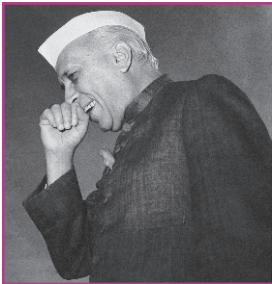




Bimonthly Journal of Jawaharlal Nehru University



*A University stands for humanism, for tolerance, for reason, for the adventure of ideas and for the search of truth. It stands for the onward march of the human race towards ever higher objectives. If the Universities discharge their duties adequately, then it is well with the Nation and the People.*

*Jawaharlal Nehru*



The symbol is a graphic statement which stands for international academic exchange and onwards search of knowledge for the betterment of the human being.

The overlapping circular segments of the design denote global interaction, creating a flame emitting enlightenment, this flame emerges out of the traditional Indian 'diya' (lamp)-a source of Light, Understanding and Brotherhood.

The design is also representative of the rose-bud closely associated with the name of Pt. Jawaharlal Nehru.



JNU News is a bimonthly journal of Jawaharlal Nehru University. It serves to bridge the information gap and tries to initiate constant dialogue between various constituents of the University community as well as with the rest of the academic world. Views expressed are those of the contributors and not necessarily of JNU News. All articles and reports published in it may be freely reproduced with acknowledgment.

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## An Interview with Prof. Anil Bhatti, Professor Emeritus



**Davidson:** When did your association with JNU begin? How has your experience been over the years?

**Anil Bhatti:** I joined JNU and the Centre of German Studies of the School of Language, Literature and Culture Studies, as it is called now, in the year 1971 after completing my doctorate from the University of Munich, Germany. It was my first job and I still remember when I came here. I think it was the end of July of that year, there was already some monsoon. At that time JNU was in the old Vigyan Bhavan which was in the middle of the city. I was one of the first group of teachers in the School at that time. Soon after that sometime in August we moved to the old campus where gradually curricular planning and teaching started. I spent the first year staying in the quarters reserved for teachers inside the old campus. Students stayed in the adjacent buildings close by. One often met in the canteen. That was how my time in JNU started.

It was a very exciting period. JNU was completely new and it was rare for a young person who had just finished his education to get the opportunity to join a completely new institution where one had the freedom to start from scratch, as it were in building up the academic programme and the course structure. Of course, this was within what one could call the framework of the JNU, its ordinances and statutes. Course structures for instance had already been given. But these were very flexible and open. So one could experiment a lot intellectually and that was how it started. It was intellectually a very fruitful and stimulating time. I never regretted that I came back to India and started working in JNU. As you may recall, this was shortly after the students' movement of 1968. There was a great sense of a new beginning. Short lived perhaps, but I remember the optimism of that period vividly.

At that time there were many other new reform universities around the world that had a sense of wanting to overcome the past, let's say conservative, system of education and JNU offered something new, a qualitative change in the structure of education in India based on a strong sense of social responsibility, justice and equality, and that was very appealing. The sense of beginning which I think was internationally shared at that time was related to the fact that many who had been influenced by the students movements of the time were then gradually moving into the institutions. This of course created its own tensions. The transition from student to teacher is never easy. But the atmosphere of that time conveyed the feeling that education is a cooperative venture of students and

teachers. That helped. The broad perspective that one had a chance to participate in a process of developing socially responsible education in a non-hierarchical way was generally shared.

But like elsewhere in the world this too had limitations because JNU couldn't function as an ivory tower since it was part of a larger education system. There were constraints and limitations given by the wider world which was mediated by Ministries, the UGC and the presence of experts from other, existing universities and departments. Nobody actually curbed us, but often there was the legitimate criticism that JNU had privileges which others did not have and that therefore our sense of responsibility should be greater. So this sense of freedom and experimentation was always tempered by let's say the cautionary administrative perception that you should not go too far but adjust. This was often internalized and that meant a lot of compromises. JNU was supposed to bring about a qualitative change in education and it was not supposed to be only an additional facility in the Indian university system. But this worked only partially. A good example was how the original pre-degree and five year M.A. programme in the foreign languages was then adjusted to the three year B.A. and two year M.A. pattern. Another example is the permanent tension that obtained between the letter grades and their equivalences in marks. So the original idea that you were free to choose and combine your own course and build your own pattern of education had to be compromised. That was one of the first things that one had to come to terms with in the beginning. Very quickly one learnt that the gap between idea and reality was very real. For students and teachers as well. There were very real socio-economic problems which students had to face and this meant that the social responsibility of education (jobs, for instance) could not be ignored.

JNU was exceptional because of the kind of interaction between the faculty and students which at that time was very substantial. There was a very vibrant student community with a great deal of social responsibility articulated in ideological debates. I think that made JNU different. I still remember when students elections were fought it was repeatedly pointed out that this was largely organized by students themselves. That was very different from other Universities where a greater presence of the political parties in the actual electoral process was evident, especially through financial support. But there was a rupture in the development of JNU as a result of the national Emergency. The liberal, democratic and secular university was compromised. The Emergency put an end to the delusion of living in a utopian republic of scholarship and

“Bildung”, to use the old fashioned German term. I think nothing was the same after the Emergency.

Gradually JNU even though retaining a very open 'constitution', statutes and ordinances, which allowed a great deal of flexibility became more and more what one might call a “normal” university. That innovative edge of the beginning got a bit flattened out eventually. So, some of the strong hopes about substantial transformation were not fully realized. But still, by and large if one looks back at this period, from 1971 till a few years back when I retired, which makes almost forty years of teaching, one can always feel the difference JNU made as compared to other universities in India and abroad. Periodically there were review committees to suggest reforms in the university. I was a member of many. The general idea was to strengthen the democratic structure of participatory decision making and prevent autocratic structures. It worked to some extent at least. But I regretted that some things could only be partially achieved. Inter disciplinary for instance. The boundaries between disciplines became harder as time progressed. Porosity between Centres was not maintained. The drive was towards homogeneity. Splitting up of Centres to achieve smaller units with greater contiguity within disciplines was preferred rather than, what I had hoped for, namely loose heterogeneous, interdisciplinary or trans disciplinary frameworks. In my time we could not for instance establish broader programmes like Comparative Literature or a comparative culture studies programme. They remained perspectives within established disciplines.

**Davidson:** You have been with the university for such a long period, how do you feel JNU has changed over the years that you have been here?

**Anil Bhatti:** There are few things I can say. I think JNU has become better off now in terms of research possibilities than in my active years. There is more funding. In terms of space too, working conditions seem to have become better. There is a large amount of construction going on, space is increasing. Internet, communication technology, all that is better. This is the impression I get and it must be of course qualified by the actual experience of colleagues in JNU. Now you have places like the Convention Centre which is a real achievement I think. During my time we had to struggle hard to hold bigger conferences and seminars and mostly it did not work out well. Now financial facilities are much better; higher salary scales, more grants for research and conferences. All these were much more difficult earlier. I do not mean we did not get anything. Even what we used to get was often more than what some of the other universities in India would get. People from other universities used to be envious of JNU. But I used to feel that this was also more of appearance, a myth and not the reality. This is one part of it.

In my times, public hygiene was not very good; we did not have a bookstore of any international standard as well. The canteens were okay but they would not pass rigorous hygiene tests. But the Faculty now is much better off in research possibilities. JNU now has a much more vibrant interaction with the rest of the world which we started during our time. And I am glad that I also contributed to it. I remember how much support there was for encouraging international collaboration from the faculty and also the administration. There are many successful collaboration agreements now which allow exchange of students and faculty. This way JNU has done well. So what has really changed in my point of view is the financial situation though it can still be much better.

**Davidson:** You have been part of different universities as a faculty member as well as a research fellow, within and outside India. How do you think JNU is different from these places?

**Anil Bhatti:** JNU's strength is that it is in India. The more it realizes this the better it is. JNU is part of a plural social reality in transition. It demands greater reflection and awareness of the relation between education and society. This gives academic working a sense of urgency and that prevents us from sliding into academic complacency. This makes JNU interesting. Many people want to come, teach and interact with the JNU faculty. If that works well that's a good thing. The problem actually is very simple and it concerns the material infrastructural requirements of campus life for visitors. We are indifferent to the infrastructural requirements; whether it is about the guest house or giving space to the centres and departments or if it is just looking after them and maintaining them. I think this is the real difference of not just JNU but other Indian universities also. If you go to many other universities and institutions in India and abroad the guest houses are much better maintained, and that elusive thing called institutional looking after a guest works better. We, of course balance this by personal initiatives. But I am concerned with the institutionalization of this. Going by my experience we tend to just let our visitors swim and survive. They do most of the time.

When I compare JNU with other universities I cannot ignore these deficiencies. But these things change.

During my period of involvement with international collaboration many of the scholars who came and lived here talked to me about their experiences. They were very happy to be here because of the interaction with the faculty and students at academic levels. Unfortunately, visitors always want to be polite and avoid complaining. But privately some impressions were conveyed. Their main and discomfort was about living conditions in the guest houses and the hostels. And also the question of food, I still do not understand why we could not have a good Café or proper

## In Conversation with....

restaurant without it becoming a problem. The system became more responsive towards the end of my career and it is better now, so may be something will happen.

**Davidson: Being a Professor Emeritus, do you wish certain goals or vision this university or your school should adopt?**

**Anil Bhatti:** One should never give advice because everybody should learn from their own experience. But I can say a couple of things. JNU has a few features which are very good and if they function then JNU does very well. Like any other university JNU has three components: the faculty, students and the administration. The faculty teaches, students interact with the faculty and learn. But it is a two-way process. The faculty also learns from teaching and its research interests are often linked to teaching and the students should also be involved in it. The administration is there to facilitate this process of learning and research on both sides. If this balance between the components is maintained then things are good in the university. Things used to go wrong in the university when this balance was not maintained. When there is a lack of sensitivity in any of the three components to the requirements of the other two then the balanced is compromised. This balance should be maintained through a meaningful interaction of the components.

From my experience JNU has all the possibilities of a very vibrant interaction. There are SFCs, students union, coordination committees and so on. I would say a sympathetic approach to the larger interaction among all these is what JNU needs. You know from the history of JNU that such an interaction has not always been successful. There were critical periods when it collapsed. There were serious situations when the university was closed down. But at the same time it also revived although the social, psychological costs were considerable. I think the teachers, students and the administration should be treated as an interlinked triad.

The other thing is the library. In my time that was a sore point. Now the library is fortunately much better. I read the mails from the Librarian with enthusiasm. It used to be sad during our times that the library of a university like JNU that had a good international record in terms of publications and other standards did come up to international requirements. It depended entirely on a few very dedicated persons among the library staff. Without their help many of us could not have done anything. But this was the result of personal equations and it was not an institutional matter. Now that has changed and I think it will change for the better. I would emphasize the development of the library as much as possible for the future.

About other things I would suggest nothing concrete. Everybody has their own ideas about seminars, conferences, curricular changes, departmental reforms which is good as

long as it is open to discussion; the main thing for me is to defend the original ethos of the university which is given in the wonderful slogan of the university taken from Jawaharlal Nehru. It is expressed in suitably general terms and some may even feel that it is vague. But it comes from a different era and I think the first line of it captures the idea of a liberal university which is always under siege:

A University stands for humanism. For tolerance, for reason, for the adventure of ideas and for the search of truth

Today we may feel that the underlying idea behind the next line ("It stands for the onward march of the human race towards ever higher objectives.") could be formulated differently since terms like race have become obsolete but the general idea that the university should stand for progress and higher objectives than we have at present cannot be disputed. The last line is a continuing reminder that a university also has a historic duty:

... If the Universities discharge their duties adequately, then it is well with the Nation and the People.

If everybody learns this slogan by heart, half the problems in the university will be over. As long as we go in this direction and keep emphasizing simple matters such as social commitment, gender equality, and economic justice it is good otherwise problems will arise.

Of course much more money is required for the university, especially to keep pace with communication technology. More space and constructions are required. And above all, each component of the university should respect the contribution of the others in a fully democratic manner. We have it, we had it before as well and it should continue. But, there were times when it was unfortunately forgotten and those were the wrong periods in the history of JNU.

When visitors saw the ethos of the university on paper they were impressed. But as I have said, the gap between vision and reality was often painful. In many ways this was supposed to be the kind of university where the emphasis was on comprehensive education. I think we can use the German word for education "Bildung" which is not just learning but also comprehensive development of the mind so that you become a freer citizen in a freer society. That is why commitment is important. This term fell into disrepute under the pressure of a technocratic understanding of the function of a university in society and the misconception that 'Bildung' is an elitist category. We are going in a different direction now and today 'Bildung', far from being a conservative elitist perspective is becoming almost a subversive category which questions the technocratic imagination.

In the process of contemporary globalization you have an enormous technocratic quantification of what are essentially

not quantifiable subjects. As a result of that you lose sight of the goal of education and instead become a supplier to the market rather than contributing to the transformation of the individual and society. Education has become a tool to supply the existing demands which may be demands you cannot agree with at the philosophical or ethical level. So this is a problem which is both a national and international problem. What is the purpose of education? It is to produce critical minds which can question what is going on, which can lead to the direction of greater freedom of the individual and society. Education has to be treated more sensitively and not be quantified.

**Davidson:** Any special memory of JNU that you would like to share?

**Anil Bhatti:** Oh, there are so many memories to share. We lived on the campus. Everybody used to say in the context of Delhi that the campus was a veritable paradise. The rush of colours, the bougainvillea. I felt sometimes that the horticultural department was the best department in JNU. The campus was really a remarkable place, relatively safe for women students and that was something valuable, I have my memories of Ganga Dhaba as well. Long night discussions with students and faculty not just about campus affairs but also about international issues are really memorable. JNU was a very peculiar place which was sensitive to international injustice. Look at the artistically often very accomplished graffiti on the walls of the buildings. Sometimes I think they should be preserved and documented. They may come up for elections but the social awareness they articulate is remarkable.

Soon after I joined JNU the Vietnam War ended. I remember most of the faculty took out a procession around the old campus celebrating this historical event... Then, JNU students protested against the Emergency and were victimized. That kind of sensitivity to national and international injustice and the willingness to protest against such wrong doings was part of the anti-colonial heritage. Later, Racism, South Africa, Latin America, Palestine, the Iraq war were heatedly debated in JNU. And the sensitivity came from both the students and the faculty. That was the best thing about JNU.

Of course the JNU system of interaction of the three components did not work always. One cannot be blind to the fact that there were times when things also went wrong, when violence which should have no place in a university disrupted peaceful dissent. I have already mentioned that the university was closed down on a couple of occasions when the system collapsed. There were intensive discussions during such times when faculty, students, administration had to find a solution that could lead to normal democratic functioning. The univer-

sity did open again eventually but one can never go back and resume as though nothing has happened. There were always social costs, loss of trust, psychological damage and subtle changes in the atmosphere of functioning on all sides.

But the important thing was that there was a core ethos which meant that JNU always allowed people to express themselves strongly but peacefully. It is sad to see that today many people, intellectuals, artists, writers cannot express themselves freely in the larger public because an order can be slapped on them be it in the name of caste, religion or region. Everywhere the inquiring democratic mind is being curbed or intimidated by self-appointed censors. It is not good for the society to be silent. It is in the interest of the larger society to have creative people who can speak freely.

We have a law in the land; we have a law in JNU as well. We have very good ordinances and statutes. It was always my opinion that if we followed them carefully we would always find solutions. And the statutes give a lot of freedom to do different things and evolve structures. The faculty with students have the freedom to innovate. So I would want this free, democratic and secular character of JNU given in its eloquent slogan I have already quoted to be retained and enriched as well through new ideas, information and experiences. Freedom of expression is a social value which should be protected.

The new generation of students and the students of my generation will definitely have different world views and experiences. Today you have a different relationship not just with the national reality but also with international reality. You cannot expect the older generation to be able to completely identify with a new generation. And that is true the other way around also. But one has to be open towards change. And that's the crux of it.

**Davidson:** Any message you would like to give to the JNU student community?

**Anil Bhatti:** I don't think they need advice. But one can hope that they retain their social commitment. The importance of discussing everything in a free and frank and peaceful manner and then arriving at a conclusion on the basis of a free discussion is a value that should be defended. Most of academics is about communication in a public sphere and that means time consuming discussion. And one should have the courage to think freely. Perhaps this is the message of the enlightenment. Stick to enlightenment, think freely, do not unquestioningly accept given authority, have a critical mind and discuss this. If the discussion leads to a conclusion then follow it by evolving a form of peaceful practice. Do not just go by what authority says about values and ideas. That is an old thought, but perhaps worth remembering from time to time.

# Movements & Appointments

## New Appointments/Deans/Directors/ Chairpersons

- ◆ Prof. Sucheta Mahajan, Centre for Historical Studies, School of Social Sciences as Chairperson, Archives on Contemporary History, School of Social Sciences, for a period of two years.
- ◆ Prof. Archana Prasad, as Chairperson, Centre for Informal & Labour Studies, School of Social Sciences, for a period of two years.
- ◆ Prof. Sujatha V., as Chairperson, Centre for the Study of Social Systems, School of Social Sciences, for a period of two years.
- ◆ Dr. Hemant K. Adlakha, Associate Professor as Chairperson in the Centre for Chinese & South East Asian Studies, School of Language, Literature & Culture Studies, for a period of two years.
- ◆ Prof. Anirban Chakraborti, School of Computational & Integrative Sciences, as Coordinator, Mathematical & Computational Empowerment Cell, for a period of two years.
- ◆ Prof. Sanjay Srivastava as Professor in the Centre for the Study of Social Systems, School of Social Sciences.
- ◆ Prof. Santosh Kumar Mehrotra as Professor in the Centre for Informal Sector & Labour Studies, School of Social Sciences.
- ◆ Dr. Mollica Dastider as Associate Professor in the Centre for Comparative Politics and Political Theory, School of International Studies.
- ◆ Dr. Rita Banerjee as Associate Professor in the Centre for English Studies, School of Language, Literature and Culture Studies.
- ◆ Dr. Sobhan Sen as Associate Professor in Chemistry in the School of Physical Sciences.
- ◆ Dr. Pritam Mukhopadhyay as Associate Professor in Chemistry in the School of Physical Sciences.
- ◆ Dr. Brijesh Kumar as Associate Professor in Physics in the School of Physical Sciences.
- ◆ Dr. Rabindra Nath Mahato as Assistant Professor in Physics in the School of Physical Sciences.
- ◆ Dr. Ameet Parameswaran as Assistant Professor in the School of Arts and Aesthetics.
- ◆ Dr. Rashmi Rekha Barua as Assistant Professor in the Centre for International Trade and Development, School of International Studies.
- ◆ Dr. Tangallapalli Mahendar as Assistant Professor in the Special Centre for Sanskrit Studies.
- ◆ Dr. Somnath Jha as Assistant Professor in School of Physical Sciences.

## Administration

- ◆ Shri Anup Kuksal as Deputy Registrar.
- ◆ Shri Sanjay Kumar as Assistant Registrar.
- ◆ Shri Sumer Singh as Hindi Officer in the Hindi Unit.
- ◆ Dr. Dinesh Kanwar Yadav as Veterinary Officer in Animal House, School of Life Sciences.
- ◆ Shri Gaurav as Computer Assistant in Academic Staff College.
- ◆ Shri Sandeep Kumar as Junior Assistant-cum-Typist in SC/ST/OBC Cell.
- ◆ Shri Steven John Bilung as Junior Assistant-cum-Typist in Admission Branch-II.
- ◆ Ms. Gaytri as Junior Assistant-cum-Typist in Administration Branch-III.
- ◆ Shri Rupak Kumar as Junior Assistant-cum-Typist in Centre for Russian Studies, School of Language, Literature & Culture Studies.
- ◆ Shri Rahul Gautam as Junior Assistant-cum-Typist in Admission Branch-I.
- ◆ Shri Satyan Jana as Khalasi in Engineering Branch.
- ◆ Shri Om Prakash as Office Attendant in Administration Branch-II.
- ◆ Shri Dharendra Pratap Singh as Laboratory Attendant in School of Biotechnology.
- ◆ Shri Jay Shankar Prasad Gond as Cook (Mess) in Brahmputra Hostel.
- ◆ Shri Pawan Kumar as Cook (Mess) in Inter Hall Administration.
- ◆ Shri Lalan Mahto as Mess Helper in Koyna Hostel.

## Retirements & Resignations

- ◆ Prof. Uma Singh, Centre for South Asian Studies, School of International Studies.
- ◆ Prof. Tanika Sarkar, Centre for Historical Studies, School of Social Sciences.
- ◆ Dr. Melissa G. Wallang, Assistant Professor, Centre for Linguistics, School of Language, literature and Culture Studies.
- ◆ Shri Lajpat Jhangiani, Private Secretary, School of International Studies.
- ◆ Shri Indesh Singh, Senior Assistant, Academic Branch-I.
- ◆ Shri Harish Chander Grover, Senior Assistant, Collaboration Unit.
- ◆ Shri Balbir Singh, Technical Assistant, Language Lab Complex, School of Language, Literature & Culture Studies.
- ◆ Shri Ahmed Ali, Pump Operator, Engineering Branch.
- ◆ Shri Ran Bahadur Gurung, Security Guard, Security Branch.

# Movements & Appointments

## Notification

The Vice – Chancellor has re-constituted the University Level Grievance Redressal Committee for teachers of the University w.e.f. 11 September, 2014 for a period of two years as under:

1. Rector – I	-	Chairperson	2. Dean, SIS	-	Member
3. Dean, SSS	-	Member	4. Dean, SPS	-	Member
5. Prof. Vijayalakshmi, SIS	-	Member	6. Deputy Registrar (Academic)	-	Secretary

## Notification

The Vice-Chancellor expands the composition of the Disaster Management Committee by nominating Dy. Registrar (Estate) as a member of the Committee. The composition of Disaster Management Committee is as under:

1. Prof. A.L. Ramanathan, SES	-	Chairperson	2. Dr. S. Sreekesh, CSRD/SSS	-	Member
3. Dr. Dinesh Mohan	-	Member	4. Dean of Students	-	Member
5. Chief Medical Officer	-	Member	6. Executive Engineer (E)	-	Member
7. Executive Engineer (C)	-	Member	8. Dy. Registrar (Estate)	-	Member
9. Chief Security Officer	-	Member			

# Achievements/Awards



## China honours JNU teacher for his translation works

◆**Prof. Priyadarshi Mukherji** has been honoured by China this year in recognition of his long-term contribution to the translation and publication of Chinese works and cultural exchanges between the two neighbouring countries.

Prof. Mukherji, who is from the Centre for Chinese and South East Asian Studies, SLL&CS, has translated a number of literary works from Chinese into Bengali, Hindi and English, and monographed books on Chinese culture and language over the last 25 years.

He was among the 10 award winners of the 8th Special Book Award of China, which were presented at a ceremony at the Great Hall of the People in Beijing. The award was conferred by the Chinese Vice-Premier, Ms. Liu Yandong.

Prof. Mukherji has to his credit many works themed around China like “Poems of Lu Xun” -- an anthology of 45 poems by Lu Xun - from original Chinese into Bengali with exhaustive annotations and chronological index of the poems.



◆**Prof. Ummu Salma Bava**, Director, JNIAS & Professor of European Studies Centre for European Studies, School of International Studies, New York, has been named as Member of the Academic Advisory Board of the German Institute of the Global and Area Studies (GIGA) in Hamburg, Germany.

Founded in 1964 as the Deutsches Übersee – Institut (German Overseas Institute), the GIGA is now an international institute delivering world-class social science.



◆**Professor C. K. Varshney**, Professor Emeritus, School of Environmental Sciences (JNU), and a Member of the Advisory Committee of International Association of Environmental Botanists (ISEB), was invited by IUCN to participate at a “Regional Consultation: An India – Pakistan Initiative”, held on 18 – 19 September, 2014 at Bangkok, Thailand.

Professor Varshney also Chaired a Workshop on “Options for Air Quality Management in NCR Delhi”, held under the auspices of the Indian Association of Air Pollution Control (IAAPC)-Delhi Chapter in association with Central Pollution Control Board (CPCB), held on 23 September, 2014, at India International Centre (IIC), Lodi Estate, New Delhi.

# Achievements/Awards



◆ **Mr. Mohammad Ahmad**, PhD Scholar, Centre of Arabic and African Studies, has been honoured with the “Award of Excellence 2014” for his excellent academic performance by the NGO “Society for Rural Development and Empowerment”, New Delhi.



◆ **Mr. Tejasvi Kumar Sharma**, B.A. Hons, Centre for German Studies, SLL&CS, who is physically challenged with both legs afflicted with polio since his childhood, recently participated in the '4th International Yoga Championship' held in Pudong Shanghai, China from 19 – 21 September, 2014 and won the 'Silver Medal' in his age group.



◆ **Mr. Sharad Kumar**, a student of MA International Relations, School of International Studies, won the 'Gold Medal' for India in Men's High Jump event with a clearance of 1.80m in para Asian Games in 2014, thereby setting a new Games and Asian record.

## बातचीत: देश और विश्वविद्यालय को गर्व के अनुभव देना चाहता हूँ

{तेजस्वी जनेवि के छात्र हैं और हाल ही में इन्होंने शंघाई (चीन) में हुए चौथे अंतराष्ट्रीय योगा प्रतियोगिता में पुरस्कार प्राप्त किया है यहाँ प्रस्तुत है उनसे बातचीत के चुने हुए अंश}

**शुभ्रा** : तेजस्वी, आपने अभी-अभी फदोंग, शंघाई, (चीन) में हुए चौथे इन्टरनेशनल योगा चैंपियनशिप में सिल्वर मेडल जीता है। हमें अपने बारे में कुछ बताएँ।

**तेजस्वी**: जी, धन्यवाद अभी! मैं जेएनयू से जर्मन भाषा में बी.ए. कर रहा हूँ। सेकेन्ड इयर में हूँ तथा इच्छा है कि कुछ बेहतर करूँ।

**शुभ्रा** : योगा में रुचि कैसे आई ?

**तेजस्वी**: जब मैं नौ महीने का था, तब मेरे पैर में पोलिया हो गया। डॉक्टर ने मालिश व दवाओं के साथ-साथ मुझे योगा कराने की सलाह दी। मेरे पिता जी ने इन सुझावों पर अमल किया और धीरे-धीरे मेरे शरीर में सुधार आने लगा रोज मेरे पिता मुझे तकरीबन 160 आसन करवाया करते थे और जब मैं पाँच साल का हुआ, मैंने खुद भी योगा करना शुरू कर दिया।

**शुभ्रा**: आपने योगा की प्रतियोगिताओं में भाग लेना कब शुरू किया ?

**तेजस्वी**: मैंने स्कूली पढ़ाई विद्यामन्दिर, नोएडा से की है। वहाँ जब मैं नवीं कक्षा में पढ़ रहा था तब मेरे साथियों ने मुझे एक प्रतियोगिता में भाग लेने के लिए प्रोत्साहित किया। इस प्रतियोगिता में मेरे प्रदर्शन को काफी सराहा गया। वहाँ से मैंने

इन्टर स्कूल, फिर डिस्ट्रिक्ट और फिर स्टेट लेवल पर मेडल जीते। इसके बाद नेशनल लेवल पर मुझे तीसरा स्थान हासिल हुआ। यहाँ तक आते-आते मुझे योगा में अत्यन्त रुचि हो गई थी और मुझे लगने लगा था कि मैं इसमें और अच्छा कर सकता हूँ व आगे जा सकता हूँ। मेरे माता-पिता व प्रियजनों ने मुझे प्रोत्साहित किया और वहाँ से आज तक मैंने पीछे मुड़ कर नहीं देखा। प्रतियोगिताओं के अलावा मैंने रियल्टी शो जैसे कि इंडिया गॉट टैलेंट और इंटरटेनमेंट के लिए कुछ भी करेगा मैं हिस्सा लिया।

**शुभ्रा**: जेएनयू कैसे आना हुआ ?

**तेजस्वी**: बारहवीं कक्षा में था, तब मुझे यहाँ 2012 में आयोजित इंटरनेशनल सेमिनार ऑन योगा में गेस्ट परफॉर्मर की तरह बुलाया गया था। मेरी प्रतिभा को यहाँ काफी सराहा गया व मेरे प्रदर्शन के बाद 15 मिनट तक लोगों ने खड़े होकर मेरे लिए तालियाँ बजाईं। यहीं के छात्रों ने मुझे जेएनयू से किसी फॉरेन भाषा में पढ़ाई जारी रखने को कहा, जिससे की मुझे इंटरनेशनल लेवल पर अपने देश को प्रतिनिधित्व करने में मदद मिलेगी व साथ ही साथ सोच का दायरा भी बढ़ेगा। इस तरह बारहवीं पास करते ही जेएनयू में अप्लाई किया व 2013 में यहाँ आ गया।

**शुभ्रा**: यहाँ का अबतक का सफर कैसा रहा है ?

**तेजस्वी**: बहुत ही अच्छा! जेएनयू को एक बैरियर फ्री कैंपस कहा जाता है। यहाँ जैसी आज़ादी हर जगह नहीं मिलती। पूरे साल कुछ-न-कुछ कार्यक्रम होता रहता है। चहल-पहल रहती है। यहाँ पढ़ाई करने की कोई सीमा नहीं। ज्यादातर छात्र-छात्राएँ



# Achievements/Awards

मुझसे बड़े हैं एम.ए. या रिसर्च कर रहे हैं,। इससे मुझे मार्गदर्शकों की कोई कमी नहीं। यहाँ का माहौल पढ़ाई के लिए इतना अनुकूल है कि लाइब्रेरी के बाहर भी पढ़ने की बहुतेरी जगहें हैं।

**शुभ्रा:** आप पढ़ाई और योगा साथ-साथ कर रहे हैं क्या मुश्किल नहीं होती ? जेएनयू एडमिनिस्ट्रेशन का मिजाज़ कैसा रहा है ? कोई मुश्किल हुई है अब तक ?

**तेजस्वी:** चीन से पत्र आने पर जब मैंने अपने सेंटर के अध्यक्ष सुश्री चित्रा हर्षवर्धन को दिखाया तो वह बहुत खुश हुईं। बढ़-चढ़ कर भाग लेने को कहा। विश्वास दिलाया कि फ़ैकल्टी मेरी परिस्थितियों को दिमाग में रखते हुए हर संभव मदद करेंगे।

## Sharad Kumar

**Shubhra: Sharad, tell us about yourself ?**

**Sharad:** I'm in JNU doing my masters in International Relations. I also do High-Jump in the para-athlete category. Presently I am the world number one after I broke the world record in the recently concluded Asian Games. I did a height of 1.80 metres.

**Shubhra: Which is a huge achievement...**

**Sharad:** Not sure if it is huge enough. It will be huge if I can repeat the feat in 2016 Olympics.

**Shubhra: When did you decide to take up the sport?**

**Sharad:** I had been doing sports right since childhood. When I was in St. Paul's School, Darjeeling, they had made sports a compulsory activity. That was the best part about the school-students irrespective of strengths and capabilities were made to do physical activity. I drew my inspiration from my brother who is a high-jumper himself. In class, out of curiosity, I decided to give high-jump a shot and ended up doing very well. Next year, I took it seriously and broke the school record. Then I was placed for inter-school competition, where I broke the record, again. Incidentally, this was my first time at the Asian Games and I broke the record here as well.

My teacher from school, Mr. Dennis has been my constant source of strength and guidance. Having lived in a boarding school, it was a home away from home and we developed strong bonds with teachers. It was Mr. Dennis who asked me to try for the para-athletic category. I feel that it is sports where our real strengths and weakness come out- it requires fitness in the most real sense.

एडमिनिस्ट्रेशन की तत्पर्ता की बदौलत वीजा मिलने में कोई मुश्किल नहीं हुई। जीत कर आने पर फ़ैकल्टी एडमिनिस्ट्रेशन व छात्र – समूह से बहुत प्यार व प्रोत्साहन मिला। हॉस्टल के छात्रों ने अपने कीमती समय में से कुछ समय निकाल कर मेरे व सहपाठी शरद यादव के स्वागत के लिए कावेरी हॉस्टल में एक कार्यक्रम का आयोजन किया वह क्षण काफी भावात्मक था।

**शुभ्रा:** आगे के बारे में क्या सोचा है ?

**तेजस्वी:** यहाँ पहुँचना इतना मुश्किल नहीं था, जितना इस ऊँचाई पर बने रहना है। अपने देश व यूनिवर्सिटी को और गर्व के अनुभव देना चाहता हूँ।

**Shubhra: So basically you chose to take up the biggest challenge life could give you...**

**Sharad:** And the next challenge I hope life gives me is to represent the nation at the Olympics 2016. It is the next thing I am looking forward to. And to get some sponsorships for it.

**Shubhra: How did your association with JNU start? And how has it been, the last year and a half, here?**

**Sharad:** I decided to take up academics while I was on a forced break from sports for two years. Which is when JNU happened, and I am mighty glad it did. It helped me handle the situation in a manner which was not possible any where else. It is an island unto itself and therefore, vulnerable as I was, it kept me away from all the gossip and the general negativity regarding the incident that caused my break.

There is not much in terms of infrastructure here as regards sports, however, it gave me mental peace- which I feel is just as important.

**Shubhra: How do you balance out your two passion- sports and academics?**

**Sharad:** I try to balance the two out- neither is secondary for me. So I plan ahead. We are supposed to do 16 papers in our course, so I have taken maximum papers in previous semesters in order to be able to devote more time to sports. I have the world-championship coming up later next year winning which will get me a direct entry into Olympics. So I have planned the study-calendar accordingly. So far, things have worked out just fine.

# Achievements/Awards

**Shubhra:** You guys are basically the foundational units for the future athletes in JNU. Do you have the support of your department, your faculty, your fellow students from JNU?

**Sharad:** Friends have done a lot for me. They have been really really supportive. They have done a lot for me. And as for academics, I don't need huge relaxations, just some co-operation, a flexible schedule. Our faculty member Mr. Nalin Kumar Mohapatra is very supportive of what I do.

I got to meet the VC and Rector the other day. They were very excited about the idea of laying the foundations for sports

within campus. They offered to provide us with all sorts of sports facilities and infrastructure. And the VC seemed quite receptive to the idea of one common gym in JNU where student community can bond over issues of health and fitness.

**Shubhra:** Anything you wish for or would like to communicate to the readers?

**Sharad:** I wish there were some positive things being written in the papers about JNU- about achievements of students and such things. There's just too much negativity circulating about JNU.

# Campus Activities

## Two day Japanese Cultural Festival on 'Bunkasai'

The Centre for Japanese Studies (CJS), SLL&CS, Jawaharlal Nehru University (JNU) organized a two day Japanese Cultural Festival – 'Bunkasai' on 28 – 29 March, 2014 under the title KIZUNA-2014, supported by The Embassy of Japan, The Japan Foundation & The Japanese Association. The whole event was coordinated by Prof. Manjushree Chauhan, CJS. Participants from all over Delhi and NCR came and performed on different themes such as Japanese Drama, Dance, Taiko, Japanese Songs, Fashion Show and Indian Japanese fusion dance as well. There were participants from different Japanese Language institutions as well as schools and universities such as Delhi University, MOSAI, Nihongo Center, DPS Dwarka, J.P.M. School, Namaste Chorus Group – Japanese Association, and Jawaharlal Nehru University.

Prof. Anita Khanna, Chairperson, CJS gave a welcome address. Inaugural address was delivered by Prof. Md. A. Islahi, Dean,

SLL&CS. The guests of honor included Mr. Y. Horikawa, Embassy of Japan, Mr. Yojiro Tanaka, The Japan Foundation and Mr. M. Maruyama, Japanese Association of Delhi. They praised our continuous efforts in strengthening the cultural relationship of the two countries through KIZUNA which is being held in JNU every year since 2007. They also appreciated the motivation and enthusiastic participation of students from various institutions.

The first day started with Japanese movie screening followed by colorful and vibrant range of cultural activities i.e. Origami (Japanese Paper Crafts) workshop and stage events such as Japanese Drama, Japanese songs, Fusion Dance, Fancy dress show performed by students of JNU, MOSAI, Delhi University and DPS Dwarka. The day ended with Yatai (Japanese food stalls) and Bon Odori (Japanese Bon dance) where students, guests, Japanese natives, all danced and enjoyed together while having the taste of Yakitori (grilled chicken), Tomorokoshi (boiled corns), Tempura, Rolled Sushi etc and shared a memorable moment to the beats of Taiko Drums.

The activities on second day included Japanese movie screening, Shodo (Japanese Calligraphy) workshop and stage events such as Drama, Japanese Songs, and Indian Dance performed by students of Nihongo Center and JNU. Namaste Chorus group of Japanese Association enthralled the audience by their melodious rendering of popular Hindi and Japanese songs. It was quite interesting to see some Japanese natives,



Kizuna - Japanese Cultural Festival at Jawaharlal Nehru University (JNU)  
(28-29 Mar 2014)



# Campus Activities

experts and students performing and sharing the same stage with their skills, which left the audiences cheering and clapping. The second day also concluded with Yatai (Japanese food stalls) and Bon Odori (Japanese Bon dance) where students, guests, Japanese natives and their family members, and teachers, all danced together. The Japanese dishes: Yakitori (grilled chicken) and Tomorokoshi (boiled corns) were provided by Yakitora Foods. Tempura and Rolled Sushi were prepared by JNU students under the supervision of Japanese natives.

With this, the two days of Japanese Cultural program came to an end with people making new friends, learning new things, tasting of Japanese cuisine and lots more. Although the program ended after two days, it added new values, new perspectives, new things to everyone's life and that was the aim of this program, Kizuna—"Bond".

**Vikash Kumar**  
**M.Phil Student**  
**Centre for Japanese Studies, SLL&CS**

## हकीकत का बयान है शायरी

पिछले दिनों जेएनयू के फारसी अध्ययन केन्द्र के प्राध्यापक डॉ. अखलाक अहमद 'आहन' की नज़्मों के संकलन 'सुरुर' का विमोचन भाषा संस्थान में आयोजित किया गया। आहन की शायरी के हवाले से भाषा संस्थान के डीन प्रो. मोहम्मद असलम इसलाही ने कहा कि "शायरी पैगाम देती है, इसलिए इसे पैगम्बरी भी कहते हैं। शायरी तमाम तरह की हकीकत को बयां करती है और अपनी इसी भूमिका के कारण शायरी एक चुनौती भी होती है। सुरुर का शायर यह चुनौती स्वीकार करता है।" भारतीय भाषा केन्द्र के प्राध्यापक डॉ. अनवर पाशा ने कहा कि "सुरुर की शायरी 'देखन में छोटन लगे, घाव करे गंभीर' भाव की है और उम्दा शायरी के तमाम लक्षण इन नज़्मों में हैं। उम्दा शायरी इनसानी तारीख की बेहतरीन कदरों को बयां करती है और बुरे ख्यालों को निकाल बाहर करती है, हमें अच्छा बनाती है।" मज़हर सआदतपुरी ने कहा कि माहौल को समझना, जेहन में बैठना और नज़्म में उसका इज़हार करना मुश्किल है लेकिन यह शायरी की आवश्यक शर्त है और अखलाक ये काम करते हैं। राजनीतिशास्त्री डॉ. मणीन्द्रनाथ ठाकुर ने 'सोचने पे पहरा' शायरी

के हवाले से अपनी बात रहते हुए कहा कि "अखलाक साहब की शायरी में समाजशास्त्रीय सिद्धांतों की अभिव्यक्ति है, महज शिल्प का फर्क है कि यह शायरी है।" अपनी रचना-प्रक्रिया पर बात करते हुए अखलाक अहमद आहन ने कहा कि मेरे लिए शायरी जाती (personal) चीज है और इसकी स्वाभाविक अभिव्यक्ति होती है। उन्होंने अपनी प्रसिद्ध कविता 'नए मिलेनियम के नाम' पर बात करते हुए कहा कि आज भले ही सदी बदल गई हो लेकिन जुल्म का निज़ाम आज भी कायम है और इस हकीकत का बयान शायरी को करना चाहिए। कार्यक्रम का प्रारंभ डॉ. उमर रज़ा द्वारा अखलाक साहब की नज़्म पढ़ने के साथ हुआ। कार्यक्रम का संचालन डॉ. शफी अय्युब ने किया। कार्यक्रम के बाद आयोजित मुशायरी में मुंतजिर, हादी सरमदी सहित कई शायरों ने हिस्सा लिया। कार्यक्रम में बड़ी संख्या में काव्य-प्रेमियों ने शिरकत की।

**जितेन्द्र कुमार**  
**भारतीय भाषा केन्द्र**

## Center of Arabic and African Studies organizes monthly seminars



To provide an opportunity to the research scholars of the Center to debate, discuss and share ideas, vision and information, the Center of Arabic and African Studies is organizing monthly seminars. Each month, two research scholars present papers followed by lively discussions among participants who are mostly research scholars.

The Center is planning to organize the seminars every fortnight and in due course it will be made a weekly program.

**Mohammad Ahmad**  
**PhD. Scholar**  
**Center of Arabic and African Studies, SLL&CS**

# Seminars/Conferences

## Faculty and Research Scholars of CPCAS at ISIS Conference 2014 in Montreal

ISIS or International Society for Iranian Studies is an academic organisation of scholars of Persian Studies which holds a biennial conference in Europe and America alternatively. It has 716 members from all over the world on its rolls. This time the 10th Biennial Iranian Studies Conference was held from 6 to 9 of August 2014 at Montreal, Canada. The conference was attended by 424 Persian scholars and there were one hundred sessions in which scholars of Persian studies from all around the world presented their research papers. A faculty member and four research scholars of the Centre of Persian and Central Asian Studies of Jawaharlal Nehru University: Dr Syed Akhtar Husain, Ramzan Ahmad, Sheikh Abdullah, Golam Moinuddin and Nadeem Akhtar, and Professor Aleem Ashraf Khan of University of Delhi represented Jawaharlal Nehru University and University of Delhi respectively on the panel named Persian Nightingale in Indian Garden in the ISIS Conference. The panel was convened and chaired by Dr Syed Akhtar Husain. Dr. Aleem Ashraf Khan was a discussant and Ramzan Ahmad, Sheikh Abdullah, Golam Moinuddin and Nadeem Akhtar were paper presenters. They all discussed various aspects of Indo-Persian literature. Ramzan Ahmad showcased the role of Maulana Azad in the development of Persian language and literature in India while Sheikh Abdullah discussed the Urdu translation of Firdausi's Shahnameh by Munshi Moolchand Dehlavi. Golam Moinuddin presented the Persian poetry of Sir Mohammad Iqbal as the swansong of Indo Persian Literature. The last paper of the session was presented by Nadeem Akhtar in which he traced the footsteps of the most eminent Iranian writer Sadegh Hedayat in India from 1937 to 1938.

The discussant of the panel, Dr. Aleem Ashraf Khan of the University of Delhi, in his remarks on the papers said that India was the most important centre of Persian studies in the medieval and early modern period of Asian history. The



contributions of India to the development of Persian learning in terms of compilation of dictionaries, printing of newspapers and books and transcriptions of manuscript and expressions of literary ideas far exceeded the Persian speaking world of Afghanistan, Iran and Central Asia. Professor Ahmad Karimi Hakkak from the University of Maryland, Professor Michael Beard of University of North Dakota, Prof. Mahmood Fatoohi of Ferdowsi University and other distinguished scholars joined the discussion and enriched the academic output of the session with their valuable comments and appreciations. This panel emerged as a successful panel among the hundred panels of the Conference.

The efforts of the Dean of School of Language Literature and Culture Studies, Prof. M. Aslam Islahi, and the Chairperson of the Centre of Persian and Central Asian Studies, Prof. S.A. Hasan are praiseworthy. They extended their support and encouragement to the members of the panel to travel to Canada and participate in the Conference and represent JNU and India at the International forum of Persian Studies.

**Nadeem Akhtar**  
**Research Scholar**

**Centre for Persian and Central Asian Studies, SLL&CS**

## A Talk on “Nuclear Security Culture: Issues and Dimensions” by Dr. Craig Marianno, Research Engineer, Nuclear Science Security and Policy Institute (NSSPI)

The Centre for Canadian, US and Latin American Studies, School of International Studies, invited Dr. Craig Marianno of Texas A&M University, Texas on 13 August, 2014 to speak on Nuclear Security Culture: Issues and Dimensions. Dr. Marianno spoke to the students of the Centre about nuclear weapons, their constituents, and safety measures to be

followed while handling nuclear reactors. Dr. Marianno emphasized on the benefits we accrue from nuclear energy in detail. He clarified the general negative perception held by people that it was unsafe to depend on nuclear energy as any accident on nuclear reactor complex would have detrimental effects on general people and the surrounding environment.

He argued that nuclear reactors were safe and causes of nuclear accidents have been related to technical errors.

The emphasis was mostly laid on the importance of nuclear energy which is cleaner and cheaper than fossil fuels. The hazards related with the nuclear materials can be avoided with good engineering and safety measures. The Chernobyl nuclear accident of 1986 is the world's worst disaster in the history that occurred due to the error of the operator and weak structure. In Fukushima, the nuclear disaster was avoidable if the tsunami countermeasures had been reviewed, taking into account high tsunami levels. The Three Mile Island (Pennsylvania US) incident of 1978 was a result of faulty instruments and lack of awareness on the part of the operators. In 2011, five nuclear power plants in the US lost primary power due to earthquake and hurricanes but the backup power system worked which averted a disaster. The nuclear plant is safe in itself and natural disasters can do no damage to the plants with good engineering and public policy.

Dr. Marianno opined that there was a link between a country's nuclear security culture and its public opinion. He said that public perception of safety and security of nuclear reactors influenced nuclear policy in the United States and this could be true for any other country. He argued that the need to bridge the gap between public opinion and government policy makers on nuclear security has increased in the work of the Fukushima accident of March 2011. The Fukushima accident, he said, was a disaster that heightened public fear. Governments of many nation-states announced the shut down active nuclear reactors as a result of the accident. Two nuclear reactors in Texas were also ordered to close down immediately due to fear of public protests. Dr. Marianno iterated that nuclear energy

was safe and it was necessary for the nuclear policy makers to realise what the general public needs. Government officials need to make the citizens aware and sensitize them to allay the fears associated with nuclear energy and nuclear weapons.

Insisting that nuclear reactors would be safe if they are handled strictly according to the rule books, Dr. Marianno argued that nerve gases were more dangerous than nuclear reactors. In case of any radiation fall-out due to an accident, nuclear engineers could reduce the speed of radiation emitted and thus reduce the dangers. He argued that instead of focusing too much on accidents and disasters, it would be fruitful for countries like the US and a developing nation like India to focus on how to tap the invaluable benefits from nuclear reactors producing nuclear energy. He suggested that India should be able to utilize the vast potential it has to manage its huge population and growing economy.

The talk was followed by a question and answer (Q&A) session. A few important and relevant issues came up during the session. Prof. Chintamani Mahapatra asked the speaker whether he really believed that Iran would be able to make a nuclear bomb. Dr. Marianno replied that he believed that Iran would produce a bomb in 10 years, if there was not enough pressure to stop. There was a question on nuclear waste disposal and how safe was the practice of N-waste disposal currently. Dr. Mariano gave the example of a N-waste disposal facility he had visited in England. He said it was very safe and environmentally-friendly.

**Farijuddin & Souravie Ghimiray**  
**Research Scholars**

**Centre for Canadian, US & Latin American Studies, SIS**

## China's Emerging Role in Latin America: Impact on US-Latin American Relations in the 21st Century – an Overview

Professor Satya R. Patnayak is the Director of the Latin American Studies Programme in the Villanova University College of Liberal Arts and Sciences. His areas of expertise include the changing dynamics of United State-Latin American Relations.

Dr. Patnayak presented a talk on “China's Emerging Role in Latin America: The Impact on US-Latin American Relations in the 21st Century”, on 22 August, 2014.

The lecture mainly focused on the issue of China's increasing interest or role in the Latin American and Caribbean (LAC) region, which is seen as the consequence of China's rise as a new manufacturing/industrial power, increasing middle class

in the country, and the relative decline of US presence in LAC region. In recent years, China has emerged as world's major exporter of goods while there has been a noticeable reduction of US role; for example, the US share of world Gross Domestic Product (GDP) declined from 32% in 2000 to 22% in 2011. China has, particularly, been engaged in Brazil, Argentina, Peru and Venezuela (to some extent in Bolivia, Colombia, Guyana as well) in the period of 2003 – 2011. With it, Latin American countries have become less dependent on the US which affects the ability of the US negatively. As a direct visible consequence, the Chinese interests in Latin America are having implications on the whole of US – Latin American relations.

# Seminars/Conferences

He outlined the Chinese imperatives for investments in Latin America in the context of the vigorous growth in Chinese economy. The trend of robust investment growth was analyzed in view of the recent neglect of Latin America by the United States under the President Obama administration. This decline in interest by the US has seen a parallel narrative of strategic economic engagement by the Chinese for whom Latin America represents a rich source of raw materials and an obliging market for its formidable manufacturing industries. Latin America too has reaped the advantages of diversified sources of capital investment and Foreign Direct Investment.

China's investment is not limited to the financial kind. As pioneers in low-cost, widely replicable, renewable energy technology-particularly solar energy, China has been able to contribute to green technology transfers, albeit, in a limited way. China has assuaged fears that it will perpetuate unsound environment practices in its manufacturing hubs or promote poor labour practices by adhering to unhealthy environmental and employment standards in the host countries. This has been possible because of the political mobilization of indigenous populations in Latin America and vigilant resources. This, however, does not imply that Latin America is completely at ease with the ascendancy of Chinese influence. There has been an attempt to look inwards for economic and regional cooperation as exemplified by the promotion of the Union of South American Nations (UNASUR) by Brazil.

The relative indifference by the US towards Latin America can be explained by the belief of the political establishment that in

the short term the region has little to offer to the US. With the current administration embroiled in troubleshooting domestic economic and political concerns, and the foreign policy focus trained on the Middle East, Latin America has been reduced to an intermittent presence on the US international radar. Dr. Pattnayak, however, asserts that this state of affairs is a temporary one. The rising population of Latin and Hispanic people in the US is projected to be about 42 per cent by 2100. As a significant slice of the American electorate, the US will have to become more deeply involved in the affairs of Latin America. Also, the US is still indispensable to the region because of its historic ties and a track record of public investments. This is where China has failed, as of now, by primarily focusing its investments on extractive activities and excludable goods. The US also serves the critical purpose of providing security to the region, a function that is essentially precluded in the case of China's engagement.

Dr. Pattnayak ended his talk on a more optimistic note for the future prospects of US-Latin America relations. While the current trends of investment indicate the rise of the Chinese Dragon in the region, in absolute numbers the US eclipses all other nations in investment terms. He also emphasized that investment trends only reflect current patterns and are not indicative of a permanent change in the US-China balance in the region.

**Kavita Shreya Miles, & Pooja  
Research Scholars**

**Centre for Canadian, US & Latin American Studies, SIS**

## Centre of Persian & Central Asian Studies holds Refresher Course

The Centre of Persian & Central Asian Studies, School of Language, Literature and Culture Studies in collaboration with Saadi Foundation, Tehran, Iran organized a 'Refresher Course on Contemporary Persian Language and Literature' from 4 September to 11 September 2014. The Culture House of the Islamic Republic of Iran, New Delhi helped in coordinating and organizing this academic programme in the University. Two eminent University Professors from Iran were invited to deliver special lectures on this occasion. Research scholars from Delhi University, Jamia Millia Islami a and JNU participated in the week long refresher course in large number.

The refresher course was inaugurated in the presence of Director, Culture House Mr. Aalemi, Vice Chancellor of Multi-

varsity, Professor Pramod Talgeri, Professor Effat Neghabi & Dr. F.Davoudy as resource person, and Chairperson of Centre for Persian and Central Asian Studies, Prof. S.A. Hasan. Inaugurating the refresher course Mr. Aalemi underlined the importance of training our researchers with deep insight into modern contemporary language and literature to understand the literary changes taking place in the field of Persian Studies in Iran and India. Mr. Aalemi viewed this refresher course as extension of refresher courses being conducted by the Saadi Foundation in Iran. Recently, four M.A. and one M.Phil students of CP&CAS were invited by Saadi Foundation for completing a month long refresher course at Imam Khomeini Islamic International University at Qazvin, Iran.

## Seminars/Conferences

Prof. Pramod Talgeri emphasized the need of translating important Persian works in major Indian languages and advocated preserving rich Persian knowledge, wisdom and heritage by making remarkable literary services in the domain of Persian Studies in India. The distinguished presence of Prof. Talgeri was indeed a great source of encouragement for Persian scholars and students. Prof. S.A. Hasan, Chairperson, Centre of Persian and Central Asian Studies appreciated the academic collaboration between Saadi Foundation and CP&CAS, JNU for a better exposure of researchers and research training by the Iranian teachers to discover the most up-to-date changes taking place in the field of contemporary Persian language & literature. The inaugural programme was conducted by Dr. Syed Akhtar Husain.

The refresher course by two Iranian teachers as 'resource persons' was indeed very constructive, productive and beneficial to research scholars from DU, JMI and JNU who attended classes in large number. Classes were conducted in two batches for around 70 research scholars from the three universities. The lectures were aimed at critically examining modern Persian literature from the beginning of 19th Century AD up to the present day. The literature produced in Iran had always been fascinating to Indian researchers. The best part was researchers' exposure to contemporary literature with remarkable influence of Islamic Revolution on Persian literature produced in Iran. At the end of refresher course a written assessment test was conducted and evaluated by the Iranian teachers. In the days to follow, all participants shall be awarded certificates by Saadi Foundation. Dr. Allauddin Shah and Dr. Ishtiaque Ahmed from CP&CAS were Local Coordinators of the Refresher Course.

A valedictory function was held in the Amir Khusraw Hall in SLL&CS on 11 September, 2014. The important dignitaries invited to the valedictory session were Mr. Ali Fauadi, Cultural

Counsellor, Culture House, Islamic Republic of Iran in New Delhi & Prof. Khwaja Ekramuddin, Director, National Council for Promotion of Urdu Language, New Delhi. Speaking on the occasion Mr. Fauladi expressed happiness and satisfaction on successful organization and completion of the refresher course at Centre of Persian & Central Asian Studies, and advocated for pursuing more academic collaboration between CP&CAS, Culture House and Saadi Foundation for promoting Persian Language & Literature in Indian universities. He praised the sincere academic steps taken by Prof. S.A. Hasan, Chairperson, CP&CAS in organizing the refresher course effectively. Prof. S.A. Hasan presented a copy of book titled 'Maulana Abul Kalam Azad, Memar-e-Farhang-e-Hind-o-Irani' to Mr. Fauladi.

The benign presence of Prof. Khwaja Ekramuddin was indeed a source of encouragement for Persian students and researchers. Prof. Khwaja appreciated the academic collaboration between CP&CAS, and Culture House, Islamic Republic of Iran, New Delhi. He informed the faculty members and researchers about the sincere planning on the part of NCPUL in opening study centres to teach Persian Language at a number of places very soon. He urged the research scholars to be ready to share the teaching responsibilities in those study centres in order to promote Persian language and literature in India. Prof. Ekramuddin also presented copies of newly launched book "Let's Learn Persian" prepared by NCPUL in collaboration with Culture House, IRI, New Delhi to Iranian Professors. Prof. S.A. Hasan has contributed immensely in preparation and editing of the said book.

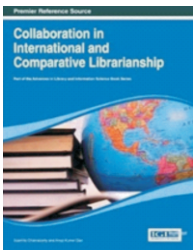
Prof. S.A. Hasan expressed his happiness and appreciated the earnest efforts made by the Iranian Teachers in the making the refresher course grand success. Prof. S.A. Hasan also shared with dignitaries and Iranian teachers, the positive feedback he had from the research scholars and participants attending the refresher course. Remarkably, students and researchers requested for holding another refresher course in JNU as well as in Iran in the near future. Prof. Hasan also acknowledged the services made by NCPUL in promotion of Persian Language in India under the leadership of Prof. Khwaja Ekramuddin. Prof. Akhtar Mehdi proposed a vote of thanks at the end of the valedictory function.



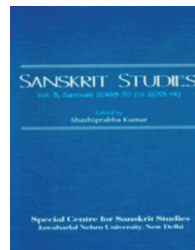
**Allauddin Shah & Ishtiaque Ahmed**

**Centre of Persian & Central Asian Studies, SLL&CS**

# Our Publications



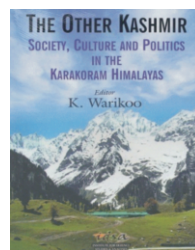
“**Collaboration in International and Comparative Librarianship**” the volume is a part of Advances in Library and Information Science edited by Dr. Anup Kumar Das, Centre for Studies in Science Policy, SSS with Susmita Chakraborty, University of Calcutta, Hershey, PA, USA: IGI Global. doi: 10.4018/978-1-4666-4365-9. ISBN: 9781466643659. (ALIS) Book Series.



“**Sanskrit Studies Vol. 3: Samvat 2069-70**”, edited by Prof. Shashiprabha Kumar, Special Centre for Sanskrit Studies, published by D.K. Print world. ISBN-13: 978-8124607411



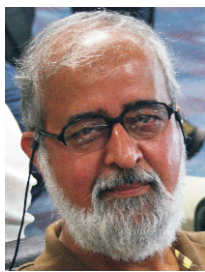
“**Remote Sensing Applications in Environmental Research**”, edited by P.K. Srivastava, Prof. S. Mukherjee, School of Environmental Sciences, M. Gupta, and T. Islam, published by Springer Cham Heidelberg New York Dordrecht London. ISBN: 978-3-139-05906-8



“**The Other Kashmir: Society, Culture and Politics in the Karakoram Himalayas**”, edited by Prof. K Warikoo, Central Asian Studies, School of International Studies, published by Pentagon Press. ISBN: 978-81-8274-797-5

# Alumni Corner

## An interview with Sohail Hashmi, Documentary Filmmaker



**Shubra: How and when did your association with JNU start? What was your first impression of the campus?**

**Sohail Hashmi:** I was part of the first M.A. batch of JNU in 1972 and I was there till 1981. It was the first day of class and Prof. Moonis Raza was

supposed to brief us on the vision of JNU as well as on our Centre for Studies in Regional Development. He spoke to us about the conceptualisation of JNU- in terms of its physical structure (which is much like a mini-India in itself- what with its division along the cultural divisions of Uttarakhand, Purvanchal, Pashchimabad and Dakshinapuram, and the hostels being named after rivers etc) and its interdisciplinary approach in academics. He spoke of how History studies things spread across time while Geography studies things spread across space and Historical Geography can encompass the study of anything spread across both space and time. I was fresh out of college and most of it sounded like high funda to me and all I could think of was having a cigarette. I debated for a while and then I lit one. I had done it in class, on my first day in

University; There was stunned silence in class; Prof. Raza paused mid-sentence and then asked me in a half serious tone, “Allama aap akele hi peetey hain ya baant kar”? So I walked up to him, lit him a cigarette and then both of us smoked as he delivered his lecture. This spoke in its own way, of the kind of university we were trying to build. We used to have a tea-shop right behind the class in the old campus, and used to call out for chai while the lecture was on. There were no formalities or false pretences.

This was also the time when the Students' Union came into existence. The draft of the constitution prepared by students was being circulated. It was a unique thing that was happening- that students were conducting their own elections. It was decided that the University would collect the Union fee and would transfer the amount directly to the Student's Union. The Students, the Faculty and the University Administration together agreed on a criteria of awarding points to compensate for socio economic deprivation, We took into account the data from the census held in 1971 and decided on a procedure that allocated 20 points to a student who had a family income of less than Rs.1000 per month, came from a scheduled caste or tribe and had studied in a non privileged school in a 4th quartile



(most backward) district. This ensured that the location of the campus did not hamper the larger goal of JNU - which was to be a national university, accessible to all. There was a sense of maturity and responsibility which also, among other things, ensured the safety of women on campus. There was no question of eve teasing in JNU in those days, casteist or communal comments or mobilisation was unheard of. Before I came to JNU, rarely did a day pass when I was not reminded, derisively and threateningly of being a muslim and being derogatively being addressed as a musalla. But the 11 years that I was here, my background did not matter. What mattered was my political position. I don't think even JNU has it now, this openness, this inclusiveness.

**Shubra: Have you been to the campus lately?**

**Sohail Hashmi:** I go there often. I have many friends and I go to attend farewell parties of friends who teach there and are now retiring and also in connection with the work of the Alumni Association and other groupings of the alumni.

**Shubra: What was the trajectory of your career after you left JNU?**

**Sohail Hashmi:** I was doing my M.Phil when Emergency was declared. As a result orders from the Home Ministry were passed to stop the scholarships of students who were politically inconvenient. We were accused of conspiring to overthrow the government and then there was a raid in JNU and I, along with fellow students, was arrested. We were released rather quickly because the entire university, the Rector, the Registrar, our Professors all came to the court to stand bail for us. Post a long trial the case was withdrawn after the new government came to power. One month after the Emergency was lifted, our scholarships were resumed. Eventually, I submitted my dissertation and was granted an M.Phil. I had begun working fulltime for the CPI(M) and had decided not continue in academics and so I just dropped out of the University. I started working with youth in slums and with shop-hands in the Old Delhi markets and with the headload workers in the Transport Industry. Meanwhile, I had married and had had two daughters and I started looking for a job. I took up my first job at the age of 41 as a scriptwriter with PTI-TV. Worked with them for 1 year and then I was offered a job as a Media Consultant with the National Literary Mission. Then I joined a private channel called Home T.V. left it within two years to Join Business India TV as Executive Editor and there was a lock-out at BiTV, so I sat home for some time then I joined kingfisher.com as content editor. The site showed no

signs of being launched so I left and floated my own media company and started making Documentary Films. Then Shubra Mudgal, who is an old friend got me in touch with Rahul Bhandare who wanted to start Leap Years, a creative activity centre for kids and was looking for someone to run it for him. I did that but not very successfully, I must confess, the centre closed down after four years. Aside from doing my writing, my heritage walks, that started at Leap Years, and occasional documentary making I continue to work on a retainership with {Rahul's} company.

**Shubra: I read an article in the Guardian which quoted you as calling yourself a Dilliwalah. I am sure you have a lot to say on the matter but tell us about the Heritage Walks you conduct. Also if can you tell us about Delhi through your eyes- especially the area around JNU.**

**Sohail Hashmi:** Working with kids at Leap Years I realised that the children had a fixed routine where they got up and caught a bus to school. They do it for 48 weeks and of the remaining 4 weeks they spent 2 at home while the remainder was spent with parents who took them to meet grandparents or to some random place. The young executive types would more or less take them to Hong Kong, Singapore or some such place. And these kids did not know anything about Delhi and its history. So I decided to do these "Discover Delhi" walks. Every second Sunday I would invite kids to come with me to some-and-so place. Whoever wanted to come, we put them in a vehicle and took them to see the place- not just historical monuments. Kids living in Vasant Kunj hadn't stepped inside Sanjay Van. So I would take them there to see slug trails- they didn't know that Slugs are not caterpillars. We showed them white-ant hills and mongoose in action. The idea was to help them identify with land, nature and their heritage.

The kids would go back and tell their parents and eventually word got out. parents began to come on my walks then they were talked about on 24X7 news and mentioned in magazines. I was shown this city by my father- who among other things was also an archaeologist. He showed us the 7 cities as they came up chronologically. Some of it stayed with me. So this, along with my own experiences came together in these Heritage Walks.

You have the first Monumental Mausoleum in Vasant Kunj, built for a son by Altamash- it looks like a small fortress with its four turrets. It came to be known as Sultan Garhi. Around this structure came up a village of Muslim Jats- which existed till

# Alumni Corner

the Partition, till they were either killed in the riots that followed or ran away. Asad Zaidi, A friend and a batchmate from JNU likes to go there and he told me about this woman who he found crying on the steps of the village. On enquiring, the woman told him how she was born there and had gone away to Pakistan with her family when she was a child and had come all the way from Pakistan to pray at the mausoleum of Peer Baba. She had had difficulty finding the place since no one knew about it. And when she did manage to find it, there was nothing left of the old settlement. Inside Sanjay Van, there is a bathing ghat built during the time of the Lodhis. Not too far away there are the ruins of the Jahanpanah Wall the fourth city of Delhi built by Mohammed Bin Tughlaq.

There is so much here. Near sector 4 in R.K. Puram, there is a massive Baoli. Munirka is actually a corruption of Muneer Khan ka Tila. Muneer Khan was buried inside Munirka and around his mausoleum, structures have come up so you cannot really see it. The little depression opposite Munirka where the mosque is, that is where his younger brother Naseer Khan is believed to be buried.

**Shubra: So part of what you do is getting over the cultural amnesia that people of Delhi- especially the younger generation have plunged into. So I am wondering about the most challenging as well as the most rewarding aspect of what you do- the walks as well as documentary film-making.**

**Sohail Hashmi:** Documentary filmmaking is increasingly becoming a thankless job. There is no funding and you are required to do a lot of running around for permissions and such. There is one set of documentaries that the government funds- but these invariably talk of what the government is doing; the objective, critical angle is missing in these. When you do manage to make a documentary, where do you show it? Apart from certain individually funded programmes and festivals, there are no avenues. When you make a film, you want to show it to people. □Someone approached me saying that if I have an interesting idea for a docu-film, they will get it approved. I wanted to work on the history of Urdu and told her so; she got it approved- in her name. So while I did the research and put together people for the film, it came out in her name. I just came back from Ladhak from making a film which the J&K

government was supposed to fund, but then the floods happened and we have had to finance the film from our own pockets, Hopefully we will be able to finish the film before a change in government and reclaim what we have spent..

The heritage walks on the other hand, are extremely satisfying. You get to talk to people about the need to separate myth from reality. For instance when you are able to show that there are no Minars in mosques built over a period of 400 years while everyone has grown up believing that Minars were built for people to climb up and call others for prayer. You are able to make them relook at the history that they have been taught The first mosque which had Minars that you could climb was built by Shahjahan. The myth has no scientific basis either because it would be very difficult for someone at that height to be heard on the ground. It is rewarding to undercut baseless myths like the idea of Islamic architecture- there is no such thing. There are no specific elements, not even the dome which has Roman origins. These myths were created during the British era. It is rewarding to point out the Star of David or the Kalash on mosques. How are they there? Because they were carved by artisans who valued these things. These are no conspiracies, neither were these structures built in ancient times, as some would have us believe.

**Shubra: So through architecture you try to show that reality is a matrix of histories...**

**Sohail Hashmi:** Which is what is most satisfying- when you can explore the possibility of looking at things from a perspective.

**Shubra: With the kind of work you do, in trying to reach out to the younger generation, is there a message you would like to give to the student community in general and that of JNU in particular?**

**Sohail Hashmi:** Two things that Prof. Raza dinned into our heads were that the domain of the known is always less than the domain of the unknown. Secondly, doubt everything. The latter has gone out of public domain and we need it now more than ever. So if one could give a message, it would be, to not believe something just because someone older and apparently more knowledgeable is telling you to- unless you can convince yourself intellectually.

JNU News welcomes contribution about Alumni Achievements/Awards. Please write to [pro@mail.jnu.ac.in](mailto:pro@mail.jnu.ac.in), [pro@jnu.ac.in](mailto:pro@jnu.ac.in) or [poonamskudaisya@gmail.com](mailto:poonamskudaisya@gmail.com)

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# Photo Gallery



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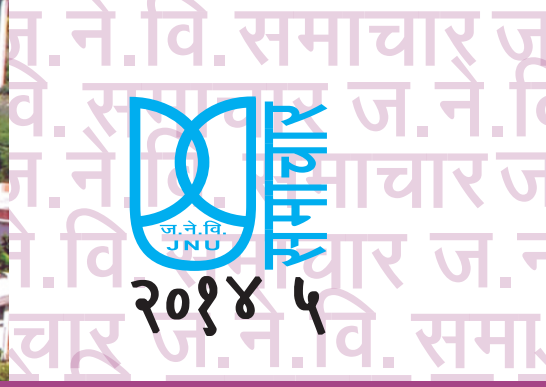


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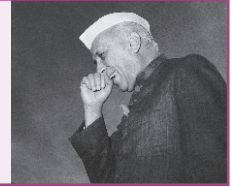
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1. Swachh Bharat Abhiyan in JNU Campus to achieve the target of completely clean India. Photo shows: Dr. R.C. Gaur, University Librarian along with other officials of JNU Library.
2. "पढ़ाई के साथ सफाई" स्वच्छ भारत अभियान, केन्द्रीय पुस्तकालय, जनेवि द्वारा 1 अक्टूबर 2014 को आयोजित किया गया जिसमें प्रो. सुधीर कुमार सोपोरी, कुलपति, ने सफाई कर्मचारियों को पुरस्कार प्रदान किये। फोटो में: प्रो. सुधीर कुमार सोपोरी, कुलपति; डॉ. रमेश चंद गौड़, पुस्तकालयाध्यक्ष एवं अन्य कर्मचारी।
3. Jawaharlal Nehru University organized 'Swachh Bharat Mission', on 2 October, 2014 to achieve a completely clean India by 2 October, 2019 to mark the 150 birth anniversary of Mahatma Gandhi, the father of the Nation. Photo shows: Prof. Prasenjit Sen, Rector; Prof. Sudha Pai, Rector; Prof. S.K. Sopory, Vice-Chancellor; and other officials.
4. An event was organized by the office of the Alumni Affairs on October 9th, 2014. Shri Venu Rajamony, Press Secretary, President of India, Rashtrapati Bhawan, delivered a Lecture on "Ganga Dhaba to Beijing, D. C., Geneva and Dubai. Photo shows: Prof. Sudha Pai, Rector; Shri Venu Rajamony, Press Secretary, President of India, Rashtrapati Bhawan; and Prof. S.K. Sopory, Vice-Chancellor.
5. H.E. Mr. Miloslav STASEK, Ambassador of the Czech Republic to India, visited JNU with a delegation on 28 October, 2014. Photo shows: H.E. Mr. Miloslav STASEK, Ambassador of the Czech Republic to India with other members of the delegation.
6. Alumni Affairs Programme for release of film "JNU: The dream and the vision" by Smt Nirmala Sitharaman, Honourable Minister of Commerce & Industry on 14 October, 2014. Photo Shows: Prof. Neera Bhalla Sarin, Chief Advisor, Alumni Affairs; Prof. Sudha Pai, Rector; Smt Nirmala Sitharaman, Honourable Minister of Commerce & Industry; Prof. S.K. Sopory, Vice Chancellor; and Prof. Prasenjit Sen, Rector.



विश्वविद्यालय की विशेषताएँ होती हैं; मानववाद, सहिष्णुता, तर्कशीलता, विचार का साहस और सत्य की खोज। विश्वविद्यालय का काम है उच्चतर आदर्शों की ओर मनुष्य जाति की सतत यात्रा को संभव करना। राष्ट्र और जनता का हित तभी हो सकता है जब विश्वविद्यालय ठीक से अपने दायित्वों का निर्वाह करें।

—जवाहरलाल नेहरू



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7. Jawaharlal Nehru University organized Second Parthasarthi Memorial Lecture on “Jawaharlal Nehru's Worldview and Foreign Policy” by Shri Chinmaya R. Gharekhan, President, Indira Gandhi National Centre for the Arts on 10 October, 2014. Photo shows: Shri Chinmaya R. Gharekhan, President, Indira Gandhi National Centre for the Arts; Prof. Ashok Parthasarthi; Prof. Sudha Pai, Rector; Prof. S.K. Sopory, Vice Chancellor; and Prof. Prasenjit Sen, Rector.
8. हिंदी एकक की ओर से कुलपति प्रो. सुधीर कुमार सोपोरी की अध्यक्षता में हिंदी दिवस समारोह आयोजित किया गया। जिसमें श्री लीलाधर मंडलोई, निदेशक, भारतीय ज्ञानपीठ, समारोह के मुख्य अतिथि थे। फोटो में: श्री लीलाधर मंडलोई, निदेशक, भारतीय ज्ञानपीठ; प्रो. सुधीर कुमार सोपोरी, कुलपति; डॉ. संदीप चटर्जी, कुलसचिव।
9. A delegation from Curtin University, Australia, visited JNU to establish cooperation between JNU and Curtin University, Australia on 24 September, 2014. Photo shows: Prof. Prasenjit Sen, Rector; Prof. Varun Sahni, Chief Advisor, International Collaboration; and Dr. Shubhamitra Das, Assistant Professor, Centre for Indo-Pacific Studies, SIS, with other delegation.
10. Centre of Indian Languages, School of Language, Literature & Culture Studies, organized a Seminar on International Translation Day on 30 September, 2014. Photo shows: Prof. Harish Trivedi, Delhi University; Prof. Awadhesh Kumar Singh, IGNOU; Prof. Aslam Islahi, Dean, SLL&CS; and Prof. Ram Bux Jat, CIL/SLL&CS.



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