have been wronged in the past by anyone so long as they are convinced that he will do no wrong in the future. Magnanimity isn't just a personal moral quality but a necessary political or leadership virtue.

Clearly then, a leader must have a knack of appointing persons best suited to his team who have proven ability, understand the purpose of the job, can speak their mind, and are able, without fear, to disagree with the leader if need be. Above all, they must understand the inclusive public philosophy that guides the nation or community. But such persons can be identified only by one who possesses these qualities and is himself devoted to this public philosophy. In India, this means that our leaders must owe supreme loyalty to nothing but our religious and constitutional values. (Source : The Hindu. Dt : 4.2.2019)

MBA COURSE TO INCLUDE BUSINESS ETHICS WHY NOT IN OUR COLLEGES

A micro centre for good governance has been established at the Loyola Institute of Business Administration. The facility, named after London-based management consultant Ajit Singhvi, will function under the Centre for Business Ethics and Corporate Governance and is aimed at promoting research.

The centre was launched at the annual

business ethics conference hosted by Loyola College. The conference focused on providing a platform for budding managers to learn about sustainable business practices and how they affect people and profit.

Nixon Joseph, chief executive officer of SBI Foundation, said that downplaying individual competitiveness and encouraging interdependence could

ensure economic prosperity of an organisation. Students entering the corporate world must remain humble and transparent in their dealings and challenge themselves in their profession.

Jochen Tewes, Founder, Inter-Mission Industrial Development Association and Father P. Christie, SJ, Director, LIBA were present. (Source : The Hindu, Dt : 11.02.2019)

'VISIT MY MOSQUE': HOW THREE WORDS CONQUER PREJUDICE

' Chalta kya hai masjid ke andar?' It was a question 28-year-old Vikas Gavali had thought of often, but never ended up asking even his closest Muslim friends. "There was always a fear. What if they felt bad," he says. In December last year, Gavali confronted this apprehension of the unknown, when he visited a mosque for the first time in Pune's Azam Campus locality. He asked questions about Islam, and wandered through the white corridors and long halls covered in blue carpets.

Gavali was among the 350 people who visited the mosque in a programme helmed by the Pune Islamic Information Centre (PIIC). For the first time in many years, the mosque at Azam Campus, an educational hub, opened its doors to men and women from other communities. The idea was to allay doubts and dispel misconceptions around the religion and its practices.

It is an initiative that is slowly gathering strength across the country. Apart from the Pune mosque, Al-Fukran in Mumbra (Mumbai), Masjid Umar Bin Khattab in Ahmedabad and three mosques in Hyderabad including the well-known Spanish Mosque have opened their doors for anyone interested in paying a visit.

The trend started abroad. Mosques in the UK have been holding open days for decades, but a concerted effort started in February 2015 when as part of #VisitMyMosque, 20 mosques held an open house on the same day. Since then, 200 mosques have joined the UK initiative. Similar campaigns are running in Canada and the US.

Karimuddin Sheikh of PIIC, who helped organise the weekend open house, knows the challenge he is up against. It is a toxic atmosphere stoked by fake social media forwards that allege mosques spread violence and hatred, and madrassas breed terrorists. The organisers tackled rumours spread through social media head-on with placards depicting the consequences of spreading unverified news.

Sheikh, who owns a sportswear manufacturing business, noticed the change in people's attitude some years earlier when he went looking for a home to rent and was refused repeatedly. "Over the last six years we have organised inter-faith dialogues and seminars on festive occasions hoping to begin conversations. But the hatred spewed by social media has just taken over young people's minds," he says.

People would ask him, "Why aren't mosques open for everyone? What are you hiding?" "We felt that we had to take a more drastic step," he says. Moinuddin Nasrullah, trustee of the Umar Bin Khattab mosque in Ahmedabad, has encountered the ugly face of prejudice often. He recounts how an elderly man walked away from him at a book fair saying, "Tum logon se jitni doori banai jaye utni achhi hai (It's best to keep a distance from people like you)." The comment stung but also left Nasrullah reflecting about what to do. It took a year but the mosque hosted its 'Visit My Mosque' programme last month.

This is not all. Nasrullah is also trying to bring his community closer to the people. The mosque is active on Facebook and Twitter, using these to post pictures and videos of the open house and teachings of the Quran. Nasrullah hopes to inspire other mosques to use social media and increase public interaction.

"It was an eye-opener," says Jignesh Dhanak, a 35-year-old cloth merchant who lives in Ahmedabad and visited the masjid with some friends. Many who had never been inside a mosque or read about Islam were surprised to find that namaz was read

facing a wall and not in front of an idol. Arabic teacher Kubra Naik says that despite living together for so many years, awareness levels are still low. "People don't really know each other. When I tell people my name or they see me in a hijab, I know they have reservations about what I am going to say. But when I speak about how it is important for us to live in peace their attitude changes," she says.

Naik is a volunteer with the NGO 'A Little Kindness Trust', that has so far conducted open days in three

Hyderabad mosques. The most successful gathering was at the Spanish Mosque in August 2018, when over 2,000 people turned up.

Harsh Mander, who started the Karvaan-e-Mohabbat project as an outreach for Muslim victims of lynchings and riots, says the effort is touching but it must be the majority community that reaches out to others. "The worrying part is that the present climate has legitimised bigotry. The more educated, more privileged Indians are far more prejudiced than those who are less educated," he

says.

However small, the organisers are hoping their efforts will have an impact. Pune's Karimuddin has plans to hold another open house in February while Nasrullah has been getting calls from other mosques in for advice. "Mahol ko badalna hoga, aur humme hi kuch karna hoga (Things have to change and we have to take the initiative)," Nasrullah says.

(Source: *Times of India*, Dt : 19.02.2019)

LEARNING TO PROBE EARLY

Why research should be made part of UG curriculum in India

While addressing the 106th Indian Science Congress, Prime Minister Narendra Modi underscored the need for universities to get involved in research. While India has made considerable strides in achieving a near-perfect enrolment rate in primary education, it has failed to give higher education as much attention. As a consequence, Gross Enrolment Ratio in higher education is 25.8%, against China's 48.44% and the U.S.'s 88.84%. Mr. Modi's address alerts us to major lacunae in the education system that need to be looked at urgently if the higher education system is to meet the demands of today.

The importance of research: Research remains a significant weakness in India's higher education system, traditionally cocooned in specialised institutes such as the Tata Institute of Fundamental Research (TIFR), the Homi Bhabha Centre for Science Education, and the Indian Institute of Science (IISc). Unlike the world's best higher education systems, there is hardly any interaction between these institutes and teaching universities.

In India, about 80% of the students enrolled in higher education are concentrated in undergraduate (UG)

programmes. Research and application-oriented education can substantially enhance the quality of UG education. While the concept of UG research is fairly new in India, it is now taken as a given in many parts of the world. Several studies on such programmes have shown a positive impact on students, such as enhanced learning through mentorship, increased retention, increased enrolment in graduate education, more prowess in critical thinking, creativity, problem solving, intellectual independence, and understanding of research methodologies. Research at the UG level increases

the aptitude for research-oriented career options as well as the employability of students.

Based on the nature of their association and the nuances of a research programme, the faculty can also gain by sharing their research ideas with students, receive valuable feedback as well as help in the form of assistantship and apprenticeship. Additionally, research also helps the faculty enhance their teaching abilities and content by upgrading knowledge. Introducing and sustaining the culture of research at this level can also help solve the problem of shortage of faculty, as more students will likely opt for doctoral and post-doctoral studies and teach in their home country. In any sound higher education system, research and teaching should ideally go together.

Besides, the government has also floated two ambitious projects towards internationalising higher education in India: 'Study in India' and 'Institutes of Eminence'.

Both these will need institutes to become world class and carry out high-quality research on campuses. Only then will competent faculty as well as doctoral students from

across the world come to India. Internationalisation of campuses is important if India wants to be in the global university ranking lists and this will not happen without encouraging an ecosystem that promotes high-quality research.

Some strategic steps

However, given the impediments vis-a-vis infrastructure, teachers, funds and content, the government will need to take strategic steps to roll out policies to promote UG research programmes. First, investment in education needs to meet the world standard of at least 6% of GDP, to upgrade infrastructure, labs and resources, which are essential to carry out high-quality research. Second, the University Grants Commission and other regulatory bodies will have to come out with a priority list of reputable journals. This will rid the country of the problem of bogus journals and publications. Research institutes such as TIFR and IISc should mentor some of the well-performing universities and colleges till they become aware of the nuances of conducting fair and high-quality research. Once capable, these trained institutes can then help the second rung of colleges and so on.

Third, there should be planned ways to embed research in UG curriculum. Due to limitations in curriculum and the practice of rote learning, most students in India, even at the Masters level, graduate without having attempted an original piece of research or dissertation. The UGC should make it compulsory for students to submit at least a 5,000-word research paper that should be assessed just as publication in serious research journals are. Unless students are made aware of the value of research from an early stage, they will not recognise the true value of higher education.

The status quo in education has resulted in education that is not only substandard but also fails to open inquiring minds to the world of research. India must be innovative in its approach if its demographic dividend is to be tapped into. Otherwise, what Mr. Modi said will remain a quotable quote.

Harsh V. Pant is Director, Studies and Head of the Strategic Studies Programme, Observer Research Foundation (ORF), New Delhi, and Antara Sengupta is a Research Fellow at ORF's Mumbai Centre

(Source : The Hindu, Dt : 29.01.2019)

RETHINK NEGATIVE MARKING, SAYS HC

Intelligent is an art. One cannot be sure about all things at all times. In other words, negative marking does not allow a student to develop an element of guessing, Justice R. Mahadevan of the Madras said while directing the National Testing Agency to consider doing away with the concept of negative in exams.

“By awarding negative marks, the intuition of a student is crippled. Everyone comes across a situation in life where decisions are taken purely out of intuition. It may work or may not, but, an element of boldness comes along, while making a decision through intuition. The threat of negative marks will never allow intuition to grow in a student,” Justice Mahadevan said.

Wild guessing is another type of guessing. While intelligent guessing requires an amount of prior knowledge on the subject, wild guessing is the decision taken just like that.

In a competitive

examination, the students come with varied degrees of preparation.

As such, when a student is not sure about the answer, he or she attempts intelligent guessing. This type of guessing should be permitted and encouraged, as it would help the students in the future, the court added.

Multiple-choice tests are meant to assess the knowledge and not supposed to be concerned about behavioural/attitude related aspects of the examinee, the judge said.

“Therefore, this court is of the considered opinion that the system of negative in no way helps the examiner to analyse the intelligence, aptitude or knowledge of the students in any manner. As such, this court has no hesitation to hold that the system of negative marking has to be done away with, inasmuch as, in the considered opinion of this court, the same perforce requires reconsideration.”

Justice Mahadevan

passed the order on a plea moved by S. Nelson Prabhakar, a JEE (Main) 2013 candidate, seeking reevaluation of his exam. Eventually, he was disqualified and was not allowed to appear for JEE (Advance) 2013. The main reason for his low marks was found to be negative marking awarded for every wrong answer.

Submitting that the facts of the present case has brought to light the tyranny of awarding negative marks, advocate A. Arulmozhi said, “It is time for a judicious scrutiny of awarding negative marks by agencies which conduct competitive examinations.”

Drawing the attention of the court to the admission process in countries such as the UK, Canada, Australia and Russia, Arulmozhi contended that the most advanced countries do not follow the system of negative marking.

(Source : Times of India, Dt : 02.02.2019)

PENDING CENTRAL FUNDS PUSH TAMIL NADU TO SPEND ON EDUCATION

Pending Central funds amounting to Rs3,200cr have pushed the State to spend more on school education this year.

For the ninth time in a row, school education sector received the maximum allocation in the budget. A total amount of Rs28,757cr has been allocated for the department.

This is 5.7% more

compared to the previous year. This increase can be attributed to two major factors among several other reasons.

Firstly, the the MHRD ministry has not released its arrears amounting to Rs3,200cr under the two Centre sponsored schemes — Sarva Shiksha Abhiyan and Rashtriya Madhyamik Shiksha Abhiyan — aimed at strengthening primary and

secondary school education. “However, considering the interests of the school going students, the State is committed to implement these schemes,” said deputy chief minister O. PannerSelvam, in his budget speech.

From this year, these two schemes will be integrated to form Samagra Shiksha Abhiyan scheme, for which Rs. 2,791cr has been included in the budget.

Under this new scheme, government funded schools with less than 15 students are ineligible to receive the yearly grant to strengthen its infrastructure.

To compensate, the State has sought financial assistance from NABARD to provide adequate infrastructure — classrooms, labs, toilets and other facilities.

Besides this, the Centre is yet to release Rs985cr towards post-matric scholarship scheme. The guidelines for this scheme were revised last year, transferring a huge financial liability from the Centre to states, said Panneerselvam. The spends have increased

from Rs353cr to Rs1,526cr (332%) this year.

Another reason for increase in spending towards school education is extension of free laptops distribution scheme to Class IX and X students in state-funded schools. Earlier, it was provided only to those in Class XI and XII.

Government colleges and universities are all set for a facelift with Rs482 crore allocated towards infrastructure development. Of this, Rs.100cr will be provided to and other engineering colleges functioning under the

Directorate of Technical Education.

M K Surappa, vice-chancellor of Anna University, said, "The condition of hostel buildings, classrooms and labs on our campuses need improvement. To start with, Rs100cr will be helpful, and we expect more funds in the coming years".

A new government Arts and Science college has been proposed at Rameshwaram and it will be named after former President A P J Abdul Kalam.

(Source : Times of India, Dt : 08.02.2019)

EMERGENCY CARE CENTRE COMING UP

Facility offers treatment to mentally ill persons

Chennai will soon get an Emergency Care and Recovery Centre (ECRC), a project of the National Health Mission (NHM), Tamil Nadu, for the wandering mentally ill. As of now, NHM has set up ECRCs in five districts as part of phase-I, and this year, the project will be extended to Chennai and four more districts.

The project that was initiated in August 2018 became fully functional from November.

Presently, the ECRCs are functioning in Theni, Tirupur, Vellore, Tiruvannamalai and Villupuram districts. These centres have reached out to a total of 146 wandering mentally ill persons. Of them, 47 were reunited with the families, according to officials of NHM-TN.

"Prior to these centres, all mentally ill persons found

wandering on the roads were admitted to the Institute of Mental Health in Chennai based on a court order. In case, a person is found in a southern district such as Kanyakumari, transportation is needed.

These persons do not have caretakers. So, NHM wanted to bring in a security net and established five such ECRCs in phase-I," an official of NHM said.

Second phase

In the second phase, the Government of India has approved to set up ECRCs in Chennai and Pudukottai, the official said, adding: "In addition, three more districts have been approved in the 2019-2020 budget. In total, we will have 10 centres in the State.

However, our aim is to have one such centre in every

district."

NHM officials said each centre has 50 beds and 26 staff including three psychiatrists, clinical psychologist, psychiatric social worker, psychiatric nurses and multipurpose hospital workers.

The Government of India, through NHM, has provided additional manpower and also support in terms of cots, mattresses and dresses. "Mentally ill patients found wandering are brought and admitted to these centres. Here, they are provided with treatment and care. We have tied up with NGOs for this programme. So, when a person recovers, the NGO will work to reintegrate him/her with the family and provide vocational therapy," the official said. (Source : The Hindu, Dt : 05.02.2019)

AMBUR TO GET 100 TOILETS FOR FREE

School for children with learning disabilities is under construction

Thanks to the seven-year old girl's demand for a toilet in her home in Ambur, the Anaikar Group of Institutions, a 52-year-old trust which runs six schools and a hospital in Chennai and Ambur, has launched a new mission.

Inspired by E. Hanifa Zara, who filed a complaint against her father for refusing to construct a toilet in their house, the recently launched Kalam Sat Team announced that they would be building 100 free toilets with bath area. They have already built the first five toilets at various schools, which lacked the amenity. The facilities were opened for use at an event held in Ambur on Sunday.

Former captain of the Indian Cricket Team Kapil Dev, along with Alisha Abdullah, the Indian motorbike champion, and Riaz Nabi Mohammed, former captain of the Indian

hockey team, were the guests of honour. Hanifa and her family were awarded Rs1 lakh during the inauguration.

During his speech, Mr. Kapil Dev said, "Every new generation has a responsibility towards society. Now I'm a senior citizen, but I feel guilty we haven't taken our country far, but we still have our hopes when we see someone like Hanifa Zara."

Low-cost dialysis

During the event, a low-cost dialysis centre was inaugurated at the Rafeeq Hospital and a Cricket Academy was launched by Mr. Kapil Dev.

Senior trustee of the Trust N. Mohammed Zackriah laid the foundation stone for the Special School for Children with learning disabilities. "We have been living in this town of Ambur for the last 60 years, and this little girl was an eye opener to us.

We immediately decided to build 100 toilets in the initial phase," said Shafeeq Ahmed, president of the Anaikar Group of Institutions.

Secretary and spokesperson of the trust, Mohammed Anaikar said, "There are children with special needs who are unable to cope with regular teaching methodologies. This special school will create a bridging gap to these children and help them build a life for themselves."

Plastic-free event

Over 6,000 attendees, including students, parents and well wishers, from various parts of the State took part in the event. The event was completely-plastic free as an attempt to create awareness of the Tamil Nadu government's recent ban on single-use plastics.

(Source : Times of India, Dt : 28.01.2019)

JAMIAT AHL-E-HADEES

FOOD BANK

Royapettah & Triplicane

DO NOT WASTE FOOD

DONATE YOUR EXTRA FOOD TO FEED THE HUNGRY

Do you know that there are many poor families who are in need of food and go to bed hungry when the left over food at weddings and parties thrown away into garbage for no good reason ?

"FEED THE HUNGRY, VISIT THE SICK, AND SET FREE THE CAPTIVES". (PBUH)

Wrap your excess food and call us on 044-48569422, 9884136759, 9840790793

No:202, Bharati Salai, Opp to Amir Mahal, Royapettah, Chennai - 600 014.

UNITED TO UNLEASH YOUNG MINDS!

The United Foundation or TUF, a team of young spirited individuals with a strong purpose of social change is a charitable and registered non-profit organization from Bangalore. With its aim to improve the underprivileged in the field of education and leadership, the organization is constantly engaged in developmental activities in the lower strata of the society.

Amidst the bustling metro city this organization has managed to unite individuals from a variety of professions and fields with a common intent of transforming lives of the masses in the slums and the rural sector in and around Bangalore. Characterized by a profound sense of dedication, duty and commitment The United Foundation believes that caring for the underprivileged is a social obligation and cannot be ignored. With the sky rocketing drop-out rates in students from marginalized societies, lack of the three basic meals in the slum houses and the sorry condition of the small shacks, TUF is determined to make a difference and produce a positive change in such parts of our society. The team has a dynamic method of setting up tuition centers and mentoring programs across the slums, conducting ration distribution drives, providing skill development techniques and support for small scale business enterprises among other ventures.

A quick synopsis of The United Foundation's achievements – 1. Over the past five years, TUF has impacted the lives of over 3000 youth from our three A2G centers.

2. TUF is probably the largest community team of volunteers and mentors in Bangalore with over 350 volunteers and probably the only NGO that work to add value to the volunteers and mentors through regular empowerment programs, social impact certification, formal internship opportunities and self transformation.

3. TUF Volunteers and Mentors have received scholarships in Harvard University USA, Nan Yang University Singapore and a few other universities in Austria and Poland with the Letter of Recommendation [LOR] and social impact certificates issued from this NGO.

4. TUF has been awarded the 1M/1M USA innovation award for social impact.

5. Team TUF has carried out disaster relief in Nepal Earthquake, Chennai & Cudallore Floods and the recent Kerala Floods.

The chance of education is a chance to escape poverty. Needless to say the wonderful effects of education span for generations. However in India, 9 out of 10 students who study in government schools drop out before the 10th grade. Majority of our students who attend regular government schools struggle with their studies. They are either unmotivated or lack the necessary help to do well in school.

Today, with three centers in the city, The United Foundation through its A2G initiative has reached to over 3000 children in the last five years, giving each one individual mentoring attention and the encouragement

unheard of in such sections of society. With creative workshops and professional guest speakers the focus is on reducing the drop-out rates of students in Government schools and providing a platform for them to gain knowledge through amiable methods. The teachers and mentors keep the students motivated and help them prepare for their exams.

Today, there is a critical need for the sense of brotherhood and compassion in order to lift those up who are struggling in our society. With the country's accelerated progression in various fields there is no doubt that even the poorer section of the society, deserve improvement. The United Foundation gives the citizens of India a platform to work with communities and people afflicted by poverty and find local solution to their issues. It provides an opportunity to come directly in contact with people affected and understand problems from their perspectives. TUF is committed to building a society for all based on the principles of truth, justice, freedom, equity and plurality in solidarity with poor, marginalized and vulnerable section of society, such as children, the elderly and youths. In order to expand their reach your help and support is paramount. Ideas, skills, resources, energy and efforts when unite, the results are sure to be powerful. Join hands with TUF and make a difference!

To set up similar A2G centers across India call The United Foundation now;

Mohammed Irfan –
8892780200, Dr. Habeeb –
9845047360

TRIPLE TALAQ MADE PUNISHABLE OFFENCE AS PRACTICE CONTINUED, CENTRE TELLS HC

The Centre has informed the Madras High Court that it was forced to promulgate an ordinance making Talaq-e-biddat (the practice of Muslim men divorcing their wives by pronouncing the word 'talaq' thrice) a criminal offence because the practice continued unabated across the country despite the Supreme Court holding it as unconstitutional.

In a counter affidavit filed before a Division Bench of Justices S. Manikumar and Subramonium Prasad, the Union Law Ministry stated that the government in its wisdom had thought it fit to promulgate the ordinance also because the police officers were helpless and could not initiate any punitive action whenever victims of Talaq-e-biddat lodged complaints.

Additional Solicitor General G. Rajagopalan submitted the counter affidavit in reply to a public interest litigation petition filed by advocate S. Hussain Afroze who had challenged the constitutional validity of the ordinance.

The counter recalled that the Supreme Court

had declared triple Talaq unconstitutional in Shayara Bano's case in August 2017.

During the course of the hearing of the case, the **All India Muslim Personal Law Board too had assured the court that it would prescribe guidelines to be followed in matters of divorce and urge Muslims to avoid Talaq-e-biddat.** Despite such an undertaking and court ruling against the practice, the "menace" continued to be reported from various parts of the country.

"It was also reported in various news channels and dailies that even educated persons are resorting to divorce their wives by adopting instantaneous and irrevocable Talaq... In the absence of any punitive provisions in the extant laws, the police were helpless and no action could be taken against the errant husbands," the counter read.

Inadequate relief

Though the victims could seek relief under the Protection of Women from Domestic Violence Act of 2005, "the reliefs

under the said Act are ineffective against Triple Talaq... Therefore, it is considered necessary to have a standalone legislation and hence there is no unconstitutionality as averred by the petitioner," it added.

It was also brought to the notice of the court that the ordinance was promulgated even as the Muslim Women (Protection of Rights on Marriage) Bill of 2017 was passed by the Lok Sabha on December 28, 2017, and was pending in the Rajya Sabha. The Ministry also said that few other High Courts in the country had already dismissed cases challenging the ordinance.

The ASG told the court that the present writ petitioner would have to amend his prayer since he had filed the case last year challenging the 2018 ordinance, which the Centre replaced with a fresh ordinance on the same subject on January 12, 2019.

(Source : *The Hindu*, Dt : 05.02.2019)

K. H. GROUP OF SCHOOLS

(Managed & Maintained by K. H. Foundations)



K. H. MATRIC. BOYS HR. SEC. SCHOOL THEN NANDIYALAM – 632 517 VELLORE DISTRICT

(Recognised by the Govt. of Tamil Nadu)

(Govt. Approved Muslim Minority school)

Phone: 04172 – 266704, 266705

Email :khboys.school@gmail.com

Web : khschools.net

K. H. MATRIC GIRLS HR. SEC. SCHOOL MELVISHARAM – 632509 VELLORE DISTRICT

(Recognised by the Govt. of Tamil Nadu)

(Govt. Approved Muslim Minority School)

Phone: 04172 – 266006

Email: khgirls.school@gmail.com

Web :www.khschools.net

Providing Avenues to achieve Human Excellence through
Secular and Spiritual Education, Since 1991

WHAT MAKES ONE PASS OR FAIL IN IAS., IPS., IFS

The IAS interview is a test of one's personality — prepare adequately, listen intently and answer relevantly

Of the five hundred thousand candidates who have started out their journey of realising their IAS dream, 1,994 candidates would be attending the interview test be held in New Delhi, during February/March, of which 782 candidates would be appointed to various services such as IAS, IPS, IFS, and IRS. There are 275 marks for the interview, that will tilt the balance in favour of or against the candidate.

A panel headed by the chairman and four other members will interview the candidates. The responsibility of the board is to assess the suitability of the candidate for the highest services in the government.

The interview is not intended to assess the specialised knowledge that was tested already in the written examination. This is simply a test of the personality of the candidates, which includes mental alertness, critical power of assimilation, clear and logical exposition, balance of judgement, variety and depth of interest, ability of social cohesion and leadership, and intellectual and moral integrity. It would not be strict cross examination

but direct and purposive conversation, which will reveal the mental qualities of the candidates.

Candidates would be questioned on matters of general interest and on the subject they had chosen for the main examination. An opening question is why did the candidate choose IAS, for which the commonplace replies are: 'I want to serve the nation', 'It gives me status', 'my childhood dream', or still worse 'the dream of my parents'. These are too naive and vague, if not outright arrogance. Instead, the candidate may say that he/she was attracted by the challenges of government service and the unlimited opportunities for public service as well as self-development.

Do your homework

Without adequate preparation, candidates have often faltered. A candidate had failed to mention his/her name and native place while introducing himself/herself. The ideal answer can be, "Sir, I am Sneha, I hail from Chennai. I am a postgraduate in English literature. My father is a teacher, and mother is a homemaker. I have a younger brother who is studying. I have a particular interest in government service."

The candidate should do a little research on his/her

background, such as his/her native district, educational institution, previous employment, and hobbies. The hobbies as mentioned in the DAF (Detailed Application Form) need a revisit. His/her own name is significant. Bheema Rao was asked about the significance of the name, but he couldn't think of any. That was indeed the name of the father of Dr. B.R. Ambedkar.

The questions could revolve around the current happenings, the Supreme Court verdict on adultery or Sabarimala, for example. But the subsequent questions may be based on the answer the candidate gives. It is often said that the interview is actually conducted by the candidate, not by the members of the board. Therefore, candidates should be cautious about the words he/she blurts out.

Difficulty of expression in the English language isn't a serious impediment to score well in the interview, provided the candidate has a persuasive body language and has his information accurate. Candidates who have opted for the interview in Indian language can impress the board by answering in English, if they are reasonably comfortable with it.

Be yourself

I would encourage candidates to listen intently and to understand the question before proceeding to answer it. If he/she does not know the answer, it is wiser to admit it rather than giving an embarrassingly wrong answer. It is a question of intellectual integrity of the candidate, and the candidate who is found to be bluffing will create a poor impression. Talking irrelevantly and beating around the bush

are vices in an interview. However, the fatal mistakes are being rude, rigid, offensive, argumentative, and quarrelsome.

Being oneself and not pretend to be someone else is the most desirable trait in interview. Even when the candidate hasn't answered most of the questions, he/she need not get upset and exacerbate his nervousness. He/she could still score decent marks if he/she can

maintain his cool and wind up the interview on a cheerful note.

Anxiety would be a natural companion, but extreme anxiety can be fatal. The candidate might forget to wish the board chairman or may say a 'good evening' in the morning session. Controlling emotions will be easier for candidates who have undergone many mock interviews. (Source : The Hindu, Dt : 28.01.2019)

PLEA CHALLENGES 'HINDU PRAYERS' IN KENDRIYA VIDYALAYA SCHOOLS

Constitution Bench to hear petition against revised education code

The Supreme Court on Monday referred to a Constitution Bench a plea questioning a revised education code followed by the Central government-run, 1,125-strong Kendriya Vidyalaya schools, which compels students to recite Sanskrit and Hindi verses with folded palms and closed eyes during morning assemblies or face public humiliation in front of the entire school.

Important issue

A Bench led by Justice Rohinton Nariman found that the petition raises an important issue where a secular state, which is supposed to have no religion, is compelling students drawn from diverse faiths, beliefs, minority communities and many who may be coming from agnostic, scepticist and rationalist family backgrounds, to recite a prayer which is "based on

Hindu religion", under threat of punishment.

The Supreme Court had issued notice to the Centre on the petition filed by Veenayak Shah, who is represented by advocates Satya Mitra and Pallavi Sharma, in January last year.

Violates Art. 19, 28(1)

The petition said the revised education code of the Kendriya Vidyalayas violates Articles 19 (right to freedom of speech and expression) and Article 28(1), which prohibits the state from providing any religious instruction in an educational institution run on public funds. The petition said the common prayer amounted to "religious instruction".

Kendriya Vidyalayas function under the aegis of the Ministry Of Human Resource Development. The Union Minister is the Chairman. The schools,

which have been in existence for over 50 years, constitute one of world's largest chain of educational institutions spread over regions with diverse languages, culture and traditions.

The petition pointed to Article 92 of the revised code, which mandates that "all students irrespective of their faith and belief, have to compulsorily attend the morning assembly and recite the prayer. All the teachers share the collective responsibility of supervising the assembly and making sure that every student folds his/her hands, closes his/her eyes and recites the prayer without fail. Any student failing to do so is punished and humiliated in front of the entire school". The petition said it is constitutionally impermissible to impose the prayer on students of other faiths and beliefs. (Source : The Hindu, Dt : 29.01.2019)



HABEEB TANNING COMPANY[®]

TANNERS & EXPORTERS OF
FINISHED LEATHER.SHOE UPPERS.SHOES

TANNERY DIVISION

Ammanankuppam Village, Railway Station Road, Gudiyatham - 635803.
Tel : 04171 - 220528 Fax : 04171 - 222428
E-mail : leathers@habeebtanning.com. Website : www.habeebtanning.com



ADMINISTRATION

3/2, Jamalia Nagar,
Perambur High Road,
Chennai - 600 012. INDIA
Tel : +91-44-2662 0087 / 2662 5933
Fax : +91-44-2662 5045
Email : info@habeebtanning.com/htc@vsnl.com
Website : www.habeebtanning.com

FOOTWEAR DIVISION

S.Beedi Complex,
Sedukkarai Village, R.S.Road,
Gudiyatham - 632 602
Tel : 04171 - 221028
Fax : 04171 - 221528
Email : shoeuppers@habeebtanning.com

SHOE DIVISION

Ammanakuppam Village
Railway Station Road,
Gudiyatham - 632 803
Tel : 04171 - 227728
Fax : 04171 - 227828
Email : shoes@habeebtanning.com

CHENNAI FOOTWEAR DIVISION

3/1, Jamalia Nagar
Perambur High Road
Chennai - 600 012
Tel : +91-44-26622281/82
Fax : +91-44-26622283
E.mail : htc.cfwd@habeebtanning.com

REMARKABLE ACTIVITIES UNDER ANJUMAN-E-HIMAYATH-E-ISLAM, CHENNAI

Al-Hira Model School

Excursion - Students went on excursions to various places in and around the city between 23rd to 27th Oct. The adventurous bunch of Class IX & X made their way to **Sathanur Dam**. Boys of Class XI & XII forayed for a two - day excursion to **Bangalore and Mysore starting**

Awards - Students enthusiastically participated and won in various scholastic and sporting events. Mehra of JKG, our youngest sportswomen till date, won a medal at the Chennai City Swimming Meet held at YMCA. Ashalina of SKG was awarded a medal at the Karate Championship organised by Karate Organisation of India on 17th Nov. Girl students of Class X & XII participated in Oratorical & Poster Making Competition organised by Crescent Institute of Science & Technology on 24th October and won the first & second places under various categories. Boys of middle school participated in the Inter School Football match conducted by Fathima Central CBSE School on 15th November.

Learn with Fun - Students of Pre-KG celebrated Green Day on 2nd September and Orange

Dau on 22nd September with students performing many activities dressed in these beautiful hues. Students of Junior & Senior Kindergarten mesmerized on and all by their flower decorations to celebrate Flowers Day on 16th Nov.

TEACHERS COMMITMENT

Meetings @ Al-Hira - Teachers' Day & Felicitation program was organised by the management at the Convention Centre on 5th September to **recognize the commitment of teachers towards the school**. A Career Guidance Meeting was convened in the school auditorium on 17th September for the mothers of students of Class IX, X, XI & XII to make them aware of numerous career opportunities available to their wards.

Teachers Training - Teachers attended a two-day workshop on Classroom Management organized by CBSE Board on 26th & 27th Oct at Vidya Mandir School, Estancia. Teachers from the Department of English attended the Creating Reading Programs in School workshop on 17th Nov at Qamar School to nurture the habit of reading in students. The **Principal and Vice-Principal attended a workshop on**

Values Education at Harvest International School Bangalore on 20th November.

Anjuman Mat. Hr. Sec. School

Our Primary school children participated in the National English, Math and Science Olympiad. Hiba of Class 3 won the Gold Medal in the English Olympiad. The Higher Secondary Students participated in Inter-School competitions held in Sathak Engineering College and MES Razeena MHSS. Mustafa and Azhar of Class 12 won the Gold medals and a cash prize of Rs. 2000 in the Carron doubles event.

Our students also visited the **prestigious IIT Campus** in order to draw unparalleled inspiration to encourage them to strive hard to achieve greater success in their lives. They also received hands-on experience in many innovative experiments.

A session on Effective Teaching and Classroom Management was organised for all teachers. Mrs. Rama Mylavarapu a renowned academician and Principal CPS Global, addressed the teachers.

Excursion were organised for all students. The Primary school students

Other School Managements Welcome to Visit

were taken to Planetarium and Guindy Park. The middle school children enjoyed their trip to Crocodile bank and Mahabalipuram whereas the Higher Secondary delighted themselves in the various thrilling rides of Queensland.

The Primary school kickstarted its Abacus Program to enhance the mathematical skills of the children. A state of the art Math Lab was set up for the middle school students and inaugurated by Ms. Shariffa, Correspondent, Crescent Group of Schools.

AHI Academy for Women

As part of teaching Islams Studies for the girls of Anjuman-e-Himayath-e-Islam, the Academy for Women conducts workshops. This year Academy conducted the following workshops :

“Incalciteration” (Being rude to elders)

“Taharah” (Physical Purification)

The students of Teacher Training in Islamic studies (Basic & Advance) presented a seminar as part of their curriculum on various Islamic contemporary topics. Alhamdulillah! The girls got an opportunity to enhance their public speaking skills as well. The outreach programme of the Academy towards DACAL

and Anjuman Matriculation school is being carried on as usual.

Centre Stage - VTC

At the VTC acquiring knowledge knows no bounds Beautiful eco friendly handcrafted objects are crafted using palm leaves empowering the girls with a skill which might provide a lucrative future livehood.

“Wal the Talk” our Heritage Club visited the Emore Miseum whereby the significance of every exhibit at the Amravati, Chola, Iron * Bronze, Ancient Indian Art & Architecture Galleries was factually explained in simple manner by knowledgeable resources of the Intach Chennai Chapter. Refreshments were enjoyed outdoors seated under the ancient shady green foliage trees. Our girls were applauded for being well mannered, observant & asking intelligent questions.

Did you Know?

Just the wasy senory organs are present in humans, Robits too have sensors. Camera for sight, micro-phones for hearing inbuilt speakers for sound, pressure sensors for touch & feel.

they can even smell odour and have a taste sensor, a master mind for brain, movable joints & limbs to manoeuvre around. Once

programmed to precision they can execute the most daring applied tasks as they happen to be more precise and consistent compared to human workers. Robots allow mass production of consume and industrial goods thus increasing profit margin as they can accomplish quich results.

All this and much more was explained & demonstrated with live robots @ VTC “Introduction to the Science of Robotics” on 10th November 2018 by Chairman, Robotix, Mr. Ramana Prasad. This programme was well attended by AHI management & members.

Limelight - Anjuman Champions

Four students of Class 5, Hidayathullah, Md. Rafi, Md. Ibrahim & Al-Qamar have won the “Brightest idea of the Year” award in the “I Can School Challenge” held by Design for Change for their automatic flushing system. They travelled to Ahmedabad (National Institute of Design) along with TFI fellows on 22nd December 2018 where they received a cash prize of Rs. 25,000. An article about these boys was published in the New Indian Express on 4th December 2018.

To be continued (next issue)

சிறுபான்மையின பள்ளிகள் விவகாரம்: அரசாணையை ரத்து செய்து நீதிமன்றம் உத்தரவு

சிறுபான்மையின பள்ளிகளில் 50 சதவீத சிறுபான்மையின மாணவர்களைச் சேர்த்தால் மட்டுமே சிறுபான்மை அந்தஸ்து வழங்கப்படும் என தமிழக அரசின் அரசாணையை ரத்து செய்து உயர்நீதிமன்றம் உத்தரவிட்டுள்ளது.

சென்னை உயர்நீதிமன்றத்தில் நூற்றுக்கும் மேற்பட்ட சிறுபான்மை கல்வி நிறுவனங்கள் தாக்கல் செய்த மனுவில், தமிழக பள்ளிக்கல்வித்துறை கடந்த 2018-ஆம் ஆண்டு ஏப்ரல் 5-ஆம் தேதி சிறுபான்மையின பள்ளிகளுக்கான அந்தஸ்து வழங்குவது தொடர்பான கூடுதல் விதிகளை வகுத்து

அரசாணை பிறப்பித்தது. அந்த கூடுதல் விதிகளின்படி, சிறுபான்மையின பள்ளிகளில் 50 சதவீத சிறுபான்மையின மாணவர்களைச் சேர்த்தால் மட்டுமே சிறுபான்மையின அந்தஸ்து வழங்கப்படும். மேலும் மாணவர் சேர்க்கை விவரங்களை ஒவ்வொரு ஆண்டும் சம்பந்தப்பட்ட பள்ளிகள் செப்டம்பர் மாதத்தில் பள்ளிக்கல்வித்துறைக்கு அறிக்கை தாக்கல் செய்ய வேண்டும் என அந்த அரசாணையில் தெரிவிக்கப்பட்டுள்ளது. எனவே இந்த அரசாணையை ரத்து செய்ய வேண்டும் என கோரப்பட்டிருந்தது.

நீதிபதி டி.ராஜா முன் விசாரணைக்கு வந்தது. வழக்கை விசாரித்த நீதிபதி, தேசிய

சிறுபான்மை கல்வி நிறுவனங்கள் ஆணையச் சட்டத்தின்படி சிறுபான்மை அந்தஸ்து தொடர்பாக உத்தரவு பிறப்பிக்கும் அதிகாரம் மாநில அரசுக்கு இல்லை. எனவே இந்த விவகாரம் குறித்து தமிழக அரசு பிறப்பித்துள்ள அரசாணை ரத்து செய்யப்படுகிறது. மேலும் தகுதியான சிறுபான்மையின மாணவர்களைச் சேர்த்துக் கொள்வதாக சிறுபான்மைக் கல்வி நிறுவனங்கள் அளித்துள்ள உத்தரவாதத்தை பள்ளிகள் மீறினால், மாநில அரசு தேசிய சிறுபான்மை கல்வி நிறுவனங்கள் ஆணையத்திடம் முறையிடலாம் என நீதிபதி பிறப்பித்த உத்தரவில் குறிப்பிட்டுள்ளார். (நன்றி தினமணி, 31.01.2019)

தமிழகத்தில் அறிவியல் வளர்ச்சிக்காக 3 புதிய திட்டங்கள்: மயில்சாமி அண்ணாதுரை

தமிழகத்தில் அறிவியல் வளர்ச்சியை ஊக்குவிக்க 3 புதிய திட்டங்களை செயல்படுத்தத் திட்டமிட்டிருக்கிறோம் என்று தமிழ்நாடு அறிவியல் தொழில்நுட்ப மன்றத் துணைத் தலைவர் மயில்சாமி அண்ணாதுரை தெரிவித்தார்.

பெங்களூரில் உள்ள இந்திய விண்வெளி ஆய்வு மையமான (இஸ்ரோ) யூ.ஆர். ராவ் செயற்கைக்கோள் மைய முன்னாள் இயக்குநரும், சந்திரயான்- மங்களயான் செயற்கைக்கோள் திட்டங்களின் முன்னாள் இயக்குநருமான மயில்சாமி அண்ணாதுரையை தமிழ்நாடு அறிவியல் தொழில்நுட்ப மன்றத்தின் துணைத் தலைவராக அண்மையில் தமிழக அரசு நியமித்தது.

சாதாரண மக்களிடையே அறிவியல், தொழில்நுட்பத்தைக் கொண்டு செல்வதே தமிழ்நாடு அறிவியல் தொழில்நுட்பமன்றத்தின்

முக்கியமான நோக்கமாகும். இதன்படி, ஊரகப் பகுதிகளில் அறிவியல், தொழில்நுட்பத்தைக் கொண்டு செல்வதும், அறிவியல் விழிப்புணர்வை ஏற்படுத்தவும், தொழிலகங்களுக்குத் தேவையான வகையில் அறிவியல் திறன் கட்டமைப்புகளை மேம்படுத்தவும் 3 புதிய திட்டங்களை வகுத்திருக்கிறோம்.

ஊரகப் பகுதிகளில் அறிவியல், தொழில்நுட்பத்தின் பயன்பாடுகள் என்ற திட்டத்தின்படி, ஊரக மக்களின் சமூக-பொருளாதார மேம்பாட்டுக்குத் தேவையான தொழில்நுட்ப அடிப்படையிலான பல்வேறு நுட்பங்களைக் காட்சிப்படுத்தவிருக்கிறோம்.

இதற்காக பிப்ரவரி 4 முதல் 15-ஆம் தேதி வரை தமிழகத்தின் 20 மாவட்டங்களில் கல்லூரிகளுடன் இணைந்து செயல்படுத்தப்படும் இந்தத் திட்டத்தால் ஆரம்பநிலை தொழில்முனைவோராகத் துடிக்கும் பள்ளி, கல்லூரி மாணவர்கள்,

சுய உதவிக் குழுக்களின் உறுப்பினர்கள், கிராம மக்கள் பயனடைவர்.

இதே காலக்கட்டத்தில் 20 மாவட்டங்களில் மாணவர்கள், பொதுமக்களிடையே அறிவியல் விழிப்புணர்வை ஏற்படுத்தும் திட்டம் செயல்படுத்தப்படுகிறது. மகளிர் சுய உதவிக் குழுக்கள், விவசாயிகளால் சிறப்பு உரைவீச்சுகள், பயிலரங்குகள், பயிற்சி வகுப்புகள், விழிப்புணர்வு முகாம்கள், செயல்முறை விளக்கங்கள் போன்ற பல்வேறு நிகழ்ச்சிகள் நடத்தப்படவிருக்கின்றன.

இவை தவிர, தமிழகத்தின் 24 மாவட்டங்களில் பிப். 4 முதல் 8-ஆம் தேதி வரை தொழிலகங்களின் தேவைகளுக்காக அறிவியல், தொழில்நுட்ப திறன் கட்டமைப்பு திட்டம் செயல்படுத்தப்படுகிறது. இந்த நிகழ்வுகளில் பொதுமக்கள், மாணவர்கள் ஆர்வத்துடன் கலந்துகொண்டு பயனடையலாம் என்றார். (நன்றி: தினமணி, 05.02.2019)

கல்வி நிறுவனங்களுக்கு சிறுபான்மை அந்தஸ்து வழங்க வழிகாட்டு நெறிமுறைகள்: 7 நீதிபதிகள் அமர்வுக்கு பரிந்துரை

அலிகார் முஸ்லிம் பல்கலைக்கழகம், சிறுபான்மை கல்வி நிறுவனம் அல்ல என்ற அலாகாபாத் உயர்நீதிமன்றத்தின் தீர்ப்புக்கு எதிரான மேல்முறையீட்டு மனு மற்றும் அதுசார்ந்த விவகாரங்கள் குறித்து விரிவாக ஆய்வு செய்ய வேண்டியுள்ளதால், அதனை 7 நீதிபதிகள் அமர்வுக்கு பரிந்துரைப்பதாக உச்சநீதிமன்றம் செவ்வாய்க்கிழமை தெரிவித்தது.

மேலும், கல்வி நிறுவனங்களுக்கு சிறுபான்மை அந்தஸ்து வழங்குவதற்கான வழிகாட்டு நெறிமுறைகளையும் அந்த அமர்வு உருவாக்கும் என்றும் தெரிவிக்கப்பட்டுள்ளது.

உத்தரப் பிரதேசத்திலுள்ள அலிகார் முஸ்லிம் பல்கலைக்கழகம், சிறுபான்மை நிறுவனம் அல்ல என்று கடந்த 2006-இல் அலாகாபாத் உயர்நீதிமன்றம் தீர்ப்பளித்தது. இந்த தீர்ப்புக்கு எதிராக அப்போதைய காங்கிரஸ் தலைமையிலான மத்திய அரசும், அலிகார் முஸ்லிம் பல்கலைக்கழக நிர்வாகமும் உச்சநீதிமன்றத்தில் மேல்முறையீட்டு மனுக்கள் தாக்கல் செய்தன.

இதனிடையே, மத்திய அரசின் தரப்பில் தாக்கல்

செய்யப்பட்ட மேல்முறையீட்டு மனுவை திரும்ப அனுமதிக்கக் கோரி, உச்சநீதிமன்றத்தில் பாஜக தலைமையிலான அரசு கடந்த 2016-இல் மனுத் தாக்கல் செய்தது. அதில் கூறப்பட்டிருந்ததாவது:

அலிகார் முஸ்லிம் பல்கலைக்கழகம் தொடர்பாக அஜீஸ் பாஷா என்பவர் தொடுத்த வழக்கில் கடந்த 1968-இல் தீர்ப்பு வழங்கிய உச்சநீதிமன்றத்தின் அரசியல் சாசன அமர்வு, அலிகார் பல்கலைக்கழகம், மத்திய அரசின் பல்கலைக்கழகம்தான்; சிறுபான்மை நிறுவனம் அல்ல என்று தீர்ப்பளித்தது. அதன் பிறகு, அப்பல்கலைக்கழகத்துக்கு சிறுபான்மை அந்தஸ்துக்கு அளிக்கும் வகையில், கடந்த 1981-இல் சட்டத் திருத்தம் கொண்டுவரப்பட்டது. அந்த சட்டத் திருத்தத்தை, கடந்த 2006-இல் அலாகாபாத் உயர்நீதிமன்றம் ரத்து செய்தது. இந்த விவகாரத்தில் உச்சநீதிமன்றத்தில் மேல்முறையீட்டு செய்வதென, முந்தைய காங்கிரஸ் அரசு எடுத்த நிலைப்பாடு தவறானது என்று அந்த மனுவில் தெரிவிக்கப்பட்டது. ஆனால், அந்த மனுவுக்கு அலிகார் முஸ்லிம் பல்கலைக்கழகம் தரப்பில் எதிர்ப்பு தெரிவிக்கப்பட்டது.

இந்நிலையில், இந்த விவகாரம் தொடர்பாக தலைமை நீதிபதி ரஞ்சன் கோகோய், நீதிபதிகள் எல்.நாகேஸ்வர ராவ், சஞ்சீவ் கண்ணா ஆகியோர் அடங்கிய அமர்வு முன் செவ்வாய்க்கிழமை விசாரணை நடைபெற்றது. அப்போது, அலிகார் பல்கலைக்கழகம் தரப்பில் ஆஜரான வழக்குரைஞர் ராஜீவ் தவான், ஒரு கல்வி நிறுவனம், சிறுபான்மை நிறுவனமாக அங்கீகரிக்கப்பட என்னென்ன விஷயங்கள் தேவை என்பது உச்சநீதிமன்றத்தின் முந்தைய தீர்ப்பில் வரையறுக்கப்படவில்லை என்று தெரிவித்தார்.

இதையடுத்து, இந்த விவகாரம் தொடர்பாக விரிவாக ஆய்வு செய்ய வேண்டியுள்ளதால், 7 நீதிபதிகள் அடங்கிய பெரிய அமர்வுக்கு பரிந்துரைப்பதாக நீதிபதிகள் தெரிவித்தனர். மேலும், கல்வி நிறுவனங்களுக்கு சிறுபான்மை அந்தஸ்து வழங்குவதற்கான வழிகாட்டு நெறிமுறைகளையும் அந்த அமர்வு நிர்ணயிக்கும் என்றும் நீதிபதிகள் தெரிவித்தனர்.

(நன்றி : தினமணி, 13.02. 2019)

தேவையப்படும் துறையில் நான்கு வகுப்பும் பிரிவுகள் தொடங்கிக் கொள்ளலாம்: கலை-அறிவியல் கல்லூரிக்குச் சென்னைப் பல்கலை. அனுமதி

கலை, அறிவியல் படிப்புகள் மீதான மாணவர்களின் ஆர்வம் ஆண்டுக்கு ஆண்டு அதிகரித்து வருவதைத் தொடர்ந்து, கலை, அறிவியல் கல்லூரிகள் தேவைப்படும் துறைகளில் நான்கு வகுப்பும் பிரிவுகளைத் தொடங்கிக் கொள்ள அனுமதிப்பது என சென்னைப் பல்கலைக்கழகம் முடிவு செய்துள்ளது.

தகவல் தொழில்நுட்ப நிறுவனங்களின் ஆள்குறைப்பு நடவடிக்கை, வேலைவாய்ப்பு இன்மை போன்ற காரணங்களால் கடந்த 2013 ஆம் ஆண்டு முதல் பொறியியல் படிப்புகள் மீதான ஆர்வம் மாணவர்களிடையே படிப்படியாகக் குறைந்து வருகிறது. அதே நேரம், கலை, அறிவியல் படிப்புகள் மீதான ஆர்வம் மாணவர்களிடையே அதிகரித்து வருகிறது. இது 2018 ஆம் ஆண்டிலும் தொடர்ந்தது. சென்னை மாநிலக் கல்லூரி, ராணி மேரிக் கல்லூரி, காயிதே மில்லத் மகளிர் கல்லூரி போன்ற கல்லூரிகளில் கடந்த ஆண்டுகளைக் காட்டிலும் 500 முதல் 1000 விண்ணப்பங்கள் கூடுதலாக இந்த ஆண்டு பெறப்பட்டுள்ளதாக கல்லூரி நிர்வாகிகள் தெரிவித்தனர்.

மாணவர்களின் ஆர்வம் அதிகரித்து வருவதால், ஒப்பளிக்கப்பட்ட இடங்களைக்

காட்டிலும் கூடுதலாக 20 சதவீத இடங்களில் மாணவர்களைச் சேர்த்துக்கொள்ள தமிழகம் முழுவதும் உள்ள அரசுக் கல்லூரிகளுக்கு தமிழக அரசு அனுமதி அளித்தது.

இதுபோல சென்னை, திருவள்ளூர், காஞ்சிபுரம் மாவட்டங்களில் உள்ள தனியார் கலை, அறிவியல் கல்லூரிகளில் கோரிக்கையின் அடிப்படையில் கூடுதல் இடங்களில் மாணவர் சேர்க்கையை நிரப்பிக்கொள்ள சென்னைப் பல்கலைக்கழகம் ஒவ்வொரு ஆண்டும் அனுமதித்து வருகிறது.

இந்த நிலையில், கலை-அறிவியல் படிப்புகள் மீதான மாணவர்கள் ஆர்வமும், விண்ணப்பங்களின் எண்ணிக்கையும் ஆண்டுக்கு ஆண்டு அதிகரித்து வருவதால், இதற்கான நிரந்தரத் தீர்வாக தேவைப்படும் துறைகளில் கூடுதல் வகுப்புத் துறைகளை தொடங்க அனுமதிக்கவேண்டும் என தனியார் கல்லூரிகள் கோரிக்கை விடுத்து வந்தன.

இதனை ஏற்றுக்கொண்ட சென்னைப் பல்கலைக்கழகம், கலை-அறிவியல் கல்லூரிகள் தேவைப்படும் துறைகளில் 4 வகுப்பும் பிரிவுகளைத் (செக்ஷன்) தொடங்கிக்

கொள்ள அனுமதிப்பது என முடிவு செய்துள்ளது. இதுவரை, ஒவ்வொரு படிப்பிலும் அதிகபட்சமாக 3 வகுப்பும் பிரிவுகளைத் தொடங்குவதற்கு மட்டுமே அனுமதிக்கப்பட்டுவந்தது. இப்போது கூடுதலாக மேலும் ஒரு பிரிவைத் தொடங்கிக் கொள்ள அனுமதிப்பது என பல்கலைக்கழகம் முடிவு செய்துள்ளது.

பல்கலைக்கழகத்தின் இந்த முடிவுக்கு பல்கலைக்கழக ஆட்சிக் குழுவும் அனுமதி அளித்துள்ளது.

இதுகுறித்து பல்கலைக்கழக துணைவேந்தர் துரைசாமி கூறியது:

ஆண்டுக்கு ஆண்டு மாணவர்கள் ஆர்வம் அதிகரித்து வருவதால் இந்த முடிவு எடுக்கப்பட்டுள்ளது. கல்லூரிகளின் கோரிக்கை அடிப்படையில், ஆய்வுக் குழு ஆய்வு செய்து தேவையான ஆசிரியர்கள், பிற உட்கட்டமைப்பு வசதிகள் இருப்பது உறுதி செய்யப்பட்ட பிறகே துறைகளில் 4 ஆவது வகுப்பும் பிரிவுத் தொடங்க அனுமதி வழங்கப்படும் என்றார்.

(நன்றி : தினமணி, 09.02.2019)

அவசரத் தேவை அரசு கல்வியியல் கல்லூரிகள்

இந்தியாவின் அனைத்து கல்விக் குழுக்களுமே தேச வளர்ச்சிக்கான பல்வேறு பரிந்துரைகளைக் கொடுத்துள்ளன. அவை ஆரம்பக் கல்வி முதல் ஆராய்ச்சிக் கல்வி வரை அரசால் உருவாக்கப்பட்டு அனைவருக்கும் சமவாய்ப்பு மிக்க கல்வியை வழங்குவதுமே ஆகும்.

இன்றைய தமிழகத்தில் செவிலியர் கல்லூரிகள் 186, மருந்தியல் / மருந்தாளுநர் கல்லூரிகள் 57. பொறியியல் கல்லூரிகள் சென்னை மண்டலத்தில் 171, கோவை மண்டலத்தில் 204, திருச்சி மண்டலத்தில் 86, மதுரை மண்டலத்தில் 46, திருநெல்வேலி மண்டலத்தில் 72 ஆக மொத்தம் 533. அரசு கல்வியியல் கல்லூரிகள் 7, அரசு உதவி பெறும் கல்வியியல் கல்லூரிகள் 14, சுயநிதி தனியார் கல்வியியல் கல்லூரிகள் 697. ஆக, மொத்தமுள்ள 718 கல்வியியல் கல்லூரிகளும் தமிழக அரசால் 2008-இல் நிறுவப்பட்ட தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகத்தின் இணைப்புக் கல்லூரிகளாகச் செயல்படுகின்றன. இதில் குறைந்தபட்சம் பல கல்வியியல் கல்லூரிகளில் ஆண்டு இறுதித் தேர்வு மட்டுமே எழுதினால் போதும் என்ற நிலைதான் உள்ளது.

ஆசிரியர்கள்தான் உலகின் ஒட்டுமொத்த மனித வளர்ச்சிக்கும் முக்கியக் காரணம். ஆசிரியர்களே அனைவரையும் உருவாக்குபவர்கள். இவ்வளவு

முக்கியப் பங்கு வகிக்கும் ஆசிரியர்களை நமது தமிழ்நாட்டிலுள்ள தனியார் கல்லூரிகளே அதிகமாக பணத்தைப் பெற்றுக்கொண்டு உருவாக்குகின்றன.

தமிழ்நாட்டில் உள்ள மொத்த வருவாய் மாவட்டங்கள் 32. ஆனால், இதில் அரசு கல்வியியல் கல்லூரிகள் உள்ள மாவட்டங்களோ மொத்தம் ஆறு. சென்னையில் மட்டும் 2 கல்லூரிகள் உள்பட மொத்தம் 7 அரசு கல்வியியல் கல்லூரிகள் உள்ளன.

முதல் வகுப்பு முதல் ஐந்தாம் வகுப்பு வரை மட்டுமே ஆசிரியர்களாகப் பணியாற்ற தகுதி பெற்ற இடைநிலை ஆசிரியர்களை உருவாக்க அரசால் அனைத்து மாவட்டங்களிலும் உருவாக்கப்பட்ட மாவட்ட ஆசிரியர் பயிற்சிநிறுவனங்களில் தற்போது 16 நிறுவனங்களில் மட்டுமே வெறும் சொற்ப எண்ணிக்கையில் பட்டய ஆசிரியர் பயிற்சிக்கு (டி.டி.எட்.) மாணவர் சேர்க்கை நடைபெற்று இயங்கி வருகின்றன. பிற மாவட்ட ஆசிரியர் பயிற்சி நிறுவனங்கள் மாணவர்கள் சேர்க்கையின் மையினால் தற்காலிகமாக முடங்கியுள்ளன.

தமிழகத்தில் தனியார் கல்வியியல் கல்லூரிகள் மட்டுமே 718 (நிகர்நிலை கல்வி நிறுவனங்கள்/ பல்கலைக்கழகங்கள் தவிர்ந்து) உள்ளன.

இந்தக் கல்வியியல் கல்லூரிகளில் படிக்கும் மாணவர்களுக்கு மட்டுமே

பி.எட்., எம்.எட்., பி.எஸ்சி., பி.எட். பட்டங்களை வழங்குவதற்காகவே தமிழ்நாடு ஆசிரியர் பல்கலைக்கழகம் அரசால் உருவாக்கப்பட்டுள்ளது.

அதிகக் கல்விக் கட்டணம் செலுத்தித் தனியார் சுயநிதி கல்வியியல் கல்லூரிகளில் படிக்க முடியாத திறமைமிக்க ஏழை, கிராமப்புற மனைவர்களின் ஆசிரியராகும் கனவு இதன் மூலம் தடைபடுகிறது.

வளர்ந்த பல மேற்கத்திய நாடுகள் கல்வியை முழுமையான உயர்தரமான சமமான கல்வியைக் கட்டணமின்றி குடிமக்கள் அனைவருக்கும் வழங்குகின்றன. மேலும், அனைத்துக் கல்வி நிறுவனங்களையும் அந்நாடுகளில் முழுமையாக அரசே நடத்துகிறது.

எனவே, கல்வியியல் கல்லூரி கல்வியில் அரசு உடனடியாக சிறப்புக் கவனம் செலுத்தி தமிழகத்திலுள்ள அனைத்து மாவட்டங்களிலும் சமமாக, தேவைக்கு ஏற்ப பி.எட்., எம்.எட்., பி.எஸ்சி., பி.எட்., பி.ஏ., பி.எட். பட்டங்களைத் தமிழகத்தில் உள்ள அரசு பல்கலைக்கழகங்கள் / கல்லூரிகள் மூலமும், புதிய கல்வியியல் கல்லூரிகளை ஏற்படுத்தி அரசு ஆசிரியர்களை உருவாக்கி, வளரும் தலைமுறையினரை அறிவுசார் சொத்தாகக் காத்திட வேண்டும் என மக்கள் எதிர்பார்க்கின்றனர்.

(நன்றி : தினமணி, 25.01. 2019)



Since 1951

JAMAL MOHAMED COLLEGE (AUTONOMOUS)

Re - Accredited (3rd Cycle) with 'A' Grade by NAAC
(Affiliated to Bharathidasan University)

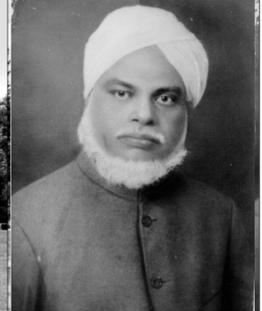
TIRUCHIRAPPALLI - 620 020

Phone: 0431-2331135, 2331235

Email: principaljmc@ymail.com



Janab. N.M. Khajamian Rowther
FOUNDER



Hajee. M. Jamal Mohamed Sahib
FOUNDER

COLLEGE WITH POTENTIAL FOR EXCELLENCE

COURSES OFFERED

UG COURSES			PG COURSES		
AIDED	UNAIDED		AIDED	UNAIDED	
	MEN	WOMEN		MEN	WOMEN
B.A. Arabic B.A. Economics B.A. English B.A. History B.Com. (2 Sections) B.Sc. Botany B.Sc. Chemistry (2 Sections) B.Sc. Computer Science B.Sc. Mathematics B.Sc. Physics B.Sc. Zoology	B.A. English B.Com. (4 Sections) B.B.A. (4 Sections) B.Litt. (Tamil) B.Sc. Computer Science (2 Sections) B.Sc. Hotel Mgt & Catering Science (2 Sections) B.C.A. (5 Sections) B.Sc. Information Technology B.Sc. Visual Communication	B.A. English (2 Sections) B.B.A. B.Litt. (Tamil) B.Com. (4 Sections) B.Sc. Biotechnology B.Sc. Fashion Tech. & Costume Designing B.Sc. Nutrition & Dietetics B.Sc. Computer Science (2 Sections) B.Sc. Mathematics (3 Sections) B.C.A. (3 Sections) B.Sc. Information Technology B.Sc. Chemistry B.Sc. Physics (2 Sections) B.Sc. Microbiology	M.A. Arabic M.A. Economics M.A. English M.A. Tamil M.Com. M.Sc. Botany M.Sc. Chemistry M.Sc. Mathematics M.Sc. Physics M.Sc. Zoology MCA (Approved by AICTE)	M.A. History M.A. English M.Sc. Chemistry M.Sc. Computer Science M.Sc. Information Technology M.Sc. Biotechnology M.Sc. Microbiology M.Sc. Physics M.Sc. Zoology M.Sc. Mathematics MCA (Approved by AICTE) MBA (Approved by AICTE & Accredited by NBA) M.Com. and M.S.W.	M.A. Arabic M.A. English M.Sc. Mathematics M.Sc. Physics M.Sc. Microbiology M.Sc. Biotechnology M.Sc. Chemistry M.Sc. Computer Science M.Sc. Information Technology M.Sc. Fashion Tech. & Costume Designing M.Sc. Nutrition & Dietetics MCA (Approved by AICTE) MBA (Approved by AICTE & Accredited by NBA) M.Com. and M.S.W.

RESEARCH- AIDED	RESEARCH- UNAIDED PROGRAMMES (for Men & Women)	
M.Phil. English M.Phil. Zoology	M.Phil. & Ph.D. Arabic, Biotechnology, Botany, Chemistry, Commerce, Computer Science, Economics, English, History, Mathematics, Management Studies, Microbiology, Physics, Tamil & Zoology	M.Phil. Nutrition & Dietetics*

UGC Aided Innovative Course - Post Graduate Diploma in Bio Diversity Informatics

Certificate & Diploma Programmes

P.G.D.C.A., P.G.D.C.H. & P.G.D.W.P.M. P.G. Diploma in Islamic Banking & Financial Mgt. P.G. Diploma in Fermentation Technology P.G. Diploma in Bioinformatics	Certificate in Arabic Diploma in Arabic, Advanced Dip. in Comp. Applications with Arabic Certificate in Accounting Technician by ICWA Institute, ICWA Foundation, Tally Accounting Package & Type Writing Certificate in Functional Arabic, Diploma in Functional Arabic, Diploma in Urdu, Diploma in Computer Applications and Business Accounting and Multilingual DTP (GABA MDTP) - Cert. will be issued by Ministry of HRD, Govt. of India.
Diploma in Acupuncture in Collaboration with IECD, Bharathidasan University (6 Months Course)	

*Subject to Affiliation



Dr. S. ISMAIL MOHIDEEN
PRINCIPAL



Dr. A.K.KHAJA NAZEEMUDEEN
SECRETARY & CORRESPONDENT

For further details visit www.jmc.edu

کرنے کے لئے آپ کے سکرٹری سے رابطہ رکھنے کی ہدایت دی۔ ہم نے کونسل کی مجوزہ وکلاء کانفرنس کی اطلاع دی تو حضرت والا نے خود ہی اسمیں شامل ہونے کی خواہش کا اظہار فرمایا۔ چونکہ آپ کو عمر آباد روانہ ہونا تھا، ہم نے آپ سے اجازت چاہی اور چینی روانہ ہوئے۔

دورہ حیدرآباد

حضرت والا سے وانمباڑی میں ملاقات کے بعد ہم مسلسل ان کے فرزند سے رابطے میں تھے۔ فروری کے پہلے ہفتے میں ہمیں اطلاع ملی کہ حضرت والا نے ہمیں معہد العالی الاسلامیہ، واقع پہاڑہ شریف، حیدرآباد میں منعقد ہونے والے دوروزہ تربیتی کیمپ میں مدعو کیا ہے۔ ہمیں ۲۵ منٹ کا وقفہ دیا گیا تھا جس میں 'خاندانی معاملات میں کونسلنگ، اصول اور طریقہ کار' کے موضوع پر ہمیں اپنا مقالہ پیش کرنا تھا۔ ۹ فروری بروز، ہفتہ ہم (راقم الحروف، ٹیل عبد الرحیم، ڈاکٹر امجد خان) حیدرآباد پہنچے۔ بارہ بجے کے قریب بذریعہ ٹیکسی ہم پہاڑی شریف پہنچے۔ المعہد العالی الاسلامی ایک وسیع و عریض رقبے پر پھیلا ہے۔ پنڈال تقریباً ڈھائی سومندوبین سے بھرا تھیں۔ ڈانس کے قریب ایک بڑا الیکٹرانک اسکرین نصب تھا جس پر پروگرام پیش کئے جا رہے تھے۔ ہم کو احترام سے ڈانس پر بٹھایا گیا۔ حضرت مولانا کے خطاب کے بعد ڈاکٹر امجد خان نے اپنا محاضرہ PP پر پیش کیا اور شادی شدہ جوڑوں میں اختلافات کے اسباب اور انھیں سلجھانے کے نفسیاتی طریقوں پر سیر حاصل گفتگو کی۔ راقم الحروف نے ابتدائی کلمات میں ہماری کونسل کا مختصر تعارف پیش کیا اور آخر میں قبل از نکاح کونسلنگ کی اہمیت پر مختصر روشنی ڈالی۔

ضہرانے کے دوران حضرت والا سے ملاقات ہوئی۔ آپ نے بڑی شفقت سے ہمیں پاس بٹھایا اور ہمارے محاضرے کو کافی پسند فرمایا۔ آپ نے ہم سے وعدہ فرمایا کہ وہ جلد ہی ہماری اردو کتاب کا مطالعہ کریں گے اور ہمیں اپنی رائے سے نوازیں گے۔ حضرت والا کسی پروگرام میں شرکت کے لئے شہر روانہ ہو گئے۔ ہمیں پتہ چلا کہ یہ تربیتی کیمپ معہد کے ۲۰۰۱ تا ۲۰۱۰ء کے دوران فارغ ہونے والے طلباء کے لئے تھا جنہیں اس وقت امیر شریعت، قاضی، خطیب، مدرسے کے مہتمم اور اساتذہ شامل تھے۔ بہت سے علماء سے ملنے کا موقع ملا۔ سب نے ہمارے پروگرام کو پسند کیا اور ہمیں مبارکباد دی۔ چند ایک علمائے ہمیں پونہ، بھوپال، گوالیار آنے کی دعوت دی اور ہمارا دوروزہ تربیتی کیمپ مندقہ کرنے کے سلسلے میں اپنے پورے تعاون کا وعدہ کیا۔ ہم اللہ رب العزت کا شکر ادا کرتے ہوئے شاداں و فرحاں وہاں سے روانہ ہوئے۔

آزمائشی دور میں ایمان کامل، اعمالِ صالحہ کے ساتھ اتفاق اور اتحاد کا مثالی مظاہرہ کرتے ہوئے، صبر و استقامت کا دامن تھام کر حق پر ڈٹے رہنا چاہئے۔

سمینار کے اختتام پر مشاعرے کا آغاز ہوا جس کی صدارت جناب علیم صبانویدی نے فرمائی۔ عالیجناب مظفر علی شہ میری، وائس چانسلر، ڈاکٹر عبدالحق یونیورسٹی، کرنول اس محفل میں بطور مہمان خصوصی شریک رہے۔ جناب الطاف حسین شاداب بے دھڑک نے اپنے مخصوص انداز میں نظامت کے فرائض انجام دئے۔ بیرونی اور مقامی شعراء نے سامعین کو محظوظ کیا۔ جناب بے دھڑک، راحت حرارت، مہک گنٹوری اور مٹھو مٹھاس نیاپنی مزاحیہ شاعری سے محفل کو تہقہہ زار بنا دیا۔

حضرت مولانا خالد سیف اللہ رحمانی دامت برکاتہم کی خدمت میں حاضری



جماعت العلماء، ضلع ویلور نے جنوری ۱۴/۱۵/۱۶ کو بمقام مدرسہ معدن العلوم، وانمباڑی علماء کے لئے دارالقضاء کے قیام کے سلسلے میں سہ روزہ تربیتی کیمپ منعقد کیا۔ رپورٹ کے مطابق ضلع ویلور اور پڑوسی اضلاع سے تقریباً پانچ سو علماء نے اس کیمپ میں شرکت کی۔ حضرت مولانا خالد سیف اللہ رحمانی، جنرل سکریٹری، آل انڈیا مسلم پرسنل لاء بورڈ بطور خاص اس جلسے میں مدعو تھے۔ آپ کی وانمباڑی تشریف آوری پر بہت سے پروگرام ترتیب دئے گئے تھے۔ موقع کو غنیمت جان کر مسلم میریج ایڈوائزری کونسل ٹرسٹ کا ایک وفد آپ سے ملاقات کی غرض

سے وانمباڑی پہنچا جس میں راقم الحروف، پٹیل عبدالرحیم اور ڈاکٹر امجد خان شامل تھے۔ وقت کی تنگی کے باوجود حضرت والا نے محترمہ فاخرہ عتیق، رکن، شعبہ خواتین، آل انڈیا مسلم پرسنل لاء بورڈ کے مکان پر ظہرانے پر ہم سے ملاقات کی۔ راقم الحروف نے pre-marriage counselling کے حوالے سے مسلم میریج ایڈوائزری کونسل کے قیام کے اغراض و مقاصد اور اسکی کارگزاری حضرت والا کے گوش گزار کی۔ آپ نے بڑے غور سے ہماری بات سنی اور اپنی مسرت کا اظہار فرمایا۔ آپ نے فرمایا کہ آل انڈیا مسلم پرسنل لاء بورڈ نے فیصلہ کیا ہے کہ دارالقضاء سے زیادہ اہمیت قبل از نکاح کونسلنگ کو دی جانی چاہئے۔ ہم نے کونسلنگ کے نصاب اور اسباق پر مشتمل، کونسل کی شائع شدہ کتابیں بزبان اردو، تامل اور انگریزی آپ کی خدمت میں پیش کیں۔ آپ نے ہمیں مفصل گفتگو کے لئے حیدرآباد آنے کی دعوت دی اور ملاقات کا وقت طے

عیسوی سال نو کی علمی اور ادبی سرگرمیاں

محمد حنیف کاتب

شہر وانمباڑی ہمیشہ سے ہی دینی مرکز ہونے کے ساتھ اردو زبان و ادب کا گہوارہ رہا ہے۔ وانمباڑی اردو اکاڈمی کا اکتیسویں دسمبر کا سالانہ مشاعرہ ضلع ویلور کے ادبی کیلنڈر کا ایک مستقل حصہ بن گیا ہے۔ اس سال بھی وانمباڑی اردو اکاڈمی نے وانمباڑی مسلم ایجوکیشنل سوسائٹی کے اشتراک سے اسلامیہ بوائز ہائر سکول میں ایک عظیم الشان مشاعرے کا اہتمام کیا۔ عالیجناب کا محمد زبیر صاحب کی سرپرستی میں منعقد ہونے والے اس سالانہ جلسے کی صدارت جناب علیم صبانویدی صاحب نے فرمائی۔ سابق رکن اسمبلی بیچ۔ عبدالباسط صاحب نے نظامت کے فرائض انجام دئے۔ جناب ٹی محمد مبین صاحب اور ڈاکٹر حاجی انوار اللہ صاحب بطور مہمان خصوصی شریک رہے۔ خطبہ استقبالیہ کے بعد جناب محمد حنیف کاتب کے شعری مجموعے 'لرز لب' اور جناب علیم صبانویدی کے مضامین اور تبصروں کے مجموعے 'میرا مطالعہ' کی رسم اجراء ہوئی۔ مشاعرے میں چینی، ویلور، تریپا تورا اور وانمباڑی کے مقامی شعراء نے اپنے کلام بلاغت نظام سے سامعین کو محظوظ کیا۔ حسب روایت یہ مشاعرہ بھی کامیابی سے اختتام پذیر ہوا۔



'بزم شاکر، وانمباڑی' کے زیر اہتمام سمینار اور

مشاعرہ

مورخہ ۱۸ جنوری زیر اہتمام بزم شاکر وانمباڑی ایک فقید المثل سمینار اور شعری نشست کا اہتمام کیا گیا۔ جنت منزل، مسلمپور میں بعنوان 'بیداری شعور اور حالاتِ حاضرہ' منعقد ہونے والے اس سمینار کی صدارت راقم الحروف (محمد

حنیف کاتب) نے کی اور نظامت کے فرائض پروفیسر تنویر احمد نے انجام دئے۔

ملک العزیز کاتب، وی عتیق الرحمن، سعید الدین سعید، محمد انوار ایڈوکیٹ، کرشنگری اور امتیاز احمد امتیازی نے عنوان کی مناسبت سے اپنے پر مغز خیالات کا اظہار فرمایا۔ سبھی مقالہ نگاروں نے ملک کی موجودہ سنگین صورتحال کا تجزیہ کرتے ہوئے ہر محاذ پر حالات سے نبرد آزما ہونے کی اہمیت پر زور دیا۔ آضر میں راقم الحروف نے بحیثیت صدر سمینار تمام مقالات کا فرداً فرداً احاطہ کیا اور سورۃ العصر کی روشنی میں حالات کا تجزیہ کرتے ہوئے اس بات پر زور دیا کہ امت مسلمہ کو ان ناموافق حالات اور

ہوئے اس کا روائی یا فیصلہ کے خلاف اپیل کر سکتا ہے، پہلی اپیل قاضی صاحب کو نظر ثانی کی دی جاتی ہے اگر قاضی صاحب نے نظر ثانی کی بھی درخواست خارج کر دی تو فریق آل انڈیا مسلم پرسنل لا بورڈ کے صدر کے پاس اپیل بھیجتا ہے، اپیل قبول ہو جانے کے بعد صدر محترم کی طرف سے مقرر کردہ قاضی اس مقدمہ کی سماعت کرتا ہے اگر فیصلہ میں کمی ہو تو فیصلہ تبدیل کر دیا جاتا ہے، ورنہ فیصلہ باقی رکھا جاتا ہے۔

نوٹ: فریقین میں سے کوئی بھی کسی بھی کاغذ کی نقل اجرت نقل جمع کر کے لے سکتا ہے، البتہ کسی مصلحت کی وجہ سے کبھی کبھی بعض کاغذات کی نقل جاری نہیں کی جاتی ہے۔ اگر فیصلہ کے خلاف کوئی فریق سرکاری عدالت میں چلا جائے اور کورٹ براہ راست قاضی صاحب سے جواب طلب کرتا ہے یا ریکارڈ مانگتا ہے تو قاضی صاحب اس کو کورٹ میں پیش کرتے ہیں، اور ضرورت پڑنے پر کورٹ میں بیان دیتے ہیں، لیکن جب تک کورٹ سے ڈائریکٹ قاضی کو کوئی ہدایت نہ ملے قاضی صاحب کورٹ میں کسی بھی فریق کی طرف سے وضاحت کے لئے نہیں جاتے۔

شائع کردہ

دارالقضاء کمیٹی آل انڈیا مسلم پرسنل لا بورڈ

76A/1, Main Market, Okhla Village, Jamia Nagar,

New Delhi - 11 00 25 (India)

Ph: +91-11-26322991, 26314784

Mobile : 9910749215

E-Mail : aimplboardmail@gmail.com/ www.aimplboard.in

نام و پتے ہوتے ہیں، اس کے بعد مقدمہ کی کارروائی اختصار کے ساتھ درج کی جاتی ہے کہ کب مقدمہ درج ہوا، کیا کارروائی ہوئی اور کتنی پیشی ہوئی، یہ تفصیلات لکھنے کے بعد نئے پیراگراف میں فریق اول کے بیان حلفی کا خلاصہ لکھا جاتا ہے اس کے بعد نمبر وار لکھا جاتا ہے کہ فریق اول نے کیا کیا دعویٰ کیا اور اس کا مطالبہ کیا ہے۔ پھر نئے پیراگراف میں فریق ثانی کے بیان حلفی کا خلاصہ لکھا جاتا ہے پھر نمبر وار یہ وضاحت لکھی جاتی ہے کہ فریق ثانی نے فریق اول کی کن کن باتوں کا اپنے بیان میں اقرار کر لیا ہے اور کن دعووں کا انکار کیا ہے اور نیز خود اس نے فریق اول کے خلاف کیا کیا دعویٰ کئے ہیں اور ان میں سے فریق اول نے کن باتوں کا اقرار کیا ہے، اب نئے پیراگراف میں جو باتیں اقرار سے ثابت نہیں ہو سکی ہیں ان کے بارے میں گواہوں کے بیانات کا خلاصہ لکھا جاتا ہے کہ فلاں دعویٰ کے بارے میں گواہوں نے کیا شہادت دی ہے اور کس فریق کی کس گواہی کو قبول کیا گیا ہے اور کس کو رد کر دیا گیا ہے اور کیوں رد کیا ہے، اس کے بعد نئے پیراگراف میں قاضی صاحب بحث لکھتے ہیں کہ کون کون سا دعویٰ عند القضاء ثابت ہوا اور کون سا نہیں، اس کے بعد یہ لکھا جاتا ہے کہ کیا اس دعوے کی بنیاد پر اس کا مطالبہ صحیح ہے یا نہیں اور قرآن، حدیث اور فقہاء کی عبارتوں سے اس کے دلائل پیش کرتے ہیں اور اس کے مطالبہ کے صحیح ہونے یا نہ ہونے کا تجزیہ دلائل کی روشنی میں کرتے ہیں اور اس کے بعد آخری حکم تحریر کرتے ہیں، اکثر قضاة فیصلہ لکھ کر کسی سینئر قاضی (جس سے ان کو منسلک کیا گیا ہو) کو اپنا فیصلہ اور بیانات کی کاپی بھیج کر مشورہ لیتے ہیں اگر سینئر قاضی مزید وضاحت یا کسی اور چیز کی نشاندہی کرتا ہے تو اس کو پورا کرتے ہیں ورنہ اسی فیصلہ کو باقی رکھتے ہوئے فریقین کو آخری حکم کی اطلاع بذریعہ ڈاک دی جاتی ہے۔

فیصلہ کے خلاف اپیل

فیصلہ کی تاریخ سے نوے (۹۰) دن تک فریقین کو حق ہوتا ہے کہ اگر وہ فیصلہ سے مطمئن نہ ہوں،

قاضی کے ذریعہ کی گئی کارروائی یا فیصلہ پر کوئی اعتراض ہو تو وہ بنیادی اور شرعی نقائص کی نشاندہی کرتے

میں ۹۰ سے ۹۵ فیصد معاملات آپسی رضامندی سے حل ہو جاتے ہیں۔ البتہ کتنی تاریخیں متعین ہونگی؟ اور دو تاریخوں کے درمیان کتنے ایام کا فاصلہ ہوگا؟ یہ فریقین کی پیروی اور قاضی کی صوابدید پر منحصر ہوتا ہے۔ اصل مقصد کارروائی کی تکمیل جو کبھی جلدی مکمل ہو جاتی ہے اور کبھی وقت لگتا ہے۔ لیکن بلاوجہ تاخیر نہیں کی جاتی ہے۔

چوتھا مرحلہ بیانات کے اندراج کا ہے

عموماً قاضی صاحب فریق سے خود سوال کرتے ہیں اور پوری تفصیل سے اس کے بیان کا اندراج کرتے ہیں، اور فریق ثانی کو جرح کا بھی موقع دیتے ہیں اسی طرح فریق ثانی کے بیان کے وقت فریق اول کو جرح کا موقع دیا جاتا ہے، اس کے بعد دونوں فریق کے گواہوں کے بیانات درج کئے جاتے ہیں، تمام بیانات میں اصول شہادت کو پیش نظر رکھ کر ہی بیان درج کیا جاتا ہے، مثلاً، اولاد کی گواہی والدین کے حق میں قبول نہیں ہوگی، یا نابالغ کی گواہی قابل قبول نہیں ہوگی، اسی طرح سنی سنائی گواہی قبول نہیں کی جاتی، شہادت للمجہول یا شہادت علی المجہول قبول نہیں ہوگی وغیرہ غرض تمام شرعی اصول شہادت کو مد نظر رکھتے ہوئے بیانات درج کئے جاتے ہیں، بیان قاضی صاحب یا ان کے نائب درج کرتے ہیں، بیان مکمل ہونے کے بعد بیان دینے والے کو پڑھ کر سنا تے ہیں کہ اس نے کیا درج کرایا ہے اور اگر وہ اردو پڑھ سکتا ہو یا کسی سے پڑھانا چاہے تو پڑھ کر اس پر قاضی صاحب کے سامنے دستخط کرتا ہے اور بیان ریکارڈ کرنے والے قاضی صاحب اپنا دستخط بھی کرتے ہیں، تمام بیانات درج کرنے کے بعد اگر قاضی کو محسوس ہوتا ہے کہ تمام چیزیں آچکی ہیں اب مزید کسی وضاحت کی ضرورت نہیں ہے تو وہ کارروائی ختم کر کے فائل کو فیصلہ لکھنے کے لئے پیش کئے جانے کی ہدایت کرتے ہیں اور قریبی فرصت میں اس پر فیصلہ تحریر کرتے ہیں۔

پانچواں مرحلہ فیصلہ لکھنے کا ہے،

فیصلہ کا طریقہ یہ ہوتا ہے کہ سب سے پہلے سرنامہ لکھا جاتا ہے جس میں معاملہ نمبر اور فریقین کے

کر لی جائے قاضی صاحب کا جو بھی فیصلہ ہوگا مجھے بخوشی منظور ہوگا، اس کے بعد قاضی صاحب فریقین سے براہ راست گفتگو کرتے ہیں، اور شوہر و بیوی کو نکاح کی اہمیت اور طلاق کی برائی اور دنیا و آخرت میں اس سے ہونے والے نقصانات کو بتا کر سمجھانے کی کوشش کرتے ہیں تاکہ کسی طرح یہ رشتہ باقی رہے، اس کے لئے دونوں کو ایک ساتھ اور الگ الگ بھی سمجھاتے ہیں اگر قاضی کو یہ محسوس ہوتا ہے کہ اس کا فلاں رشتہ دار یا دوست یا کوئی اور شخص ان کو راضی کر سکتا ہے، تو ان کے ذریعہ بھی معاملہ کو حل کرانے کی کوشش کی جاتی ہے، دونوں کی دشواریوں اور پریشانیوں کا حل تجویز کرتے ہیں کہ کسی طرح یہ رشتہ باقی رہ جائے، اگر دونوں ایک ساتھ رہنے پر آمادہ ہو جاتے ہیں تو صلح نامہ بنا دیا جاتا ہے اور اگر راضی نہ ہوئے اور قاضی صاحب کو یہ محسوس ہو کہ ان دونوں میں اب نباہ کی کوئی شکل نہیں ہے تو شوہر کو سمجھاتے ہیں کہ لڑکی کو اس کے تمام حقوق مہر، سامان جہیز وغیرہ لوٹاتے ہوئے طلاق دیدو اور قرآن و حدیث کی روشنی میں اس کو سمجھاتے ہیں کہ لڑکی سے کچھ واپس لینا یا اس کے حقوق ادا نہ کرنا مناسب نہیں ہے، اگر شوہر تمام حقوق کی ادائیگی کے ساتھ اپنی بیوی کو طلاق دینے پر راضی ہو جاتا ہے، تو طلاق نامہ بتراضی طرفین بنا دیا جاتا ہے اور ہمیشہ ایک طلاق بائن کرائی جاتی ہے، اگر شوہر طلاق دینے پر راضی نہ ہو تو لڑکی سے پوچھا جاتا ہے کہ کیا وہ طلاق کے بدلے اپنے حقوق مہر وغیرہ معاف کرنے پر راضی ہے؟ اگر وہ راضی ہوتی ہے تو لڑکے سے پوچھا جاتا ہے کہ کیا وہ مہر وغیرہ کے بدلے طلاق/خلع دینے پر راضی ہے؟ اگر وہ راضی ہو تو خلع نامہ بنا دیا جاتا ہے اور یہاں بھی صرف ایک طلاق بائن کرائی جاتی ہے، اگر دونوں فریق کسی بھی چیز پر متفق نہ ہوں اور قاضی صاحب کی ساری کوششیں ناکام ثابت ہو جائیں اور قاضی صاحب کو یہ محسوس ہو کہ علاقہ کہ ذمہ داروں کو بیچ میں ڈالنے سے معاملہ حل ہو سکتا ہے تو ایک کمیٹی بنا کر ان کے پاس معاملہ بھیجتے ہیں اگر وہ بھی ناکام رہے یا قاضی صاحب کو لگے کہ مصالحتی کونسل کو بھیجنے کا کوئی فائدہ نہیں ہے تو قاضی صاحب کارروائی آگے بڑھا دیتے ہیں اور فریقین سے اپنا اور اپنے گواہوں کے بیانات حلفی درج کرانے کو کہتے ہیں، دارالقضاؤں

مدعا علیہ کو سمجھا کر لکھا جاتا ہے کہ اطلاع لینے سے انکار کرنے مسئلہ کا حل نہیں ہے، جو کچھ اس سلسلہ میں کہنا ہو لکھ کر دیں اور مقررہ تاریخ پیشی پر حاضر بھی ہوں ان کی بات سنی جائے گی اور اس پر غور کیا جائے گا (۴) ڈاکخانہ کی رپورٹ آئی کہ اس نام کا آدمی نہیں ملا یا پتہ ادھورا ہے، یا پانے والا پتہ چھوڑ کر جا چکا ہے وغیرہ۔ اس صورت میں مدعی / مدعیہ سے فریق ثانی کا صحیح پتہ اور ساتھ میں اس کے دو قریبی رشتہ دار یا اس کے مسکن کے ایسے دو معززین کے نام و پتے طلب کئے جاتے ہیں جن کو سماجی کاموں سے دلچسپی ہو تاکہ ان کے ذریعہ اطلاع تعمیل کرائی جاسکے، ان رشتہ داروں اور معززین کو تفصیلی ہدایت نامہ ارسال کیا جاتا ہے، دارالقضاء سے جس طرح ڈاک سے اطلاع بھیجی جاتی ہے اسی طرح دستی اطلاع بھی بھیجی جاتی ہے، اطلاع تعمیل کرانے والا دارالقضاء کا معتبر اور معتمد شخص ہوتا ہے اس کا طریقہ یہ ہے کہ نوٹس دینے کے بعد وصول کرنے والے سے دستخط کرا لیتا ہے اور دو آدمیوں سے گواہی بھی لیتا ہے کہ اس نے اطلاع وصول کی، اگر مدعا علیہ اطلاع وصول کرنے سے انکار کرے تو اسے سمجھایا جاتا ہے، اگر پھر بھی نہ مانے تو اس کے گھر والوں میں سے کسی سے دستخط کروالی جاتی ہے، اور اگر کوئی موجود نہ ہو اس کے گھر کی دیوار پر چسپاں کر دیا جاتا ہے، غرض یہ پوری کوشش کی جاتی ہے کہ مدعا علیہ کو دارالقضاء کی اطلاع مل جائے کہ اس کے خلاف فلاں نے معاملہ پیش کیا ہے اور اسے جواب دینا ضروری ہے، فریق ثانی کو اطلاع کرنا ضروری ہے تاکہ قضاء علی الغائب لازم نہ آئے، البتہ اگر دعویٰ مفقود الخبر یا غائب غیر مفقود الخبر کا ہو تو پھر کارروائی آگے بڑھادی جاتی ہے اور اطلاع بذریعہ اخبار دی جاتی ہے۔

تیسرا مرحلہ آتا ہے کہ تاریخ پیشی کا،

قاضی صاحب فریقین کو کسی متعین تاریخ پر ایک ساتھ مع گواہان کے حاضر ہونے کا حکم دیتے ہیں، فریقین کے حاضر ہونے پر ان سے ایک حاضری فارم پر دستخط کرایا جاتا ہے جس میں وہ یہ لکھتے ہیں کہ آج میں فلاں ولد فلاں دارالقضاء میں حاضر ہوا ہوں قاضی صاحب سے گزارش ہے کہ میرے معاملہ کی سماعت

وہ درج ذیل ہیں۔ (۱) کاروبار یا زمین، جائیداد کے جھگڑے (۲) شوہر کی طرف سے کبھی طلاق کا مقدمہ درج نہیں کیا جاتا ہے لیکن اگر شوہر و بیوی مشترکہ درخواست دیں تو دارالقضاء سے طلاق نامہ بنایا جاسکتا ہے (۳) مطالبہ فریقین کے درمیان صلح کا۔

نوٹ: دارالقضاء میں فوجداری معاملات نہیں لئے جاتے ہیں۔

اگر ان مذکورہ مطالبات اور ان کے دعاوی عرضی دعویٰ میں پائے جاتے ہیں، اور عرضی دعویٰ میں تمام بنیادی چیزیں موجود ہوں تو قاضی عرضی دعویٰ قبول کر کے معاملہ کے اندراج کا حکم دیتا ہے، بسا اوقات مذکورہ مطالبات یا وجوہ دعویٰ وغیرہ نہ ہونے پر بھی فریقین کے درمیان صلح کرانے کی غرض سے قاضی عرضی دعویٰ قبول کر سکتا ہے۔

عرضی دعویٰ قبول ہونے کے بعد اندراج کے رجسٹر میں اس معاملہ کو درج کیا جاتا ہے، رجسٹر میں اندراج ہو جانے کے بعد اس معاملہ کی الگ فائل بنائی جاتی ہے، فائل میں ایک فرد احکام ہوتا ہے جس پر قاضی حکم لکھتا ہے۔ اس کے بعد فریق ثانی (مدعا علیہ) کو عرضی دعویٰ کی ایک فوٹو کاپی کے ساتھ ایک اطلاع رجسٹر ڈاک سے بھیجی جاتی ہے اور مسافت کے حساب سے متعینہ تاریخ تک بیان تحریری طلب کیا جاتا ہے۔

دوسرا مرحلہ اطلاع کو فریق ثانی تک پہنچانے کا ہے،

ڈاک سے اطلاع بھیجنے کے بعد چار شکلیں بنتی ہیں (۱) مدعا علیہ نے اطلاع وصول کی اور بیان تحریری داخل کر دیا، اس صورت میں تاریخ پیشی متعین ہوتی ہے اور فریقین مع گواہان و ثبوت متعینہ تاریخ پر متعینہ وقت پر طلب کئے جاتے ہیں (۲) اطلاع وصول کی لیکن جواب داخل نہیں کیا، اس صورت میں بھی تاریخ پیشی متعین کی جاتی ہے اور مدعا علیہ کو پیشی سے قبل جلد از جلد بیان تحریری داخل کرنے کی ہدایت کی جاتی ہے، (۳) اطلاع وصول کرنے سے انکار کر دیا، اس صورت میں تاریخ پیشی متعین کر دی جاتی ہے اور

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

دارالقضاء کا طریقہ کار

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

دارالقضاء کا طریقہ کار

دارالقضاء میں صرف عائلی مسائل ہی درج کئے جاتے ہیں، دارالقضاء کی کارروائیاں باضابطہ اور منظم طریقہ پر ہوتی ہیں، ہر معاملہ کاریکارڈ تیار کیا جاتا ہے، اور محفوظ رکھا جاتا ہے، دارالقضاء کی کارروائی کے کئی مراحل ہوتے ہیں۔

پہلا مرحلہ درخواست دینے کا ہے،

اگر کوئی فریق دارالقضاء میں معاملہ لے جانا چاہے تو سب سے پہلے اس سے باضابطہ عرضی یا استغاثہ کی شکل میں فریقین کی تعیین کیے ساتھ درخواست لی جاتی ہے، جس کو دارالقضاء میں عرضی دعویٰ کہا جاتا ہے، جس میں چند امور کی صراحت ضروری ہوتی ہے (۱) مدعی / مدعیہ، ولدیت اور پورا پتہ (۲) مدعا علیہ / مدعا علیہا، ولدیت اور پورا پتہ، (۳) وجوہ دعویٰ واضح اور مفصل ہو، (۴) دعویٰ اور مطالبہ واضح اور متعین ہو (۵) مدعی کا دستخط یا نشان انگوٹھا، (۶) معاملہ کی نوعیت کے اعتبار سے اس کے متعلق دیگر صراحت۔

مردوں کی طرف سے درج ذیل مطالبات کے لئے درخواست قبول کی جاتی ہے؛

(۱) مطالبہ رخصتی زوجہ (۲) مطالبہ حق میراث، وصیت یا ہبہ (۳) بچے کی کفالت کا مطالبہ

عورتوں کی طرف سے درج ذیل مطالبات کے لئے درخواست قبول کی جاتی ہے؛

(۱) مطالبہ منخ نکاح، (۲) مطالبہ خلع، (۳) مطالبہ حق زوجیت، (۴) مطالبہ نان و نفقہ و حسن

معاشرت (۵) مطالبہ واپسی سامان جہیز، و مطالبہ مہر (۶) بچے کی کفالت او اس کے خرچ کا مطالبہ (۷)

مطالبہ حق میراث، وصیت یا ہبہ (۸) مطالبہ تحقیق طلاق و نکاح

وہ معاملات جس میں فریقین باہمی رضامندی سے مشترکہ درخواست دیں تو قبول کی جاسکتی ہے