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*Investing in Future generation
Of Memon Community*





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MISSION OF WMO

The Mission of WMO is to act as the central Memon organisation representing the Memon Community throughout the world and to promote the advancement, upliftment, unity, welfare and well-being of Memons in the world, in all aspects of life and at all times in accordance with and under the guidance of Islamic principles.

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Investing in Future Generation of Memon Community

Memon Community has a glorious past but honestly speaking a very unstable and confusing Present. But the hopeful side of the picture is that we have our Future in our hands. It is in our hands now that we make it magnificent and bright by investing in our Future generations or ignore this very important aspect of illuminating our future.

We all know about the dynamic changes that are occurring around the globe. As a Community, we need to plan very wisely for our Future Generations.

Confucius said,

If your plan is for one year plant RICE,
If your plan is for 10 years plant TREES,
but
If your plan is for 100 years,
EDUCATE YOUR CHILDREN

In this issue of Memon Alam, we have tried to share some very important theories of Parenting. We have tried to focus the importance of Language, Culture, Identity and other psychological issues of Children. Although early childhood is the best age to train the children but these articles will assist parents and educators.

We, as a community need to realize the importance of early education and parenting. It is a fact that parenting is a very unique task, no one can teach this, but on the other hand, it is a very huge responsibility.

As a part of Memon Community, we cherish an ethical value system, our language, our culture, traditions, cuisine, also need to be transferred to our future generations. Memon Community is known as true believers of Islam, we need to strengthen the religious values of our future generations.

At WMO, our aim is to unite, uphold and uplift the Memon community, fighting against the ills of poverty and ignorance.

WMO Education for All, and Higher Educational Scholarships, Rehabilitation, Census, MITI, Micro Finance & Rozgar Scheme and all other activities have the aim to serve the community to the heights of excellence.

We, hope that all our endeavors will bear fruits, but still we need more support from the community. Let us join hands, together to make our future bright like stars twinkle in the night and sun brightens the day. May Allah SWT, bless His mighty Blessings upon us.

Pir Muhammad A. Kaliya
Chief Editor



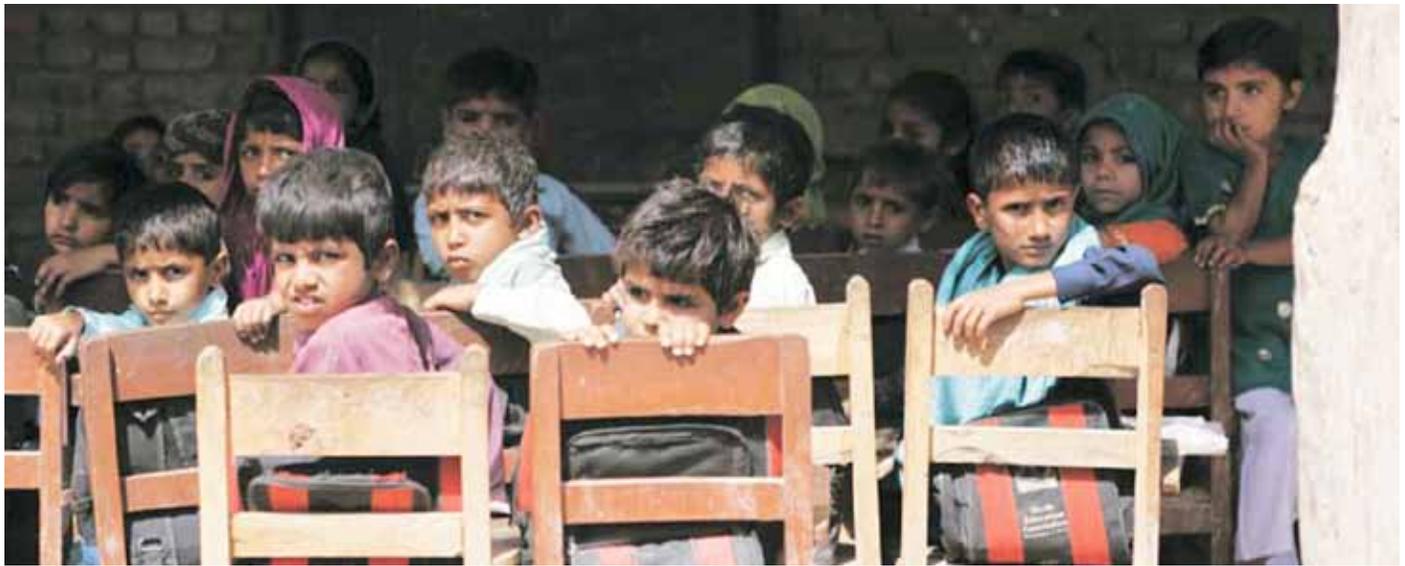
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Early Childhood Development Stages



Age Range	What they do	Age Range
Birth to 3 months	At this age, children begin to smile, track people and objects with eyes, prefer faces and bright colours, reach, discover hands and feet, lift head and turn toward sound, and cry, but are often soothed when held.	Protection from physical danger, adequate nutrition, adequate health care, (immunization, oral rehydration therapy, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive, sensitive parenting.
4 to 6 months	At this age, children smile often, prefer parents and older siblings, repeat actions with interesting results, listen intently, respond when spoken to, laugh, gurgle, imitate sounds, explore hands and feet, put objects in mouth, sit when propped, roll over, scoot, bounce, grasp objects without using thumb.	Protection from physical danger, adequate nutrition, adequate health care, (immunization, oral rehydration therapy, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive, sensitive parenting.
7 to 12 months	At this age, children remember simple events, identify themselves, body parts, familiar voices, understand own name, other common words, say first meaningful words, explore, bang, shake objects, find hidden objects, put objects in containers, sit alone, creep, pull themselves up to stand, walk, may seem shy or upset with strangers.	Protection from physical danger, adequate nutrition, adequate health care, (immunization, oral rehydration therapy, hygiene), motor and sensory stimulation, appropriate language stimulation, responsive, sensitive parenting.
1 to 2 years	At this age, children imitate adult actions, speak and understand words and ideas, enjoy stories and experimenting with objects, walk steadily, climb stairs, run, assert independence, but prefer familiar people, recognize ownership of objects, develop friendships, solve problems, show pride in accomplishments, like to help with tasks, begin pretend play.	In addition to needs from previous years, children at this age require support in the following: acquiring motor, language, and thinking skills, developing independence, learning self-control, opportunities for play and exploration, play with other children. Health care must also include deworming.

Age Range	What they do	Age Range
2 to 3 1/2 years	At this age, children enjoy learning new skills, learn language rapidly, are always on the go, gain control of hands and fingers, are easily frustrated, act more independent, but still dependent, act out familiar scenes.	In addition to needs from previous years, children at this age require opportunities to do the following: make choices, engage in dramatic play, read increasingly complex books, sing favorite songs, work simple puzzles.
3 1/2 to 5 years	At this age, children have a longer attention span, act silly & boisterous, may use shocking language, talk a lot, ask many questions, want real adult things, keep art projects, test physical skills and courage with caution, reveal feeling in dramatic play, like to play with friends, do not like to lose, share and take turns sometimes.	In addition to needs from previous years, children at this age require opportunities to do the following: develop fine motor skills, continue expanding language skills by talking, reading, and singing, learn cooperation by helping and sharing, experiment with pre-writing and pre-reading skills.
5 to 8 years	At this age, children grow curious about people and how the world works, show an increasing interest in numbers, letters, reading and writing, become more and more interested in final products, gain more confidence in physical skills, use words to express feeling and to cope, like grown-up activities, become more outgoing, play cooperatively.	In addition to needs from previous years, children at this age require opportunities to do the following: develop numeracy and reading skills, engage in problem-solving, practice teamwork, develop sense of personal competency, practice questioning and observing, acquire basic life skills, attend basic education.



Looking at Children Holistically – Factors Affecting Child Development

Looking at children from a holistic approach, requires the early years professional to take into account a wide variety of different factors, which all have an impact upon their growth and development. Key factors affecting child development, include the following:

- income
- family – nuclear, extended, lone-parent
- parental education
- access to health care, education, health promotion
- social interaction – other relationships
- immunization status
- housing
- child-rearing style, emotional tone

Source: [http:// go.worldbank.org](http://go.worldbank.org)

PARENTS CORNER

A Parent's Alphabet for BUILDING SELF-ESTEEM

Extracted from: www.ops.org/reading

A

is for **ACCEPTANCE** of your child as s/he is, good or bad, successful or unsuccessful, an "A" or "C" student. An individual's worth is in being a person and cannot be measured by what he/she can or cannot do. e mine."

B

is for **BUILDING** on your child's strengths. It is okay if your child changes his mind and starts over with something new, but by pointing out your child's traits that are most appreciated and by observing your child's real skills, positive feelings can be built.

C

is for sincere **COMPLIMENTS** which provide positive feedback, recognizing your child's strengths and demonstrating love and acceptance, for these will help your child to build the ability to assess his/her own strengths and weaknesses.

D

is for **DECISIONS** -- Considering your child's age and level of maturity, practice in making decisions helps your child learn good judgment.

E

is for your **EXPECTATIONS** which must be reasonable so that your child can achieve success.

F

is for **FORGIVING** mistakes, especially your own. Let your child see that you too make mistakes and can learn from them.

G

is for **GOALS**. Help your child to set goals, advising him/her on how to meet them, and rewarding and praising him for doing so.

H

is for **HOME**, where warmth and empathy foster positive feelings of personal worth and self-acceptance; and for Humor, which helps to keep things in perspective.

I

is for your child's **INTERESTS** and activities. Show him/her that what s/he does is important to you by attending games, school programs, recitals and ceremonies.

J

is for meaningful, **"DO-ABLE" JOBS** for which your child is accountable. Praise him/her when he carries them out, for this makes your child feel useful and valued.

K	is for KEEPING YOUR WORD . Make sure your child can trust you to follow through.
L	is for treating your child LOVINGLY , with respect and courtesy, for in this way your child learns that s/he is important and worthwhile.
M	is for providing a role MODEL . Let your child know that you feel good about yourself.
N	is for NURTURING your child's trust. It begins with parents, widens to playmates, and later extends to friends at school. As these stages are established in childhood, s/he will then begin to transfer the same feeling toward himself.
O	is for OTHER PEOPLE with different backgrounds and norms. Help your child to develop tolerance and to look for strengths in others.
P	is for PRAISE , which should be frequent and sincere.
Q	is for QUESTIONS , which along with your child's ideas, emotions and feelings should be taken seriously.
R	is for the family RULES and well defined limits that are fairly and consistently enforced. The purpose of discipline, in addition to giving your child a sense of security should be to teach your child to make good decisions.
S	is for STROKING AND COMPLIMENTING your child, for example: "You're neat. I'm glad you're mine."
T	is for TIME spent working and playing together as a family. Sharing fun and learning activities makes your child feel accepted within your family.
U	is for USING PHRASES to build self-esteem, such as: "Thank you for helping," or "That was an excellent choice." Avoid messages that hurt self-esteem, for example: "I can't trust you with your bike, how will I trust you with the car?"
V	is for teaching your child VALUES : honesty, integrity, love of fellow man and religious beliefs.
W	is for the WISDOM you show in giving your child the gift of self-esteem, a foundation on which to build the rest of his/her life.
X	is for the EXTRA LOVE that you demonstrate with a touch, a kiss or a hug.
Y	is for YOUNG , because your child will only be young for a few short years.
Z	is for the End of the alphabet, but it is also for the beginning of better communication with your child, and the nurturing of self-esteem, the key to success in school and in life.

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Memon Community And Preservation Of Identity

By: **Abdur Razzaq Thaplawa**

The Memon community is always admired and respected for their distinct traits, business acumen, enterprising spirit, philanthropic activities, honesty, dexterity and good mannerism. It has a unique system of Jamats for the welfare of community and for preserving social relationship between the members of the Jamats. As long as the community was confined to a certain part of pre-partition India, there was no problem of its identity. With partition of India a large part of community migrated to Pakistan where it is no longer confined to small geographical areas as in pre-partitioned India but have taken up residence in large cosmopolitan cities like Karachi and Hyderabad. In India the remaining members of the community however still live in their ancestral villages & towns in Katch and Kathiawar.

With the increased communication facilities the world has shrunk to the status of a global village. Being part of this global village, the community has also crossed national boundaries and now we can see members of our community in almost every part of world. A large number of them can be found in Middle East, Africa, U.K. and United State of America. It has now become an international community. In their new countries of residence, they have been successful in maintaining their identity as a group and have formed Jamats, Societies and Associations to provide an opportunity to members of the community for interaction and take collective care of their problems in their new homelands.

The new homelands of the members of the community are distant from their ancestral birth places. In new homelands, they have the opportunities and compulsions of intermingling with other communities, gradually distancing them from their ancestral traits and qualities. This state of affairs raises an important question. Will the community be able to maintain its distinct identity in years to come ? With passage of time, fifty years or hundred years after today, the present generation will be replaced by new generations which will have little connection with their past. What will be the factors to bind the new generation into the four hundred year old well knit community ?

To answer this question, we have to first answer the question as to what is a community after all ? How do we describe it in terms of the present day science of SOCIOLOGY ? A student of sociology will describe a community like that of ours as an ethnic group. According to a sociologist, “at a very simple level ethnicity can be thought of as a sense of group identity derived from real or perceived common bonds such as language, race or religion”.

PRESENTLY, WE MAY NOT BE FACING A CRISIS OF IDENTITY BUT THINK OF NEXT FIFTY OR HUNDRED YEARS. IN YEARS TO COME, WE MAY LOOSE OUR IDENTITY AS A SEPARATE GROUP UNLESS WE DO SOMETHING TO DEVELOP “MEMONI” – THE ONLY BINDING FORCE BETWEEN US INTO A FULL FLEDGED LANGUAGE.

“We might view ethnicity as an involuntary state in which members share common socialization practices or culture. There is a conceptual difference between ethnic groups and associations like clubs and societies membership of which is not involuntary and does not depend upon common socialization pattern. Ethnic group membership is not a matter of choice but rather an accident of birth. An ethnic group consists of people who conceive of themselves as being of a kind united by emotional bonds although they may also share a common heritage” – writes another sociologist.

“Ethnicity refers to an involuntary group of people who share the same culture or descendants of such people who identify them and/or identified by others belonging to the same involuntary group.”

It is obvious from the above definitions quoted from well-known sociologists that we can describe our community as an ethnic

group in terms of the science of sociology. These definitions have described some essential objective characteristics for the existence of an ethnic group and they

include: -

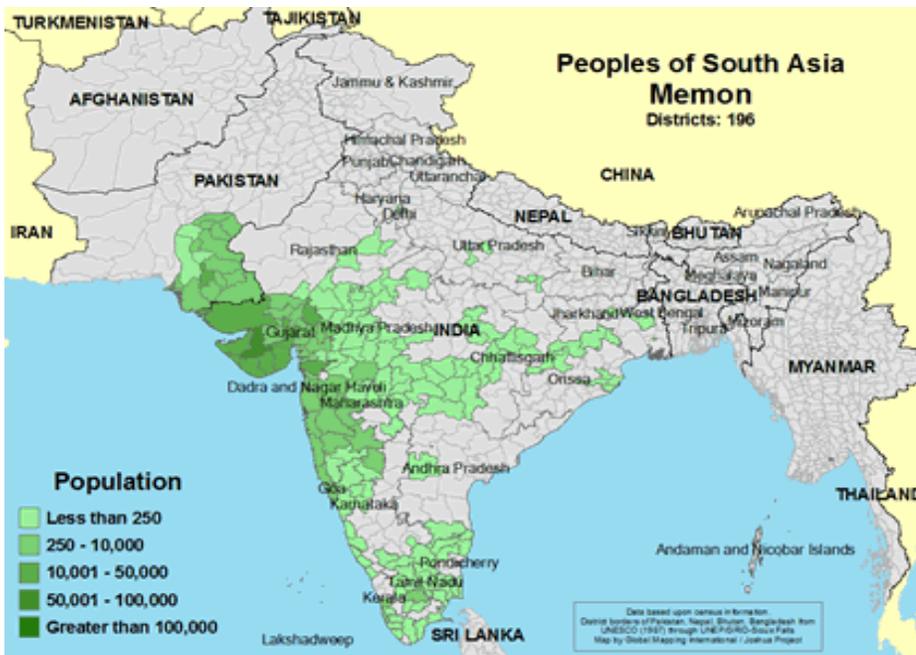
1. Language
2. Race – colour – physical features
3. Religion
4. Geographical location
5. Ancestors

One of these objective characteristics is essential for continued existence and identification of an ethnic group. The religion, a geographical location and common ancestors may be the characteristics responsible for initial growth of our community but as we have seen in the beginning of this article, they are no longer valid as binding force for the community which is now spread over the entire global village. We do have a common religion but that is part of a greater Muslim Ummah and we cannot claim a separate identity by virtue of our belonging to Sunni school of thought. We can not claim ourselves as belonging to a particular race. The colour & physical features of the members of our community are also not identical.

In present times, the only common binding force and the factor of our identity as a separate ethnic group is our language. You can recognize a member of our community or establish a connection with another member of community through speaking in Memoni. Here again it appears desirable to quote from various writings of well-known sociologists.

A well-known sociologist says that if we have to consider the relationship of language and identity, we should clarify our concept of language itself. The distinction between language in its ordinarily understood sense – as a tool of communication – and language as an identity of groupness, as a symbol, a rallying point is very clear. Language can be important in ethnic and nationalist sentiments because of its powerful and visible symbolism.

“For any speech community in which the language of use is also the ancestral language, the intangible symbolic relevance is tied up with the identity of the ethnic



group” – says another sociologist. He continues and says that

“language can be an extremely important feature of identity”. Many sociologists have considered language as an essential pillar for maintaining group identity. Even when language has receded to a purely symbolic role, it can still have an important part in group identity.

We have seen the importance of language in maintaining & preserving the identity of an ethnic group. If we wish to maintain the present distinct identity of our community, we shall have to make conscious efforts to encourage the members of our community to speak Memoni within their respective homes and outside as well when communicating with members of our own community.

“Memoni” is not a language in its real sense. It is only a “Boli” without any script of its own. Before partition of the sub-continent, the community was using Gujrati as a mean of internal written communication. This was being done unconsciously and under the influence of prevailing atmosphere including the then province of our domicile. The level of education within the community was very low and in most cases education upto primary or secondary level with Gujrati as a Medium of Instructions was considered enough. No wonder then that Gujrati became the language of our written communication.

With migration of the majority of community to Pakistan, the situation has changed. In Pakistan Urdu is not only the National language of the country but also lingua franca of the entire population. The level of education within the community has also improved tremendously. The Medium of Instructions is mostly Urdu and

in some cases English. There are hardly any Gujrati medium schools in Pakistan and therefore our young generation can neither read nor write in Gujrati. This is not all. In most of our families, specially the educated families, Urdu has been adopted as mean of oral communication within their homes as well. A number of our young men and women cannot speak Memoni with fluency. The same should be true for some families in India and most families who have settled outside India and Pakistan. To attract the new generation towards Memoni, we have to cultivate the habit of speaking Memoni at homes.

But this is not enough. We have to build interest of new generation into Memoni. They should feel proud that they have a language of their own and this feeling of pride can only arise if they know Memoni as full fledged language and not a Boli.

To preserve our identity as a distinct community, we should explore the possibilities of converting this “Memoni Boli” into a “Memoni Language”. We all know that use of Punjabi and Pushtoo as written language is a matter of not very distant past. In Pakistan, Punjabi is written in Urdu script and India it is written in Devanagri script. The Saraiki and Hindko speaking people in Pakistan have started to make efforts to preserve their identity by turning their dialect/Boli into written languages only recently. If it is so why cannot we do the same ? By making this proposal I am not trying to encourage any linguistic prejudice. I honestly feel that this will be an effort towards national integration of our community within Pakistan. The “Memoni” is a language of Sindh where majority of our members now reside. It is only a different dialect of Sindhi. If any one

will try to study and compare Sindhi, Punjabi and Saraiki with Memoni he will be amazed to find the amount of common words and phrases between Memoni, Sindhi, Punjabi and Saraiki. A written Memoni will help the community’s integration with the people of Pakistan.

At present Gujrati language is used by us in Pakistan for transmission of news and views about the community and we have one morning and one evening Gujrati newspaper. Their readership mainly consists of people of the generation which was born in pre-partition days or who learnt Gujrati in early days of Pakistan. Some of our brothers are making efforts to preserve and promote use of Gujrati in Pakistan. This is commendable because Gujrati is part of our culture. Unfortunately, the future of Gujrati in Pakistan is limited – two or maximum three decades. This is a fact of life and we must recognize it without being sentimental. One of the daily newspapers has already started two pages of news in Urdu. Many of our community journals are published in Gujrati, Urdu & English. Many Jamats in India have started publishing their news letters and journals in Hindi.

In the present circumstances, the adoption of Gujrati script for Memoni language is out of question. The Bohri community speaks Gujrati within their homes but they have started using Urdu script for religious announcements and notices in their Jamat Khanas. The “Memoni” is as a matter of fact, a different dialect of Sindhi and therefore it can be argued that we should use Sindhi script for Memoni as well. This also does not appear to be feasible. Even our younger generation in Pakistan is not familiar with Sindhi script. On the other hand every young man within the community has developed the ability to read and write in Urdu & English in Pakistan. The Urdu script (Nashlaliq), the script of Pakistani national language could therefore be a choice for us.

The idea about conversion of Memoni “Boli” into a written “language” was floated by this writer in a community function in 1998. The most practical response to the suggestion was from Mr. Iqbal Motlani who started writing Memoni column in Urdu script in an Urdu daily of Karachi. Mr. Iqbal Motlani subsequently created history by compiling a collection of these columns and his memories in the form of a 250 pages book. The book was published by Ko-ordination group headed by Mr. Hanif Kalia. The first book in Memoni Language and Urdu script was launched in September 2000.

Originally I had suggested adoption of Urdu script for writing Memoni. The Urdu

script has been successfully adopted by Mr. Iqbal Motlani and it is there for all of us to see.

Eversince, I have been thinking over the matter of the script most suitable for the community. Our community is now located not only in Pakistan and India but also in Africa, Middle East, U.K., U.S.A. and Canada. Why can't we think about adoption of Roman script for Memoni instead of Urdu script? Is it not a fact that the whole of Europe is using Roman script with minor variation for their respective languages? Turkey did it in only in the recent past. Indonesia and Malaysia have also adopted Roman script for their languages. If we adopt Roman script for Memoni, it will be equally readable by Memons living anywhere in the world whether Pakistan, India or even in Europe, USA or Canada. I am not jumping from one proposal to another. What we are trying to do is to create a language. It is a long, arduous and evaluating process. We cannot afford to block our mind to one particular idea. We have to think over it with an open mind and start going into a direction, which is most suited to us.

In this age of computer, the Roman Script is easy and convenient for writing and communicating. You can easily type it on any ordinary typewriter or computer. You can even send an e-mail in Memoni to your relatives, friends and business associates. One hears a lot about the computerization of Urdu's "Nastaliq" script. However it still takes a great deal of time to type Urdu. Computerized Urdu composing requires a formidable keyboard with too many letters. Vowels constitute another ordeal for the typist or computer operator who finds Urdu five times slower than English. For using Roman Script to write Memoni, we may form some simple rules assigning specific phonetic sounds to alphabets which have more than one phonetic sound. Some suggestions are included in this booklet.

Unfortunately, the idea of converting "Memoni" into a written language has apparently not appealed to the leaders and dignitaries of our community. Perhaps they do not think the way I do. During general discussions, some of my friends have even questioned the need of maintaining a separate identity of the community. They are of the view that we should forget about separate identity and integrate ourselves with the main stream. They are also of the opinion that we should adopt our respective national languages as our language. Keeping aside the question of advisability of such integration, my question is that whether such an integration is possible in this society of ethnic divide? The whole society is divided into nationalities and sub-

divided into Biradries & tribes. In Pakistan, for example, the so-called nationalities like Pathans, Baloches and Sindhis are divided into scores of tribes. The Punjabees & Urdu speaking people are also divided into several biraderies. Where will we fit in?

It is essential that we maintain our identity and rather strengthen it. For this purpose, we must keep emphasizing the need of developing "Memoni" into a language. At the book launching ceremony of Mr. Iqbal Motlani's "Panji Boli Main", this writer had quoted an extract from a report of a seminar on "Language loss and Public Policy" held at University of Mexico recently. The same is being reproduced below:

Language is one of the corner stones of any culture. It cements the unique identity of a group and expresses the particular concerns and needs of that group. For Indigenous peoples the threat to their cultures presented by the intrusion of outside influences may be a major contributing factor to their loss of identity. Loss of language undermines social structures and aids the disappearance of group culture, especially where this is dependent on an oral history and tradition.

Since the community does not have one central policy making body, the individuals and community organizations that are convinced of the need of a written language for the community can start their efforts in their individual capacity. The best alternative is the adoption of this idea by one or more of our central organizations like the newly established World Memon Organization (WMO). All Pakistan Memon Federation and the All India Memon Jamats Federation as a project for new Millennium.

What do we need to do to achieve our objective ?

1. We should realize that with the passage of time, we shall face a crisis of identity.

2. Language is the only source of identification of members of our community and we should work to preserve and convert "Memoni" into a full fledged language.

3. We should encourage the oral & written communication in Memoni in all inter-person contacts between the members of community.

4. If possible, we should start publishing a weekly or monthly journal in "Memoni" and ensure its wider circulation. If this is not possible the existing journals and magazines of various community organizations should reserve some pages for articles and news in Memoni in Roman Script.

5. All Jamats and associations of the community should start issuing circulars and notices of meetings etc in Memoni in Roman Script.

It is not an easy task. Development of a language takes

time but with determined and coordinated efforts, it can be done. It is possible that many of us may not see the development of Memoni into a full fledged language in their life time but they should contribute whatever they can, for this noble cause.

Let us conclude by repeating that we are known as a reputable community of businessman and philanthropist for last three hundred years. But how long will we be able to maintain this distinct identity? With partition of India we no longer live in Kathiawar or Katch. The community is now spread all over the world. The geographical location has not remained a factor of our identification as a separate community. The only common factor to bind the members of our community into a distinct ethnic group is our language.

www.memonworld.net



RULES FOR WRITING MEMANI

In our day to day conversation in Memani, we often use some proverbs. Most of these proverbs are of Gujrati origin. In Pakistan, many proverbs of Urdu origin are also used.

An attempt has been made in these pages to write some popular Memoni proverbs in Roman script mainly for the benefit of our brothers and sisters living abroad. The following methodology has been adopted.

Memani Proverb is written in Roman Script preceded by the alphabet ORG meaning original.

English translation of important words used in the proverb follows the Memani proverb. This does not only give word by word English equivalent of Memani word but also shows that the construction of a sentence in English language is different from that of a sentence composed in Memani. It is preceded by alphabets WDS denoting a substitute for "word".

It is followed by a translation of the proverb in English denoted by Alphabets TRN meaning translation attempt has been made to make a literal translation.

It is followed by an explanation which has been denoted by the words EXP. At some places 'Equivalent English' proverb has been added.

It is now for the readers – especially those living overseas to tell us, if this attempt has been successful or not and will it help them in improving their understanding of Memni? We all know that the alphabets of the English language phonetic sounds when used in different words. The following are the examples of different phonetic sounds of some of the alphabets:

A	Fat Advice Father Fear	I	Bid Private Import Bird	U	Mute Run Put Appear
E	Me Bed Elect	O	Open Money Mouse	C	Cat Center
G	Game Ginning	N	Nine King	S	Ship Station

To cover these different phonetic sound, we have to adopt specific sound for these alphabets to write Memni in Roman script. We have developed some simple roles for this purpose.

A	Will be used for its sound in FATHER or for Its sound in Appear, fear etc but we will use 'E' for its sound in FAT, MAP etc. For its sound in ARMY, we will use 'AA'
E	Will be used for its sound in 'BED' and not for its sound in 'ME'. For sound in "ME" we will use double E i.e. MEE.
U	Will be used for its sound in "BUT" and not "PUT" for its sound in PUT, we will use "OO".
C	Will be used for its sound in "Circle" or "City" and not "Cat". For sound of C in CAT we will use 'K'.
G	Will be used for its sound in "Game" and not for sound in "Ginning". For sound of 'G' in GINNING we will use 'J'.
I	Will be for its sound in INK, TIMBER etc but not for its sound in KITE, TIME etc. For this sound, we will use 'Y'.
N	Will be used for its sound in NAME, MANAGER etc. For NASAL sound of 'N' within a word (NOON GUNNA IN URDU), we will use capital 'N' e.g. INK, huNger froNT etc.
S	Will be used for its sound in "Ship" and not for its sound in "Station".
Y	Will be used for its sound in TYRE and TYCOON etc as well as for its sound in YOUNG, YES etc when used in the beginning of a word. For its sound in MYSTRY, SYMPATHY etc, we will use 'I'.

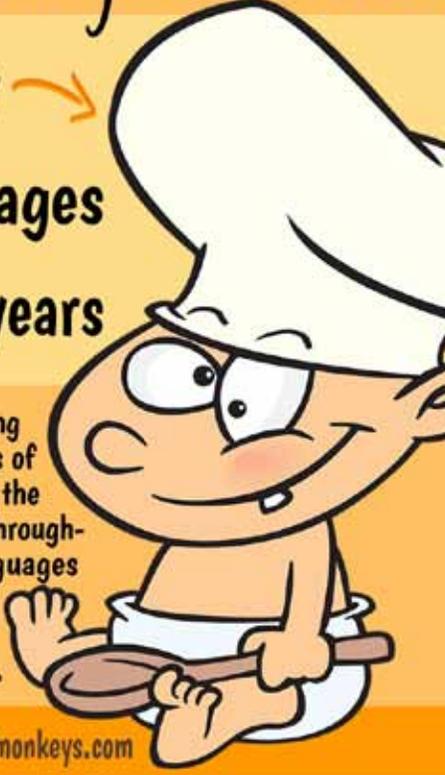
Mother Tongue: The Language of Heart and Mind

Today we are all witnessing an aspect of globalization which is the increasing movement of people from one country to another for different purposes, such as education, desire for a better life, the need for employment, escape from conflicts between groups including oppression of one group by another, or natural disasters. Whatever the reason, while such phenomenon may have a lot of benefits, living in another country affects one's mother tongue. In my article I want to discuss why parents and educators should support children learning and retaining their native language. As a parent living far from my native country I have often experienced the fear that my children would not learn their mother language well. As an English as a Second Language (ESL) teacher I have strongly encouraged my ESL students to develop literacy in their mother tongue and to take pride in their culture and the country they originated in.

Every language spoken in the world represents a special culture, melody, color, and asset and to everyone the mother language is certainly one of the most precious treasures in our lives. It's a duty and responsibility to preserve it and pass it down from generation to generation. Whether we are urged by necessity or because of other reasons, learning another language brings a lot of advantages in our life. A new language opens a new window in our world view and makes us more aware, open-minded, and respectful to other cultures, lifestyles, customs and beliefs. Moreover, knowing another language has been proven to contribute to helping us understand our mother tongue better. However, much research indicates that most children eventually learn a second, or even more, languages to a native-like fluency level, what immigrant families are not often aware of is that many of their children are at risk of losing their mother tongue.

Mother language for emotional and mental growth

Mother language has a very powerful impact in the formation of the individual. Our first language, the beautiful sounds of which one hears and gets familiar with before being born while in the womb, has such an important role in shaping our thoughts and emotions. A child's psychological and personality development will depend upon what has been conveyed through the mother tongue. With this in mind, as psychologists say, it matters tremendously that language expressions and vocabulary are chosen with care when we talk to children. A child's first comprehension of the world around him, the learning of concepts and skills, and his perception of existence, starts with the language that is first taught to him, his mother tongue. In the same manner, a child expresses his first feelings, his happiness, fears, and his first words through his mother tongue. Mother language has such an important role in framing our thinking, emotions and spiritual world, because the most important stage of our life, childhood, is spent in its imprints. A strong bond between a child and his parents (especially mother) is established by virtue of love, compassion, body language, and also through the most important one, which is the verbal language. When a person speaks their mother tongue, a direct connection establishes between heart, brain and tongue. Our personality, character, modesty, shyness, defects, our skills, and all other hidden characteristics become truly revealed through the mother tongue because the sound of the mother tongue in the ear and its meaning in the heart give us trust and confidence. "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart," says Nelson Mandela. I came across an interesting article in support of the above. A study was carried out on fifteen Italian interpreters who were working for the European Union and translating in English and Italian. The interpreters were all extremely fluent in English. The study revealed surprising differences in brain activity when the subjects were shown words in their native language versus in other languages they spoke. About 170 milliseconds after a word was shown, the researchers recorded a peak in electrical



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- 3 Stir well for years

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activity in the left side of the brain, in an area that recognizes letters as part of words before their meaning is interpreted. These brain waves had much higher amplitude when the word was in Italian, the language the interpreters had learned before age five. "The findings show how differently the brain absorbs and recalls languages learned in early childhood and later in life," said Alice Mado Proverbio, a professor of cognitive electrophysiology at the Milano-Bicocca University in Milan. Proverbio attributed the differences to the fact that the brain absorbs the mother tongue at a time when it is also storing early visual, acoustic, emotional and other nonlinguistic knowledge. This means that the native language triggers a series of associations within the brain that show up as increased electrical activity. "Our mother tongue is the language we use to think, dream and feel emotion," Proverbio said.

Mother tongue is an indicator of cultural identity

A child connects to his parents, family, relatives, culture, history, identity and religion through his mother tongue. Native language links the child with the culture of the society the child comes from and shapes his identity. A lot of children from immigrant families, who don't know their native language well, are at a crossroads of identity crisis. When a child doesn't know his language well we cannot say that he will be nurtured with his culture properly for the fact that the relationship between language and culture is deeply rooted. Mother tongue is one of the most powerful tools used to preserve and convey culture and cultural ties. Children who are unaware of their culture, their language, and their history will lose confidence in themselves, the family, society and the nation to which they belong and will have no other option than seeking an alternate identity. A child will identify himself with the language and culture he knows best. For this reason, the attitudes and beliefs of immigrant parents are so important in this aspect. If they want to prevent this from happening they should find ways to help their children maintain and improve their mother language without neglecting to give affirmative messages and keeping positive attitudes about other cultures. We must not also forget that we live in a multicultural society and we should teach our children to learn about other cultures and respect them as well.

Mother tongue provides the basis for learning another language

Jim Cummins also underscores the importance of preserving mother tongue: "Children who come to school with a strong foundation in their mother tongue develop stronger literacy abilities in the language

used at school. When parents or caregivers are able to spend time with their children and tell stories or discuss issues with them in a way that develops their mother tongue vocabulary and concepts, children come to school well prepared to learn the language of their immigrant country and succeed educationally."

The ability to converse in a language is developed through the mother tongue. The child will get familiarized with the nuances of a language, how to learn it and use it, and this will enable him or her to learn other languages as well. A strong foundation in their first language will contribute to learning another language and help them develop stronger literacy skills in the school language, because children's literacy knowledge and abilities transfer across languages from mother tongue to the language the child is learning at school. When children continue to develop their abilities in two or more languages throughout their primary school years they gain a deeper understanding of language and gradually acquire knowledge about how it can be manipulated and applied in different ways. They explore the similarities and differences between languages. Unfortunately, for many bilingual children who have little mother tongue support at home, once they start school their mother tongue is gradually replaced by the majority or dominantly used language, especially in the early school years. Some parents and educators believe that in order for children to learn a second language quickly and succeed at school children should use the majority language not only at school, but even at home. In fact the opposite is true. Children can learn two or more languages at the same time. We know children who learn to speak fluently two or three languages in some countries where more than one language are spoken. Researches show that children from immigrant families learn the social majority language in the early years at school very quickly, although it takes longer to learn academic language, and can lose their ability to use their mother tongues easily. They can lose it even in the home context if the mother language is not used constantly at home or among peers of the same community. They may retain comprehension, but will use the majority language with siblings, friends, and parents. Unfortunately, I often see kids from the same minority community speak the majority language instead of their mother tongue among themselves, even when they are outside school. Preferring second language to first language most often occurs because children do not know how to express themselves fluently in their mother tongue in certain contexts and

situations. They lack vocabulary and literal expressions in the mother tongue and find it easier to express themselves in the majority language. As children grow up, parents see the linguistic gap between them and their children has widened and leading to an emotional disconnection.

How to promote mother tongue

Keeping mother tongue in a foreign country does not happen spontaneously. Instead, it is an achievement that requires commitment and determination, especially from the family. Parents must establish a strong home language policy and make consistent efforts to help their children develop good literacy skills in their first language.

Here are some ideas about how parents can promote learning mother tongue:

- The first step parents should take is make children love mother tongue by finding ways that motivate and encourage its learning.

- Leave second language to the outside world and speak to children only in your mother tongue at home.

- Devote time each day to reading and writing in mother tongue with children until they become able to read and write it independently.

- Tell stories and discuss interesting topics such as your childhood-children love to hear about parents' childhoods-your home country celebrations, because this will develop both their oral and vocabulary skills.

- Have books and multimedia for children in the home language.

- Provide a reward system and make learning mother language competitive among children.

- Watch TV series or favorite cartoons with them in the target language.

- Listen to songs in mother tongue.

- Send children to centers that offer courses and other types of learning in your language.

- Provide contexts where children can use home language such as visits to country of origin, organize picnics, cultural events, or celebrations with families from the same community.

- Have them keep journals in home language.

- Communicate your expectations about your home language to your child's teachers. As professionals, they can encourage and support your child in keeping and developing their home language in many ways.

(Hurisa Guvercin)

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Learning in the Early Years

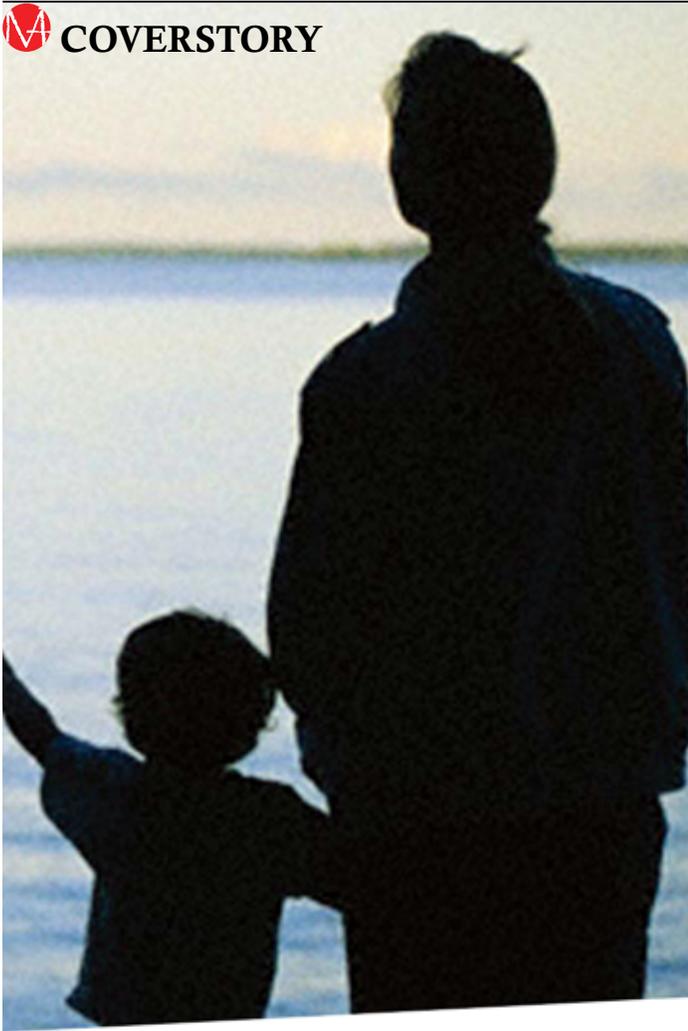
BY SARAH HUSAIN

The most popular discussion these days between parents is how well their child is doing in school. Often we hear parents complaining, that 'my child is not a good student, he always fails a test. What should I do?' We constantly discuss what we want children to learn and more importantly HOW we want them to learn, forgetting the fact that each child is an individual with different learning capacities. In recent years, tuitions have become a fad. Children come back from school; have lunch and half an hour later bundle up again to go to a tuition centre. All because these centres help them 'learn' in a better manner. I have known of children as young as 3.5 and 4 years of age whose parents send them for further tuitions after school hours. However, has any one of us, ever stopped for a moment and thought about what exactly is the manner in which children learn? Why do parents, who send their young children for tuition, feel the need even after the children have come back from a full day at school? The reason for this is pure and simple competition between parents, about whose child is a better student, a better learner and more intelligent. What these parents forget is it is actually the competition between themselves that their child is sucked into.

Even within schools, the story is the same. There is immense competition encouraged between students, to

be the best in everything. This is the reason that tests and exams are conducted on such a regular basis and grades and honours' standing awarded to those securing the highest percentages. For all the talk of learning amongst educational policymakers and practitioners, there is a surprising lack of attention to what learning actually entails. For example, theories of learning do not figure strongly in professional education programmes for teachers and those within different areas of informal education. It is almost as if it is something that is unproblematic and can be taken for granted. Get the teaching methodology and the curriculum right, the message seems to be, and learning (as measured by tests and assessments) will follow. This lack of attention to the nature of learning inevitably leads to an impoverishment of education. It isn't simply that the process is less effective as a result, but what passes for education can actually diminish well-being.

Young children learn by doing. The work of Piaget (1950, 1972), Montessori (1964), Erikson (1950), and other child development theorists and researchers (Elkind, 1986; Kamii, 1985) has demonstrated that learning is a complex process that results from the interaction of children's own thinking and their experiences in the external world. Maturation is an important contributor to learning because it provides a framework from which children's



learning proceeds. As children get older, they acquire new skills and experiences that facilitate the learning process. For example, as children grow physically, they are more able to manipulate and explore their own environment. Also, as children mature, they are more able to understand the point of view of other people.

Knowledge is not something that is given to children as though they were empty vessels to be filled. Children acquire knowledge about the physical and social worlds in which they live through playful interaction with objects and people. Children do not need to be forced to learn; they are motivated by their own desire to make sense of their world.

This article discusses the basis of learning. How learning takes place and how it should take place are two different concepts. We all want our children to learn, but when it comes to contributing towards their learning, we teach them what we want them to know and expect them to remember everything. We tend to forget the fact that young children are young explorers and they learn best when exploring, experimenting and experiencing the world around them.

We begin by understanding the four categories of learning that are relevant to the education of young children:

Knowledge:

In early childhood, knowledge consists of facts, concepts, ideas, vocabulary, and stories. A child acquires knowledge from someone's answers to his questions, explanations, descriptions and accounts of events as well as through observation.

Skills:

Skills are small units of action which occur in a relatively short period of time and are easily observed or inferred. Physical, social, verbal, counting and drawing skills are among a few of the almost endless number of skills learned in the early years. Skills can be learned from direct instruction and improved with practice and drill.

Dispositions:

Dispositions can be thought of as habits of mind or tendencies to respond to certain situations in certain ways. Curiosity, friendliness or unfriendliness, bossiness, and creativity are dispositions or sets of dispositions. Dispositions are not learned through instruction or drill. The dispositions that children need to acquire or to strengthen--curiosity, creativity, cooperation, friendliness--are learned primarily from being around people who exhibit them. A child who is to learn a particular disposition must have the opportunity to behave in a manner that is in keeping with the disposition. If that occurs, then the child's behavior can be responded to, and thus strengthened. Teachers can reinforce certain dispositions by setting learning goals rather than performance goals. A teacher who says, "Let's see how much we can find out about something," rather than, "I want to see how well you can do," encourages children to focus on what they are learning rather than on their performance.

Feelings:

These are subjective emotional states, many of which are innate. Among those that are learned are feelings of competence, belonging, and security. Feelings about school, teachers, learning and other children are also learned in the early years.

Children Learn Through Interaction

Contemporary research confirms the view that young children learn most efficiently when they are engaged in interaction rather than in merely receptive or passive activities. Young children should be interacting with adults, materials and their surroundings in ways which help them make sense of their own experience and environment. They should be investigating and observing aspects of their environment worth learning about, and recording their findings and observations in discussion, paintings and drawings. Interaction that arises in the course of such activities provides a context for much social and cognitive learning.

Observing Children's Learning Styles

In your classroom you observe a four-year-old in the block area is creating a house, while his friend carefully balances each addition to The Tallest Building in the World. Or you notice a three-year-old splashing away water at the table; while another child keeps punching dough in the kitchen area to get it into the shape of her choice. Action, reaction, concentration, problem solving, decision making, joy – whether your classroom or your home – the atmosphere is alive with discovery as children approach learning opportunities in countless ways.

Children may be sharing the same class or the same house, they investigate, learn, and process using a combination of several different approaches and learning styles. The learning styles presented here are not measures of intelligence or descriptions of temperament; rather, they are a way of describing children's different approaches to living and learning. One day a child may jump in without hesitation and try something totally new; another time, that same child may hold back just a little, needing to watch what is happening and size things up before getting involved. Both approaches are fine; the child is finding out what works for her/him in a particular situation.

Let's look at some of the different approaches to learning, keeping in mind that this is a time in the lives of young children when they should be encouraged to explore, shift, combine, and enjoy their learning styles and interests.

Learning through Symbols

Four-year-old Faiza loves writing and inventive spelling. She's comfortable with pencils, paper, pictures, and using words to express herself. She'll sit for quite a while just looking at stories and their illustrations, listening and

playing with new words, drawing and painting. She is learning a lot by working with symbols and through other two-dimensional activities.

Another four-year-old Munim plays vigorously with blocks, cardboard, tape, and wooden figures, creating worlds of imagination. Using blocks, he designs an entire city for his family, including garages, cars and buses. His whole body is involved in his work - clambering, twisting and balancing - as he narrates his own play: "Here's the cat. Watch out. Get the car in the garage. Quick! Bad guy coming." This is three-dimensional activity. Though an entirely different approach than Faiza's, Munim's play tells you that he is learning by working with concrete objects, taking in and making up worlds.

In many ways these two children are not so different from one another, as both enjoy learning and expressing themselves creatively.

Both two-dimensional and three-dimensional activities give children opportunities to express themselves creatively. Taqi may need encouragement to write or draw, and his teacher could suggest that he make up stories, poems, songs, or a painting about his worlds. A child who seems to prefer two-dimensional activities can be encouraged to tell her stories using puppets or creative movement.

Leaping in or Taking Things a Step at a Time

Do you have children like Reem in your class? At three, she is filled with curiosity about the world and most things in it. Thrilled with her selection of collage materials -- cotton balls, glue and pencil sharpenings she is totally absorbed in her art project. Her simultaneous approach to learning is much like the swimmer who jumps right into the pool rather than testing the water or deciding to use the steps. Often risk takers, children involved in a simultaneous approach to learning forge ahead and are sometimes as surprised as they are delighted with their creations.

Fawad, another child in Reem's class, approaches learning in a different way. Making a collage sounds like lots of fun, but rather than jump right in, he looks at the available choices, collects what he thinks he'll need, and may even line up his materials before he begins. Since he's taking a sequential approach to this particular task, Fawad may already have an idea of just what he wants to do with the materials or how he wants the end result to look. When things seem organized and perhaps tested out a bit, he works fairly methodically. However, it is important to remember that this tidy style doesn't mean that he lacks creativity or imagination.

Whether a child chooses to approach learning simultaneously or sequentially can be affected not only

by that child's attitude toward life but also, and more simply, by the mood of the day, the particular circumstances or materials, or even a whim. Both approaches offer children interesting insights and opportunities to learn. Activities where children can express themselves in these ways need to be readily available in early childhood settings. If a child seems to be reluctant to veer from a sequential approach, a few suggestions or open-ended questions may do the trick: "Fawad, what do you think will happen if we take a few of these colors and just mix them up? Let's find out. We can always go back and do it another way later." Offering safe ways to try new methods, such as helping children see that planning doesn't have to inhibit creativity or that discovery can be just as fulfilling as a specific result, can broaden children's involvement in learning.

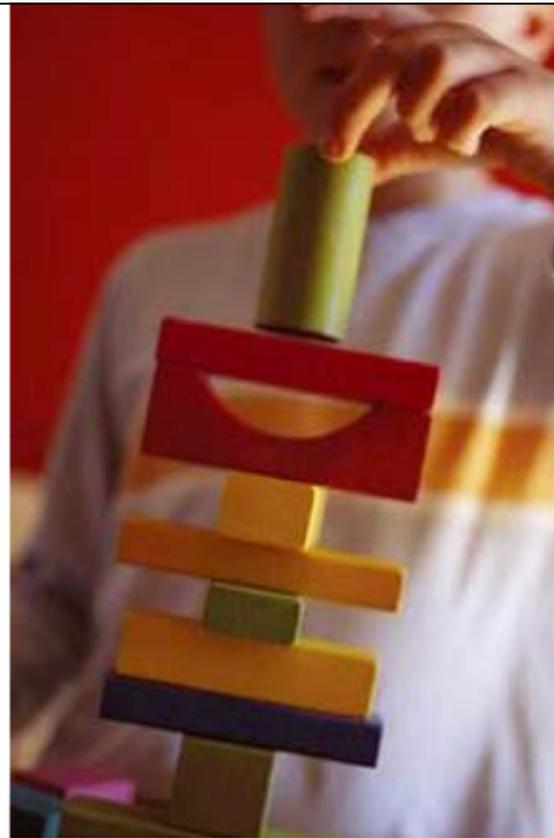
Relating Patterns or Separating Categories

Soha a four-year-old is delighted in making connections. Gazing alertly around her world, she discovers patterns everywhere. From her vantage point, she sees and shares similarities and differences, observing comparisons and even making simple analogies. "You know that story we read about two sisters and how one is jealous of the other? I got jealous at my sister's birthday when she got all the presents". The child is connecting her own experiences with literature, other children, and movies.

Both connecting and compartmentalizing contribute to children's insights and understanding of the world around them. Ideally, we would all grow to be adept at both, and certainly early childhood is a great time to begin. For innate connectors, links are irresistible: Single facts or notions spawn webs and networks of thoughts and ideas. This is a delightful learning process to encourage! There may be times when you want to help focus a child immersed in connecting, involving her in sorting by category or discussing how items are similar or different. Choose stories to read together by saying: "What would you like to read about?" As you read - and afterwards - take time to discuss what you've each noticed in the book.

"Look What I Made!" or "I Can Do That!"

In the art area in your class, one child picks up a sheet of paper and starts drawing Winnie the Pooh from her memory. She draws exactly from memory the Winnie the Pooh cartoon she watched on TV a couple of days ago. On the other hand, another child sits at the table and first thinks through what he wants to draw and then begins by looking at the story in front of him about Peter the Rabbit, reproducing the character how he sees fit. Like many of the other approaches to learning, both



inventing and reproducing are valuable processes to take through life, and both need to be encouraged in early childhood settings. Children who are prone to invent may need help learning how to categorize. You might suggest they start collections -- leaves, labels, or pictures from magazines of pets, clouds, and favorite things.

Encourage the reproducer to stretch this learning style by presenting him with potential inventing situations. Offering a bag of materials - cardboard paper rolls, tape, different-sized tin cans, a bunch of feathers, leaves, gold, silver, and black paint - you might say, "What could we make from these that could help us if we went into space?"

In conclusion, adults need to understand the learning process and be able to identify the patterns children encounter throughout their childhood. A child needs to be understood, both physically and mentally, in order to gain the appropriate tools to succeed as an adult. Theories set guidelines that parents, teachers, etc. can follow in order to achieve that goal. Learning is a difficult thing, but because we have so many ideas and theories as to why children process it is easier to teach the necessary, age appropriate, environmentally correct lessons. Letting children know that you respect their learning approaches will encourage special talents and tendencies to grow. Drawing children into learning opportunities where they feel safe stretching mental muscles in new ways not only broadens their horizons but also helps children feel better about themselves as active, able learners.

ABOUT THE AUTHOR: Sarah is an Advocacy and Publications Associate at Sindh Education Foundation (SEF) and has acquired a two year diploma in Early Childhood Education (ECE) from Sheriden College in Canada. She has a vast experience in developing and conducting workshops for pre-primary teachers.

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Helping your Child to be confident



- In this article
- Does confidence matter?
 - Can my child appear confident when she isn't?
 - How can I help my child to believe in herself?
 - How can I show my child that I believe in her?
 - Is my opinion of my child important to her self-esteem?
 - When my toddler acts up she usually wants attention. Why does she behave like this?
 - How can I build my child's self-esteem?
 - How can I nurture my child's competence?

Does confidence matter?

It is easier for your child to accomplish tasks and to be generally competent when she feels confident. And your child will find it far easier to feel confident when the people around her have confidence in her. Like other children, she blossoms when the adults close to her approve of what she does.

It works the other way round, too. It is easier for your child to feel confident when she feels competent. The more you praise what she does, the more competent she'll feel.

Children blossom when we expect them to blossom. They sink when no one expects them to swim.

Can my child appear confident when she isn't?

Adults and older children can put on a show of confidence even when they don't actually feel confident, but small children can't. What you see is what they feel. Adults can talk themselves into believing that something is less important than it actually is. But your small child can't do this.

What she can do is bounce back from set-backs and criticism, unless they occur repeatedly and her efforts and achievements go unnoticed.

The habits we form when we're very young often follow us through life. Sadly, if a child is made to feel she's failed and is criticised repeatedly, this can set the tone for the rest of her life.

How can I help my child to believe in herself?

By believing in her. When you believe your child can do something, you project that attitude to her (knowingly or unknowingly), and it really does influence what she can do. Research suggests that

children flourish in schools that have high expectations of all their pupils, particularly when encouragement and praise are used liberally.

If teachers have such influence, how much good could you do?

In another study one group of children were told repeatedly that they were good at maths, another group that they should be better. Guess which group did better in the maths tests at the end of the year?

How can I show my child that I believe in her?

- Always look for the positive: "These silly tights are hard to put on, aren't they? But you got the skirt, top and vest right!"

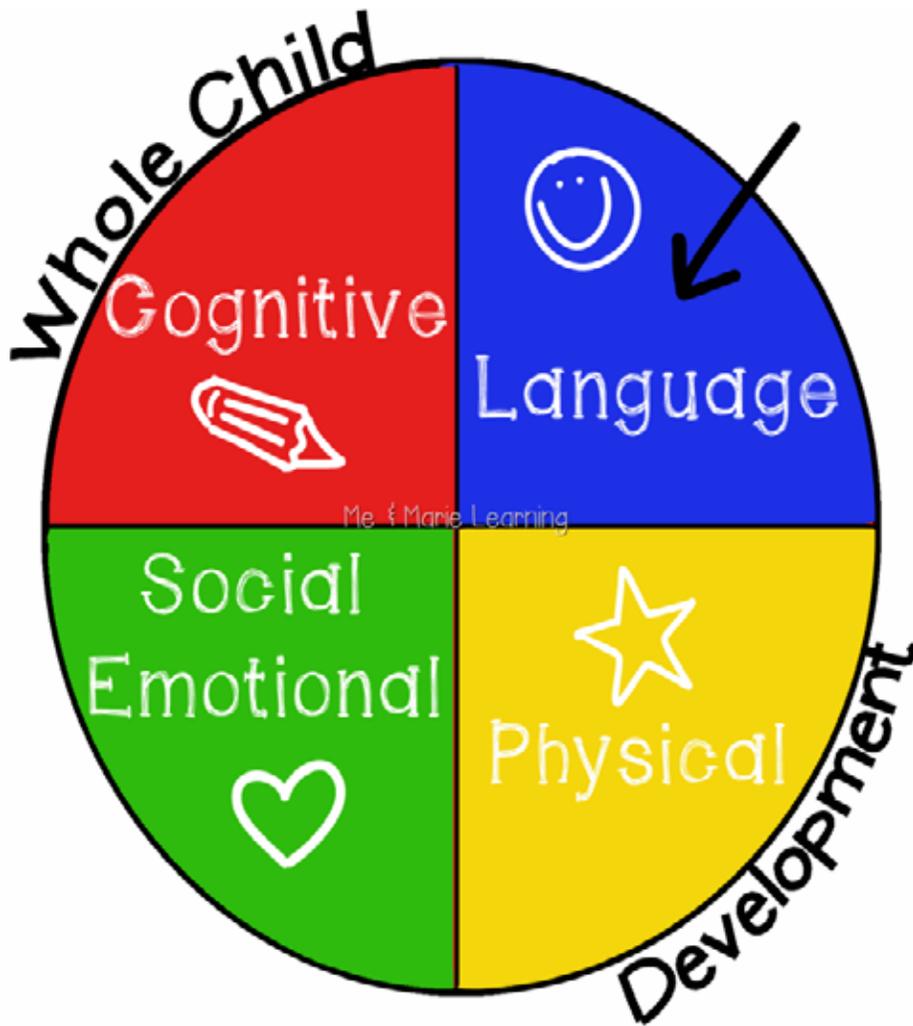
- Praise her efforts: "That was hard and I know you tried your best. Well done for trying."

- Tell your child she's special: "You're the best Maisie in the world."

- Tell her she can: "That is hard, but if you really try I think you can do it."

- Expect good behaviour: "I expect you to tidy that puzzle away".

- Be polite: "Thank you for putting the toys away."



Is my opinion of my child important to her self-esteem?

The attitude you project as her parent is crucial. This is because your child’s view of herself is partly a reflection of the views others have of her. In the days when most children lived in large extended families, the negative views of one doubter probably carried less weight than they do today.

Not all parents who love their children make this clear to them. Nor do parents always balance criticism with praise. Research suggests that even in the most positive households, children hear twice as many negative comments as they do positive ones.

And busy lives mean it’s tempting to use the times when your child is being good to get through the tasks you need to do. In effect, you ignore her when she’s good. Because it’s impossible to get on with your own thing when she misbehaves, you inadvertently give more attention to bad behaviour.

When my toddler acts up she usually wants attention. Why does she behave like this?

All children, and particularly toddlers, crave our attention. If it’s easier to get it by misbehaving, they will misbehave.

Your toddler does not sit down and think to herself, “If I am naughty, Mummy will stop talking on her phone”.

Neither do you think, “If I give her attention when she’s disruptive, she will become more disruptive”. It just happens that way, because actions that lead to a desired result tend to be repeated.

But there is a price. If she gets your attention by behaving in a way she knows makes you unhappy and cross with her, this lowers her self-esteem and confidence. Children’s confidence grows when they genuinely feel special and helpful.

How can I build my child’s self-esteem?

Always:

- Use carrots generously and sticks only when absolutely necessary. They both work, but carrots build esteem while sticks

deplete it. If your child has confidence and self-esteem, she will behave better and be more likely to stretch herself to her full potential.

- Try to ignore bad behaviour. Don’t shout. Either walk away or put on a neutral expression, pick her up and put her outside the room. When she comes back into the room (which she can do), tell her that you’re glad she has decided to be good.

- Criticise the behaviour not your child (“Pinching is a naughty thing to do” not, “You are a naughty girl”). The first version leaves her self-esteem intact, the second runs it down.

- Pay attention to good behaviour. Often all that’s needed is a smile, a pat on the head, and a comment like, “That looks great”. And make sure your child overhears you telling others about her achievements, such as when you’re on the phone to grandma.

- Keep a tally of praise and tellings-off, and make sure the praise is always in the lead.

Never, never:

- Call her names or make her feel small.
- Let other people call her names or make her feel small.
- Forget to tell her how much you love her.

How can I nurture my child’s competence?

- Help her in ways she doesn’t notice. For example, if you put her T-shirt face down on the bed she is more likely to put it on the right way round.

- Push gently. When she can do a puzzle with four pieces give her one with six, then 10, then 15. If she cannot manage 15 pieces, then find one with 12. Always build on her success, not on failure.

- Let her know that you make mistakes: “Silly Mummy, look what she’s done! Now I’ve got to start all over again. How annoying.”

- Break tasks down into manageable chunks and work with her so that she does the bits she can do.

- Let her know you sometimes need encouragement: “I think we need a cuddle Maisie”.

- Say, “I know you’ll do your best”.
- Say, “I know you tried hard”.
- Expect her to be good at things.
- When she is, praise her.

<http://www.babycentre.co.uk>

Parenting tips



Saguna Jain

It is our job to prepare our children

for the road and not prepare the road for our children.

Dr Wendy Mogel

There are no rules for parenting. There are no awards either. Yet, it is funny how we all are constantly striving, going beyond ourselves and making our kids miserable in return, for acquiring that 'best parent in the universe certificate' that doesn't really exist. From concepts like tiger moms what has emerged is many a parent-child relationships that have gone sour. Unfortunately, once this association has gone down the gravel path, there is seldom a chance of redeeming it and getting it back on a tar road. I am forced to share a beautiful story here that perhaps brings out the tenets of this theory of over-parenting better than anything else that I have read in recent times. A man was an avid gardener. One day, he saw a small butterfly laying a few eggs in one of the pots in his garden. Since that day he looked at the egg with ever growing curiosity and eagerness. The egg started to move and shake a little. He was excited to see a new life coming up right in front of his eyes. He spent hours watching the egg now. The egg started to expand and develop cracks. A tiny head and antennae started to come out ever so slowly. The man's excitement knew no bounds. He got his magnifying glasses and sat to watch the life and body of a pupa coming out. He saw the tender pupa struggling and suddenly felt this urge to 'help' rising from within him. He went and got a tender forcep with the intention to help the egg break. All that he intended to do was to give a nip here and a nip there to help the struggling life. Lo! The pupa was out. The man was ecstatic! He waited now, each day, for the pupa to grow and fly about like a beautiful butterfly. But alas that never happened. The larvae pupa had an oversized head and kept crawling along in the pot for the full four weeks before it died. The man, in a depressed state of mind, went to his botanist friend who to his shock told him how in effect he had killed the butterfly! The botanical expert went on to explain that the struggle to break out of the egg helps the larvae to send the blood to its wings and the head push helps the head to remain small so that the tender wings can support it through its four week life-cycle. In his eagerness to help, the man had actually destroyed a beautiful life. Are we also making the same mistake? In reducing the kids struggle, are we actually reducing their ability to face life's difficulties? In saving them from life's harsh realities and disappointments, are we making them incapable of living their lives on their own? In keeping them away from challenges, are we leaving them incapacitated to face any in the course of their lives? No parent wants their child to suffer in the way that perhaps they did. But research has proven that overprotected children are more likely to struggle in relationships, fail in individual endeavours and grow with lower self-esteem. As parents all that we need to do really is to be around to guide not to walk the path, help not direct, nurture not design, develop not throttle, encourage not expect and provide without making them dependent. For the self-made are known to have far more working parts than their not so self-made peers

Make The Ordinary Come Alive

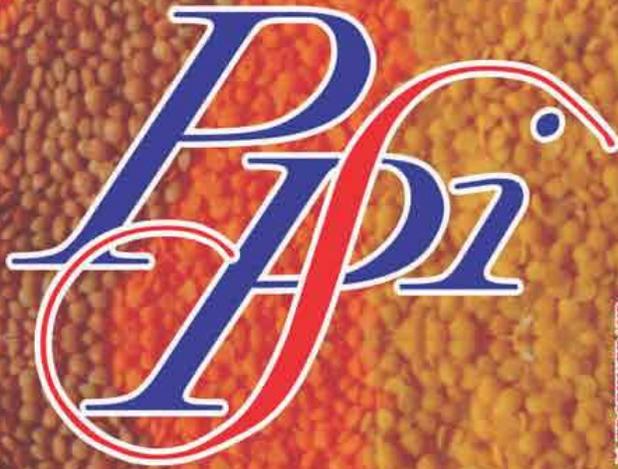
Do not ask your child to strive for extraordinary lives. Such striving may seem admirable, but it is a way of foolishness.

Help them instead to find the wonder and the marvel of an ordinary life. Show them the joy of tasting tomatoes, apples and pears.

Show them how to cry when pets and people die. Show them the infinite pleasure in the touch of a hand.

And make the ordinary come alive for them the extraordinary will take care of it self.

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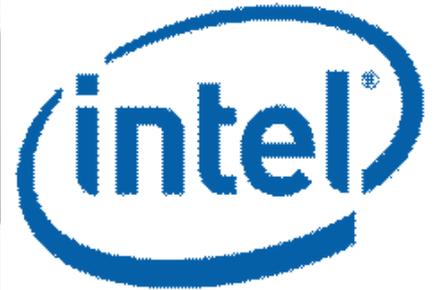
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Memon Industrial & Technical Institute

A project of World Memon Organization in collaboration with CDGK



MITI always aims to work for the betterment of youth and serve humanity by promoting the environment of skills learning in Pakistan.

The latest step taken by MITI is to join hands with Intel Education Initiative –A platform for

every individual to be computer literate.

This program is named as “Easy Steps” in which free computer education will be provided to promote the awareness about latest technologies and understanding of basic computer usage.

The idea of the program emerged when Intel were introduced to us through Mr. Shoaib Ghaziani and later discussions with the Project Manager Ms. KhadjaBasheer& provincial project coordinator Ms. Rubina Jahangeer on 19-03-2014



They were inspired by the IT departments and the facilities provided

there for the students. They also had a very good discussion with the instructors and

teachers about the learning environment and students’ interest in IT field.



Ms. Rubina remarked as “Excellent Working” and Ms. Khadija

complimented MITI in these words, “A state of art institution, working for a

cause for the uplift of under resourced. Very Inspiring”



A week later, Ms. Rubina arranged a training session for the 10 teachers of MITI where she discussed the working of

“Easy Step Program” for the computer literacy among the youth. It was a three-day session in which complete program was

discussed and teachers were trained for its implementation. These teachers were also provided certificates from Intel.



Later on it was proposed by Intel to make the collaboration formal and enter into an agreement in the form of an MOU.





The signing ceremony was arranged on 12-08-2014 in the premises of MITI. The MOU was signed by the Country Manager of Intel Mr. Naveed Siraj and Mr. H.M Shahzad, Chairman MITI for collaboration in training as per the “Easy Step Training Program” of Intel to train 4000 students annually.

All the officials of MITI were also in present to witness this event.



Mr. Naveed was then taken around the campus of MITI and was impressed by the working of Technical, IT and female department of MITI. He admired and appreciated the working of teachers a lot and also complimented the grand facilities provided to students on very nominal fee-structure.



He shared his admiration in these words, "If Pakistan has to become a developed nation, MITI will have played a key role in providing children the opportunity"



Mr. H.M Shehzad thanked him warmly for his visit and deep concern for MITI and prayed for the success of the agreement signed between INTEL Pakistan and MITI.



APPEAL FOR DONATION FOR THE WMO EDUCATIONAL ENDOWMENT FUND

The World Memon Organisation, Pakistan Chapter has recently established the WMO Education Endowment Fund to facilitate Memon students to pursue higher and professional education by availing loans, which are repayable in easy installments without any kind of markup or charges.

The WMO Education Endowment Fund will help countless students, especially the white-collared members of the Memon community, who cannot afford the high costs of modern day education but at the same time do not qualify for Zakat. The WMO Education Endowment Fund is a major step to bring about progress and prosperity in the Memon community.

We humbly request the members of the World Memon Organisation (WMO), the Trustees of World Memon Organisation Charitable Foundation (WMOCF), our valued donors, well-wishers and philanthropists to join us in this noble endeavor to bring about an Educational Revolution in the Memon Community by contributing generously to the WMO Education Endowment Fund.

May Almighty Allah reward you abundantly in this world and the hereafter. Ameen.

Pir Muhammad A. Kaliya
Shoaib Ismail Mangroria
H. M. Shahzad

Peer Muhammad Diwan
Gul Muhammad Jan Muhammad

Memon Industrial & Technical Institute

Visit of Mr. Mohammad Javed Qureshi from USA, Mr. Ashraf Usman Chief Learning Officer of TLO & Anis Bhasaniya on 11th August 2014

Mr. Javed Qureshi from Florida, U.S.A along with Mr. Ashraf Usman (from The Learning Organization) and Anis Bhasaniya of the Dhoraji Association visited MITI on 11th August 2014. They were welcomed at MITI campus by Mr. H.M. Shahzad –Assistant Secretary General WMO and Chairman MITI along with Mr. Shahab Hasan –C.O.O MITI.

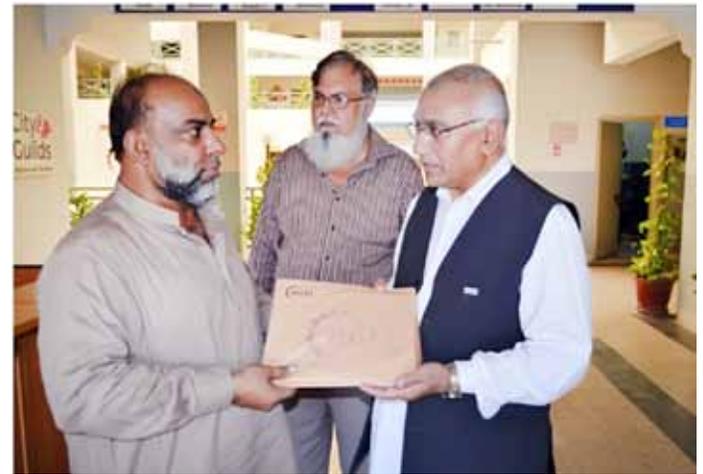


They visited the Technical and IT department of Male Section, Hijama Institute and Female Section of MITI. They showed keen interest in students' projects and praised the teachers for bringing such high-grade creativity in students. Mr. Javed got highly inspired by the dedicated and devoted training being provided to the youth of under privileged areas in such marvelous way. He said, "We need to work out

more to take MITI to the next level and please let me know what will be needed for that". He was provided with details of each course and the requirements of students. He volunteered to be the representative of MITI and would spread the word of such a great working institute in U.S.A. through his organization. He asked to send him details with cost estimates for upgrading the courses.

Mr. Ashraf Usman gave the idea of expanding more trades and departments. He specifically mentioned Nursing Assistant Course to be started at MITI and he offered his assistance in arranging contacts with hospitals and clinics and also in designing course outlines and training requirements. His idea was warmly accepted by the MITI team and it was decided to go ahead with the project.





The guests were also shown the facilities of Hijama Institute. He observed the procedures in progress with great

interest.

At the end, Mr. Javed gave warm appreciative remarks in the visitors' book.

Mr. H.M Shahzad thanked both the guests for their time and great concern and interest in the progress of MITI.



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“DYSF Intra Community Cricket Tournament”



Dhoraji Youth Services Foundation has proved itself in the outdoors by organizing a first ever cricket tournament named “DYSF Intra Community Cricket Tournament” at Kutchi Memon ground. This time the feeling was double, the spirit was double, and the cherishment was double as the tournament was held on the Independence Day of Pakistan - 14 August twenty-Fourteen. As Aristotle said and i Quote: “Most games are skin deep but cricket goes to the bone” and it’s true in the context of Dhoraji community and Pakistan as a whole.

Total 5 teams participated from Dhoraji Community s out of which Dhoraji Super

King and Dhoraji Young Fighters made their place to the finals. After an interesting final, Dhoraji Young Fighters won the title of winners whereas Dhoraji Super Kings were the runners up.

Mr. Javed Qureshi from the Friends of Humanity, USA was the chief guest of the tournament. He appreciated the overall efforts and encouraged the team to carry on with such initiatives and keep the ball rolling.

Chief guest presented the shield to the winners and the runners up. Also, Mr. Ashraf Usman, General Secretary, Dhoraji Youth Services presented a shield as token of appreciation to our chief guest.





الْحِجَامَةُ

Memon Institute of Hijama Therapy

A Project of World Memon Organisation

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Hijama and Health

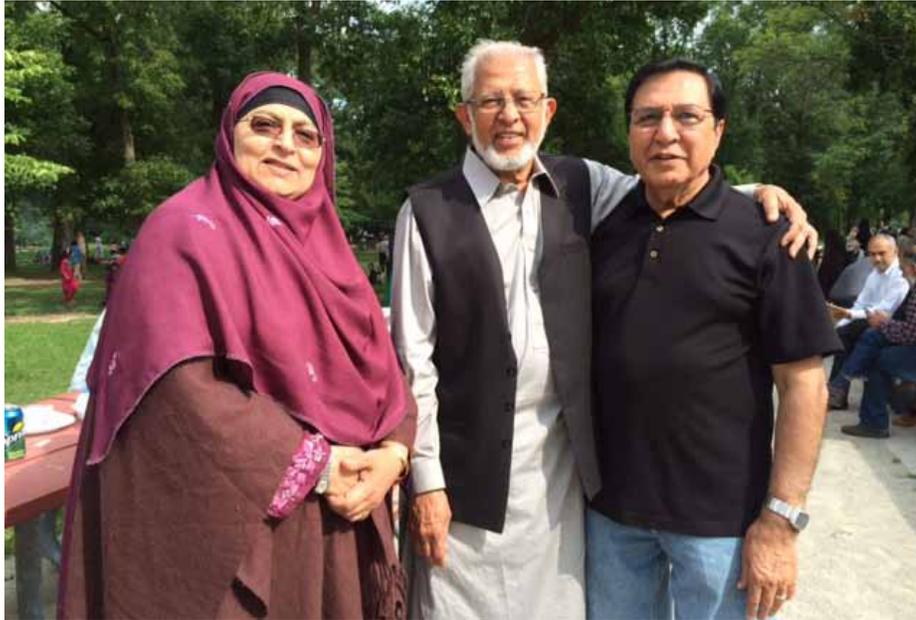
In general Hijama is beneficial in all sort of Medical ailments. Particularly speaking best for Diabetes Mellitus, High blood pressure, Increase cholesterol, Jaundice (Hepatitis), Heart problems (Ischemic heart disease, Congestive heart failure etc.), Enlarge prostate, Anxiety, Depression, Sleeplessness, Gastritis, Memory loss, Obesity, Epilepsy, Disease of Bones and Joints(All types), Special gynecological problems, Hair loss, Piles, Stroke (paralysis), Kidney failure (On dialysis)etc.



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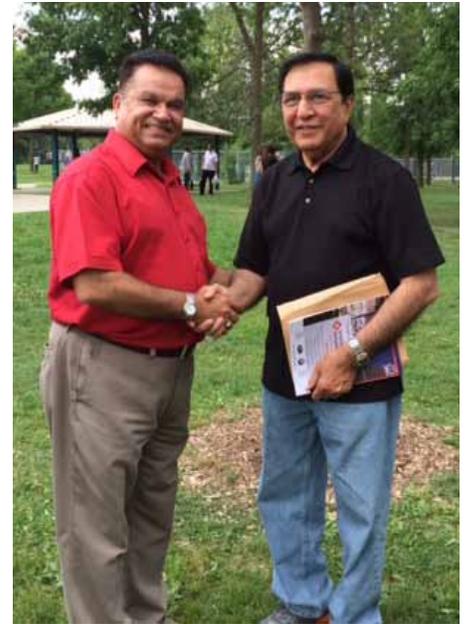
Memon Association of Canada's Annual Summer Picnic for Community Members

(Report: Qasim Abbas, Toronto, Canada)



to present W.M.O.'s official publication "Memon Alam" to Canada's Memon Jamaat officials, Association's founder members and other Canada's high profile and prominent Memons. W.M.O.'s Vice President for North American Chapter Mr. A. Ghaffar Variend, who was also present in the event, presented copies of "Memon Alam" to various Memon dignitaries.

Some indoor games were also organized in the park for children and adults. The event was enjoyed by all the families, which lasted till 7:00 p.m.



Memon Association of Canada had organized Summer Picnic on Sunday 17 August 2014 in Huron Park in town of Mississauga, Ontario, Canada. Members with their families had attended. Also in attendance were distinguished guests Mr. A. Ghaffar Variend, Vice President, World Memon Organization North American Chapter, Mr. Qasim Lawai, Hon. General Secretary, Pakistan Memon Women Educational Society, Karachi and Chairman, Education Committee, World Memon Organization and Mr. Tayyab Moosani, General Secretary,

Memon Association of Saudi Arabia. Other distinguished community members who were present on the occasion were Canada's Citizenship Judge Mr. Rafiq Rokerya and Association's founder members Mr. Vali Mohammad Bhalagamwala and his wife Mrs. Parveen Vali Bhalagamwala.

The members had enjoyed an excellent lunch comprising BBQ, Biryani etc. with appetizers and desert. Zohr Salaat was performed with Jamaat at proper time.

The event gave an excellent opportunity





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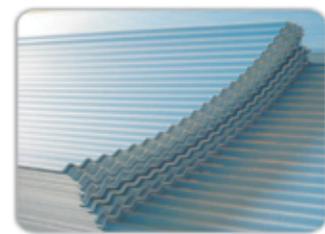
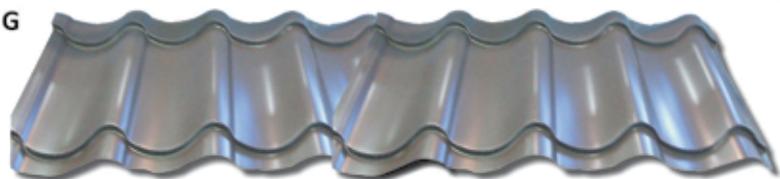
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Mariam Arif

In this month in Illuminating Stars of memon community we are introducing Mariam Arif .

Mariam Arif is a multi talented and energetic youth icon of our community. She is an active member of PSA that is the Pakistan Scrabble Association.

Not only this but Mariam Arif also has the honor of representing Pakistan thrice in the WYSC that is the World Youth Scrabble Championship----An international scrabble championship for children under 18 years of age.This WYSC is held every year in a different country and thus Mariam has represented Pakistan in :

The WYSC 2012 which was held at Birmingham,UK from 7th to 9th December.23 COUNTRIES PARTICIPATED in this event AND PAKISTANI SCRABBLE TEAM SECURED 3RD POSITION IN ALL OVER THE WORLD.

PEPSI AND BEACON HOUSE SCHOOL SYSTEM BOTH, SPONSORED HER for this event

The WYSC 2013 was held in Dubai, UAE .138 PLAYERS REPRESENTING 17 COUNTRIES PARTICIPATED IN THIS MEGA EVENT.

Here, Mariam managed to come



in the top 10 players by securing the 8th position from all over the world.

Not only this but Mariam also took part in other international tourneys such the penang open and king's cup which were held in Malaysia and Thailand. Once again in the king's cup Mariam was awarded with the team unity prize.

The WYSC 2014 was held in Colombo, srilanka from 29th to 31st August 2014.120 players from 13 countries such as Australia, USA, UK and Newzealand took part in this championship.

After playing, 24 extremely competitive matches Mariam Arif made a remarkable achievement by grabbing the trophy for the third place from all over the world. She was also awarded with a cash prize of Rs.50,000. Mariam finished the first amongst the Pakistani's and had definitely made Pakistan proud. It was also surprising to see that there was no female player amongst the top 10 players except for Mariam and thus she is also the current best under 18 female youth player.

To see more detail Kindly visit the link below

<http://www.youthscrabble.org/wybc2014/results.html>

Mariam also frequently takes part in



scrabble events held at national level and has won several such competitions such as the enigma held in IBA and Mind Boggle of

ST.PATS.

Mariam is not only a world class Scrabble player, but is also a bright student

with an excellent academic performance, a broadcaster and a wonderful debator. Mariam is doing her O levels from Beacon House School System PECHS Campus. She Secured A+ in Pakistan Studies and A in Islamiat in her O levels .Mariam Arif will appear in her remaining "O" level examination Papers in 2015 – Inshallaha.

When it comes to studies,she has always secured highest marks in majority of the subjects.On account of her extraordinary performance Mariam was awarded merit scholarship thrice.Not only this but she is also an active debater who has taken part in several declamation contests and parliamentary debates and has always won a prize.She also frequently attends MUN conferences such as MUNIK held in IBA ZABMUN by SZABIST and so on.

She has also regularly participated in live radio shows such as " Bachuu ki Dunya" by radio Pakistan as well asin Fm 101.

On account of her fantabulous performance Mariam has always been a centre of attraction for the media and news channels.She has also given interviews in live shows and has always been a part of the media coverage.

We all hope that Mariam will keep on working with same zeal, be blessed with more and more successs in her life and make the memon community proud of her.







PARENTS VOICE ASSOCIATION

Association of Parents of Mentally Handicapped Children
(Project UJALA - A School for Special Children)

We Need Your Help !!!

PARENTS VOICE ASSOCIATION is an NGO established over 25 years ago by parents of mentally handicapped children, for the welfare of society at large and the mentally handicapped in particular. It was a time when people were not aware or conversant with the contingents of mental retardation. As our first project a school for the mentally handicapped was established in our own custom built facility in Phase-6 of Defence Housing Authority. Since then we have come a long way serving the persons who are associated with mental handicaps in particular.

All our work is done on a welfare basis and the students in our school 'UJALA' come from the four corners of Karachi. It comprises of those who can afford as well as those who cannot. Everything is catered for these students. For the last two decades we have also worked on the rehabilitation of these students to bring the ones who are slow learners or borderline cases into the mainstream of society. By the grace of God we have been quite successful in this venture.

The Memon community has been greatly instrumental in assisting our cause and we have always looked forward to their increasing help. Many renowned names are our honorable donors.

For the last many years the Executive Committee of Parents Voice Association is being headed by Mr. Zakaria Ismail Godil, a Memon of the Jethpur Memon Community. Mr. Godil was also the Minister for Special Education in the last Interim Government. During his tenure he was responsible for the establishment of NEWBORN SCREENING LAW by the Sindh Assembly. Pakistan and Sindh in particular are the first places in Asia where this facility has been lawfully and legally established.

Our hopes are pinned on God fearing individuals like yourselves to assist us in helping the less fortunate of our society for which only God can compensate you in this world as well as in the 'thereafter'.

May God bless you all!



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મેમણ આલમ (WMO)

ગુજરાતી વિભાગ
સંપાદક: ઉમર અ. રહેમાન ખાનાણી

મેમણોની બહુમતી વસ્તી ધરાવતા કાઠિયાવાડના જાણીતા શહેર ધોરાજીમાંની સામાજિક પ્રવૃત્તિઓમાં સ્વભાવિક રીતે મેમણોજ મોખરેનું સ્થાન ધરાવતા હતા. મેમણ સંચાલિત એક સંસ્થા, અંજુમને રવનકે ઈસ્લામ, જે મદ્રસ-એ-રવનકે ઈસ્લામનું પણ સંચાલન કરતી હતી. આ સંસ્થાના ૧૯૧૬થી ૧૯૩૩ સુધીના અહેવાલો 'મેમણ આલમ'ના એક ચાહકે મોકલાવ્યા છે. આ અહેવાલોના અમુક અવતરણો અમે અહીં પ્રગટ કરી રહ્યા છીએ જેથી ધોરાજીના મેમણોની એ સમયની સેવાપ્રવૃત્તિઓનો આછો ચિતાર અમારા વાંચકોને મળી રહે.

-તંત્રી

તા. ૩૦-૭-૧૯૧૭ સોમવાર

અંજુમન રવનકે ઈસ્લામની સ્પેશીયલ સભા જનાબ અબ્દુલ્લાહ આહમદના પ્રમુખપદા હેઠળ મળી હતી જેમાં ૮ સભ્યો હાજર થયા હતા.

સભાના નોટીફિકેશનમાં ૯ વાગ્યાનો ટાઈમ આપવામાં આવેલો પણ દિલગીરી સાથે લખવું પડે છે કે ફક્ત થોડા જ સભ્યો હાજર થયા છે. ૯-૩૦ વાગી ગયા છે અને હજુ પણ બીજા સાહેબોની પધરામણી થઈ નથી. તે ઉપરથી જાહેર થાય છે કે આપણને કેવી લાગણી છે. જે કે આજની સભા એક ઘણાં અગત્યના કામના અંગે બોલાવવામાં આવી છે. સભાનો હેતુ:

આપણી સભામાં વખતો

વખત આ ચર્ચા ચાલે છે અને વાર્ષિક રિપોર્ટમાં પણ તે તરફ ઈશારો કરવામાં આવેલ છે કે આપણા શહેરમાં મદ્રસાઓ જુદા જુદા પોતપોતાની મોખે ચલાવવામાં આવે છે. તેમાં ખર્ચ વધારે થાય છે અને



જેવી જોઈએ તેવી કેળવણી અપાઈ શકતી નથી. બાળકોને જે એક મદ્રસામાંથી ઊઠીને બીજા મદ્રસામાં જવું પડે છે તો કોર્સ જુદો જુદો હોવાના કારણથી તેની પહેલા મદ્રસાની પઢાઈ વ્યર્થ જાય છે તેમજ દેખરેખ પણ જેવી જોઈએ તેવી રહી શકતી નથી. સિવાય આપસમાં નાઈતેફાકીના પણ કેટલાક કારણો થઈ પડે છે. તો જો આ સર્વે મદ્રસાઓ એકત્ર થઈ જાય તો કેવું સાઈ થાય અને કેટલું બળ વધી જાય એવી ચર્ચા હંમેશા ચાલ્યા કરે છે પણ બીજાઓ તરફથી જેવું જોઈએ તેવું અનુમોદન નહિ મળવાથી આ કામ આજ દિન સુધી એમને એમ ચાલ્યા કરે છે અને તેમાં કાંઈ લાઈનસર કામ થતું નથી તો હું આજની સભાને દરખાસ્ત મુકું છું કે આ બાબત ઘણી અગત્યની છે તેથી આજે એમને એમ પડતી નહિં મેલતા તેને માટે પુરતી કોશિષ કરવી જોઈએ

અને જે જે કમિટીઓ હસ્તક મદ્રસા ચાલે છે તે સર્વેને એકી વખતે આપણા શહેરની અંજુમને ઈસ્લામના હોલમાં બોલાવી એક સભા ભરવી અને ભાર આપી આ સવાલ ચર્ચાવો અને જેમ બને તેમ એકત્ર કરવાની કોશિષ

કરવી તે એવી રીતે કે દરેક મદ્રસાના ચાર-ચાર સભ્યો લઈ સંયુક્ત કમિટી ઊભી કરવી અને તે કમિટીની સત્તા નીચે તમામ મદ્રસાઓ ચલાવવા અને મદ્રસાઓનો કોર્સ પણ તે કમિટી નક્કી કરે અને મદ્રસાને શિક્ષણને લગતી તમામ વ્યવસ્થા તથા તેના અંગેની બીજી દરેક સત્તાને સંયુક્ત કમિટીને પુરતી રીતે આપવી.

ઉપલી દરખાસ્તને અબ્દુલ્લાહ અ. લતીફ ટેકો આપવાથી સર્વાનુમતે પસાર થઈ હતી અને બીજા મદ્રસાવાલાઓને આ બાબતની લેખીત ખબર આપવાની સુચના સેક્રેટરીને આપવામાં આવી હતી કે તા. ૧-૮-૧૯૧૭ના રોજ અંજુમન ઈસ્લામના હોલમાં ઉપલા વિષય ઉપર ચર્ચા કરવા એક મીટિંગ બોલાવવામાં આવશે.

બાદમાં પ્રેસીડેન્ટનો આભાર માની સભા બરખાસ્ત થઈ હતી.

લગભગ અર્ધી સદી સુધી બિરાદરીની નિસ્વાર્થ સેવા કરી ગયેલા 'કાઈદે હાલાર' અ. ગફાર (બાબુભાઈ) હાશમાણી



૧૯૩૪માં થયો હતો. તેમના પિતા અબ્દુલ કરીમ હાશમાણી હિન્દના ભાગલા પહેલા દક્ષીણ ભારતના હરનાઈ જીલ્લામાં કોકણ (રત્નાગીરી) મુકામે કરિયાણાનો વેપાર કરતા હતા અને પાકિસ્તાનની સ્થાપના બાદ આ હાશમાણી પરિવાર હીજરત કરીને કરાચીમાં વસી ગયું હતું. અ. ગફાર હાશમાણી નીકટના વર્તુળોમાં બાબુભાઈના હુલામણા નામે ઓળખાતા હતા. બાબુભાઈએ ખપજોગી

વાડીવાલા જેવા નિસ્વાર્થ અને નીતિમાન આગેવાનોનો સાથ-સંગાથ અને માર્ગદર્શન મળી જતાં તેઓ બિરાદરીની સેવાનું કાર્ય અતિ સુંદર રીતે અંજમ આપવામાં સફળ રહ્યા હતા. મૂળ અલીઆબાડાના બીજા એક જાણીતા આગેવાન અ. ગફાર ઉસ્માન ફાઝલાણી પણ તેમના નિકટના સાથી હતા અને 'દર્દ' ઉપનામે કવિતા રચતા હતા. તેમની સંગાથે રહેતા બાબુભાઈને પણ ગુજરાતી ભાષા અને સાહિત્યમાં રસ જાગ્યો હતો અને ગુજરાતી ભાષાના વિકાસની પ્રવૃત્તિઓમાં તેમણે સક્રિય ભાગ લીધો હતો.

બાબુભાઈની સેવા ધગશને પરખીને બાબા-એ-હાલાર અ. કરીમ છોટાણીએ બાબુભાઈને પોતાની ચેરમેનશીપ હેઠળના બાગે હાલાર ટ્રસ્ટના ટ્રસ્ટી નીમ્યા હતા અને બાબા-એ-હાલારના છોટાણીના ઈન્તેકાલ બાદ બાબુભાઈની ટ્રસ્ટી બોર્ડના ચેરમેન તરીકે ચૂંટયા હતા અને પોતાની વફાત સુધી દાયકાઓ સુધી એજ ઓહદા પર રહીને સેવા બજાવતા રહ્યા હતા અને એ રીતે હાલારી મેમણ જનરલ જમાતથી સંકળાયેલા રહ્યા હતા.

બીજી તરફ વેપાર ક્ષેત્રે તેમનો ધંધો જામતો અને વિકસતો રહ્યો હતો અને સાથોસાથ તેમનું સેવાનું વર્તુળ પણ ફેલાતું રહ્યું હતું. કરાચી ઉપરાંત હૈદરાબાદ, ઠંઠા, શીકારપુર, સખ્ખર તથા આંતરિક

નિખાલસ સ્વભાવ અને દુરંદેશીભરી વ્યવહારીક સુઝબુઝને પ્રતાપે મોહતરમ બુઝુર્ગ, લાડીલા અગ્રેસર, ગરીબોના મદદગાર, જમાતના હમદર્દ, કોમી સેવાના ભેખધારી અને પ્રથમ પંક્તિના લોકસેવક જેવા ખિતાબોથી નવાઝાયેલા અબ્દુલ ગફાર બાબુભાઈ હાશમાણી બિરાદરીમાં તો માનભર્યું સ્થાન ધરાવતા જ હતા, સરકારી સ્તરે પણ તેમની ખિદમતોને સ્વીકૃતિ પ્રાપ્ત રહી હતી. મૂળ હાલારી મેમણ જમાત સાથે સંબંધ ધરાવતા એ શખ્સે સમસ્ત મેમણ બિરાદરીને પૂરી ધગશ અને તત્પરતા સાથે યાદગાર સેવાઓ આપી હતી.

અ. ગફાર હાશમાણીનો જન્મ જામનગર જીલ્લાના ગામ અલીઆબાડામાં ઈસ્વી સન

તાલીમ હાસીલ કર્યા બાદ કૌટુંબિક વેપારથી પ્રેરણા લઈને કરાચીમાં કાપડ બજારમાં કમીશન એજન્ટની હેસીયતે કારોબારી જીવનનો આરંભ કર્યો હતો.

વેપારમાં પગભર થવાની કોશિષો વચ્ચે બાબુભાઈએ માત્ર ૧૭ વર્ષની વયે ઈન્સાની ખિદમતના ક્ષેત્રે ઝંપલાવી દીધું હતું અને બિરાદરીની સેવા ઉપરાંત દીની પ્રવૃત્તિઓમાં સક્રિય ભાગ લેવાનું શરૂ કરી દીધું હતું. ૧૯૫૫માં તેઓ હાલારી મેમણ જનરલ જમાત વોલંટીયર કોરમાં જોડાઈ ગયા હતા અને મીલાદ શરીફ કમિટીની પ્રવૃત્તિઓમાં કાર્યરત થઈ ગયા હતા. તેમના સદભાગ્યે તેમને હાજી અ. કાદર છોટાણી (બાબા-એ-હાલાર), દાઉદ હાશમાણી અને મો. ઉમર મુસા

સિંઘના બીજા ગામોમાં પણ જરૂરતમંદ મેમણોની સેવામાં તેમણે આગળ પડતો ભાગ લીધો હતો. બાબુભાઈએ તાલીમ અને આરોગ્ય જેવા ક્ષેત્રો ઉપરાંત મુખ્યપ્તે બિરાદરીની વસાહતની સમસ્યાઓને ઉકેલવા પ્રત્યે સૌથી વધુ ધ્યાન આપ્યું હતું. કરાચીમાં બાગે હાલાર કોમ્યુનીટી સેન્ટર ઉપરાંત ૧૬૨ ફ્લેટોનું હાલાર ગાર્ડન પ્રોજેક્ટ પણ બાબુભાઈના ભરપૂર આર્થિક સહકારના પ્રતાપે પૂર્ણતાના આરે પહોંચ્યું હતું. એ પ્રોજેક્ટે બિરાદરીના ગરીબ અને હાજતમંદ લોકોની વસાહતની જરૂરત પૂરી કરવામાં સારો એવો ફાળો પૂરાવ્યો હતો.

બાબુભાઈના પ્રયાસોથી સખ્ખરમાં હાલાર મેમણ જમાતના નેજા હેઠળ ૪૨ ફ્લેટોનું બનેલું ‘હાલાર પ્લાઝા’ પ્રોજેક્ટ પણ બિરાદરીની વસાહત સેવાઓની છડી પોકારી રહ્યું છે. આ યોજનામાં બાબુભાઈ દરેક તબક્કે સખ્ખર જમાતના સંપર્કમાં રહ્યા હતા અને એ પ્રોજેક્ટના બીજા તબક્કામાં વધુ ૯૦ ફ્લેટોનો વધારો થયો હતો.

હેંદ્રાબાદમાં હાલાર મેમણ જમાત તરફથી હાલાર મેમણ કોમ્યુનીટી સેન્ટરનું બાંધકામ હાલાર મેમણ પ્લાઝા ફેઝ-૨ માટે પ્લોટની પ્રાપ્તિ, હાલાર મેમણ ચેરીટેબલ ડીસ્પેન્સરીની સ્થાપના, મદ્રેસા તાલીમુલ કુરઆન નંબર એક અને બેનો આરંભ, હાલાર મેમણ હોસ્પિટલ એન્ડ મેટરનીટી હોમનું બાંધકામ- સારાંશ કે હેંદ્રાબાદ જમાતના લગભગ દરેક પ્રોજેક્ટમાં બાબુભાઈ હાશમાણીની મોટી અને મહત્વની ભૂમિકા રહી હતી.

અલીયાબાદ મેમણ અંજુમનના પ્રમુખ તરીકે તેમણે

ઉમદા સેવા આપી હતી અને સતત ૨૦ વર્ષો સુધી જમાતના પ્રમુખ તરીકે ચુંટાતા રહ્યા હતા. તેમનું સેવા વર્તુળ માત્ર હાલાર બિરાદરી પુરતું મર્યાદિત નહોતું બલ્કે પૂરી મેમણ બિરાદરીને તેનો લાભ મળ તો રહ્યો હતો. ઓલ પાકિસ્તાન મેમણ ફેડરેશનની કારોબારી સમિતિ તેમજ સુપ્રિમ કાઉન્સિલમાં સભ્ય તરીકે બાબુભાઈએ કિંમતી માર્ગદર્શન આપ્યું હતું. મેમણ બિરાદરીમાં સમુહ લગ્નની પ્રગાનો આરંભ પણ બાબુભાઈએ જ કરાવ્યો હતો. હાલાર મેમણ બિરાદરીના આપસના મતભેદો કે મેમણ ફેડરેશનમાં પણ પરસ્પર મનદુઃખ હોય, બિરાદરીમાં કૌટુંબિક કલેશ કે સંસારીક ઝઘડા ઊભા થાય તો સુલેહ-સમાધાન માટે સૌની નજર બાબુભાઈ પર જ ઠરતી હતી અને અલ્લાહે પણ તેમને એવી સલાહીયતથી નવાઝયા હતા કે તેઓ જે ફેંસલો કરતા હતા તે બંને પક્ષો માટે સ્વીકાર્ય અને સંતોષકારક ઠરતો હતો.

બાબુભાઈએ બિરાદરી માટે જે અણથક કાર્ય કર્યું અને ઉમદા સેવા બજાવી તેની કદર કરીને હેંદ્રાબાદ સખ્ખરની હાલારી મેમણ બિરાદરીએ એક સન્માન સમારંભમાં બાબુભાઈ હાશમાણીને ‘કાઈદે હાલાર’ના ખિતાબથી નવાઝયા હતા. બિરાદરી બહાર પણ તેમની ઈન્સાની ભલાઈ માટેની કામગીરીને કદરની નજરે જોવાતી હતી. એપ્રિલ ૨૦૦૨માં “ઈન્ટરનેશનલ વોલંટિયર્સ ડે”ની ઉજવણી નિમિત્તે ફ્રેન્ચ કલ્ચરલ સેન્ટર ખાતે એક ખાસ સમારંભ યોજાયો હતો જેમાં પાકિસ્તાનના ૧૨ આગેવાન સેવાભાવી સજજનોનું બહુમાન કરાયું હતું. તેમાં બાબુભાઈ પણ શામેલ હતા. એ

વખતના કેન્દ્રિય પ્રધાન નીસાર મેમણને હાથે બાબુભાઈને શીલ્ડ અર્પણ કરવામાં આવી હતી. એ પ્રસંગે પ્રગટ કરાયેલા સોવેનિયરમાં કાઈદે હાલાર બાબુભાઈની સામાજિક, દીની અને રાષ્ટ્રીય સેવાઓની સુંદર શબ્દોમાં નોંધ લેવામાં આવી હતી અને તેમને એક મહાન લોકસેવક તરીકે બિરાદરીને બિરાજે તહેસીન પેશ કરવામાં આવી હતી.

દુર્ભાગ્યે એ સમારંભના માત્ર બે મહિના બાદ અ. ગફાર બાબુભાઈ હાશમાણી ટુંકી બિમારી બાદ ૨૪મી જુલાઈ ૨૦૦૨ના રોજ વફાત પામ્યા હતા. તેમના ઈન્તેકાલથી સમસ્ત બિરાદરીમાં શોક ફેલાયો હતો અને લગભગ તમામ આગેવાન જમાતો તથા મેમણ ફેડરેશને શોકસભાઓમાં મરહુમની કિંમતી સેવાઓને યાદ કરી હતી.

જો બોલી પાંજુ કે,
પાં પોતેજ ના બોલું
બનીને મેમણ પાં,
પોતેજ જો શરમાયું
ગીનીને બોલી ઉછીની,
પાં પોતેજ વાપરું
ડીનાશી કુરો વારસો ?
પાં એતરો તો વિચારું ! !

દુનિયાભરના પર્યટકોના આકર્ષણનું કેન્દ્ર બની રહેલો ફ્રાન્સની પ્રતિકાના પ્રતિક સમો એફીલ ટાવર



કરાયું હતું. બાંધકામના નિષ્ણાંત એન્જીનીયર ગુસ્તેવ એફીલ પોતે જ એ પ્રોજેક્ટના પ્રણેતા હતા અને તેમના નામ પરથી જ એ ટાવરનું નામ એફીલ ટાવર રખાયું હતું. ટાવર બાંધવામાં પૂરા બે વર્ષ બે મહિના અને પાંચ દિવસ લાગ્યા હતા અને છેવટે ૩૧મી માર્ચ ૧૮૮૯ના દિવસે તેને લોકો માટે ખોલી

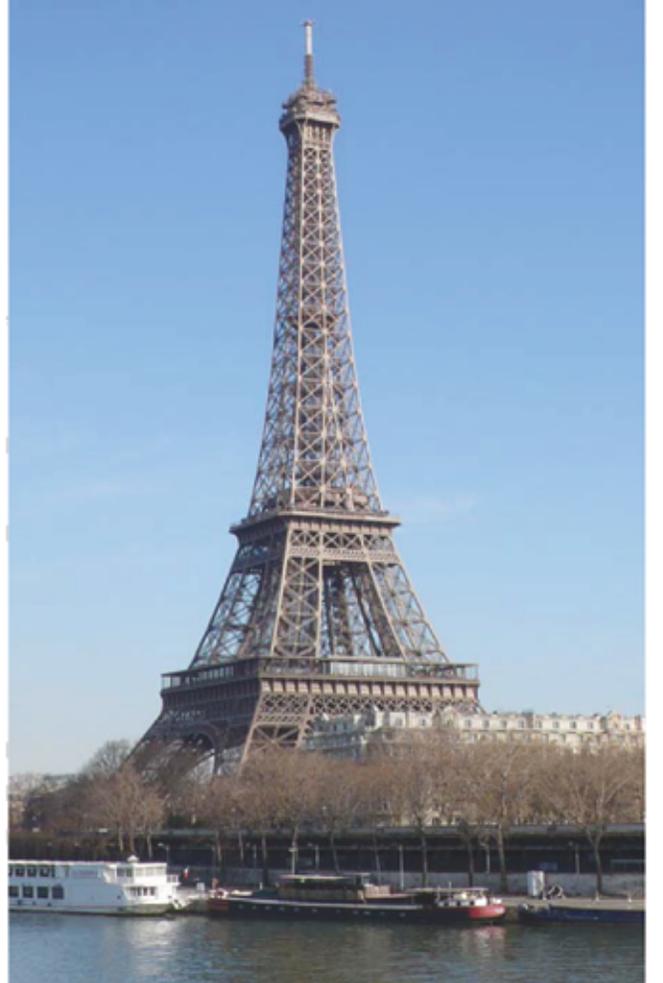
વિકસાવાતો રહ્યો છે. દુનિયાભરમાં સૌથી ટપી જાય એવા અદભૂત અસામાન્ય લાઈટ શો માટે આ સ્થળ મશહુર છે. કલાકારો અને સાહસિકો માટે અહીં પ્રેરણાદાયક દ્રશ્યો સર્જતા રહે છે. ટાવરના ઉદઘાટન પછીના અત્યાર સુધીના ગાળામાં ૨૫ કરોડથી વધુ પ્રવાસીઓ એફીલ ટાવરની મુલાકાત લઈ ચૂક્યા છે. અત્યારે પણ ૭૦ લાખ જેટલા શહેરીઓ દર વરસે અહીં આવે છે અને તેમાં ૭૫ ટકા જેટલા તો ફ્રાન્સ બહારના જુદા જુદા દેશોથી આવતા સહેલાણીઓ

દુનિયાના ખૂબસૂરત શહેરોની વાત નીકળે તો તેમાં ફ્રાન્સના શહેર પેરીસના નામનો ઉલ્લેખ જરૂર થાય અને પેરીસની વાત નીકળે તો ત્યાંના એફીલ ટાવરનો ઉલ્લેખ થયા વગર રહે જ નહીં. દુનિયાના સૌથી વધુ જાણીતા અને માનીતા સ્થળોમાં સ્થાન ધરાવતો એફીલ ટાવર ફ્રેન્ચ સાહિત્ય અને ફિલસુફીના વારસાનો પ્રતિક ગણાય છે. મૂળ તો આ ટાવર લોખંડના પાંજરા જેવું એક માળખું છે પણ લગભગ સવાસો વર્ષ જુનો આ ટાવર દુનિયાભરના સહેલાણીઓના આકર્ષણનું કેન્દ્ર રહેતો આવ્યો છે.

ફ્રેન્ચ ક્રાંતિની ૧૦૦મી જયંતિ ઉજવવાની તૈયારીઓ ચાલી રહી હતી તેના બે વર્ષ પહેલાં એફીલ ટાવરનું બાંધકામ શરૂ

દેવામાં આવ્યો હતો. નિષ્ણાંતોએ તેને ટેકનીક અને આર્કિટેકચરની મહાન સિદ્ધિ ગણાવ્યો હતો અને આજે પણ તેને ૧૯મી સદીના અંતકાળની એન્જીનીયરીંગના નમૂના તરીકે ગણવામાં આવે છે.

વરસો અને દાયકાઓના વહેણ સાથે એફીલ ટાવરના આસપાસના મોટા વિસ્તારને આ અદભૂત માળખાની ભવ્યતા સાથે મેળ ખાય એ રીતે





હોય છે. ૨૦૧૧ના એકજ વર્ષમાં આ ટાવરની ઉપર ચઢનારા પ્રવાસીઓની સંખ્યા ૬૯ લાખ ૮૦ હજાર નોંધાઈ હતી. બીજા ટાવરોની જેમ એફીલ ટાવરના ઉપરના ભાગ સુધી જતા મુલાકાતીઓ ત્યાં નજરમાં વસી જાય એવા અદભૂત દ્રશ્યો જોવા ઉપરાંત આહલાદક મોસમનો લ્હાવો લઈ શકે છે. એફીલ ટાવર આંતરરાષ્ટ્રીય મહત્વના અવસરો માટે ઉમદા મંચ પૂરો પાડતો રહ્યો છે. ઝળહળતી રોશની અને રંગોના શો અને ફૂલોના પ્રદર્શન, રિપેઈન્ટીંગ કમ્પેઈન, યુરોપી યુનિયનનું પ્રમુખપદ ફાન્સને ફાળે ગયું એ અવસરની ઉજવણી અને ખુદ એફીલ ટાવરની ૧૨૦મી વર્ષગાંઠની ઉજવણી સહિતના યાદગાર અવસરો અહીં ઉજવાયા હતા.

ફ્રેંચ ભાષામાં લા દુર એફીલના નામે ઓખળાતો એફીલ ટાવર પેરીસના ચેમ્પ ડી માર્ચ વિસ્તારમાં આવેલો છે અને શહેરના સૌથી ઊંચા બાંધકામની પ્રતિષ્ઠા ધરાવે છે. મૂળ યોજના મુજબ આ

ટાવર ૨૦ વર્ષ સુધી ટકી રહેવાની અપેક્ષા રખાતી હતી પણ અવનવી ટેકનોલોજીની શોધના પ્રતાપે આજે પણ આ ટાવર અડીખમ ઊભો છે. પહેલા રેડીયો ટ્રાન્સમીશન અને પહેલા ટેલીકોમ્યુનિકેશનનું માન પણ તેને ફાળે રહ્યું છે. ૧૯૦૩માં ફાન્સની સેનાના મીલીટરી રેડીયો પોસ્ટ તરીકે સેવા આપ્યા બાદ ૧૯૨૫માં પહેલું પબ્લીક રેડીયો પ્રસારણ કરવાનું માન પણ એફીલ ટાવર પામી ગયો હતો.

એફીલ ટાવર ૮૦થી વધુ માળની ઈમારત જેટલો એટલે કે ૩૨૪ મીટર (૧૦૬૩ ફૂટ) ઊંચો છે. એક જમાનામાં તેને દુનિયાના સૌથી ઊંચા બાંધકામના માળખા તરીકેનું સ્થાન પણ પ્રાપ્ત રહ્યું હતું અને એ ટાઈટલ

તેણે ૪૧ વરસો સુધી જાળવી રાખ્યું હતું પણ બાદમાં ૧૯૩૦માં ન્યુયોર્કની ક્રીસ્ટલ બિલ્ડિંગે તેનું એ ટાઈટલ છીનવી લીધું હતું. ૧૯૮૦ના દાયકાથી એફીલ ટાવરનું નિયમિત સમારકામ અને રિનોવેશન કરાવું રહ્યું છે અને મુલાકાતીઓની વધતી જતી સંખ્યાને અનુલક્ષીને સગવડોમાં વધારો પણ કરાતો રહ્યો છે. એફીલ ટાવરની ટોચ પર લગાડાયેલા વધારાના એન્ટેનાને પ્રતાપે તે ન્યુયોર્કની ક્રીસ્ટલ બિલ્ડિંગથી ૧૭ ફૂટ ઊંચો થઈ ગયો હતો. એન્ટેના વગર પણ એફીલ ટાવર ફાન્સમાં મીલાયુ વાયુકર પછીના બીજા નંબરના સૌથી ઊંચા બાંધકામનું સ્થાન ધરાવે છે.

સાબુ ચામડી માટે હાનિકર્તા

સાબુથી સુંદર થવાય છે. એ વાત સો ટકા સાચી નથી. સાબુ ચામડીને નુકસાન પણ કરી શકે છે. પાણી એકલું સુંદરતા માટે સાથીદાર બની જાય છે, જ્યારે સાબુ ગંદકી દૂર કરે છે. શરીર પર આવેલી પરસેવાની વાસ દૂર કરે છે. ચામડી પર રહેલા વધારાના તેલને ઓછા કરે છે. કોઈ વસ્તુના ડાઘ જેવા કે લિપસ્ટિકના ડાઘ દૂર કરે છે. મેકઅપને દૂર કરે છે, છિદ્રોને ખુલ્લા કરે છે અને ચામડીને સ્વચ્છ અને સુંદર બનાવે છે.

સાબુમાં આટલા બધા ફાયદા છે છતાંય તેનો વધુ પડતો ઉપયોગ ચામડીને નુકસાન પહોંચાડે છે.

સાબુ નુકસાન કરે છે છતાં તે વાપર્યા વગર છૂટકો નથી. કારણ કે આપણે શહેરના ખૂબ જ ગંદા વાતાવરણમાં જીવીએ છીએ. એ ગંદકી દૂર કરવા સાબુનો ઉપયોગ કરવો જરૂરી બને છે એટલે દિવસમાં એક-બે વખત સાબુ વાપરવો. બાકીના સમયે માત્ર પાણીથી હાથ-મોઢું ધોવું સલાહભર્યું છે.

હજુ માણસ નથી આવ્યો

ઉનાળાની બળબળતી બપોરે એક ભીખારી જેવો માણસ બજારમાં આમતેમ આંટા મારી રહ્યો હતો અને ખૂબ જ તરસ લાગી હતી અને એ પાણી શોધી રહ્યો હતો પરંતુ તાપ એટલો બધો હતો કે બધા જ દુકાનદારો પોતાની દુકાન બંધ કરીને જતા રહ્યા હતા.

તરસથી વ્યાકુળ થયેલા પેલા માણસની નજર છેવાડાની એક દુકાન પર ગઈ. એ દુકાન ખુલ્લી હતી પેલો માણસ ઝડપથી એ દુકાન સુધી પહોંચ્યો ત્યાં જઈને જોયું તો દુકાનમાં બીજું કોઈ તો નહોતું પરંતુ શેઠ થડા પર બેઠા-બેઠા હિસાબ કરતા હતા.

ભીખારી જેવા આ માણસે પેલા શેઠને કહ્યું:

“શેઠ બહુ તરસ લાગી છે થોડું પાણી પાશો ?”

શેઠે કહ્યું:

“માણસ બહાર ગયો છે થોડી વાર ઊભો રહે.”

પેલો ભીખારી ત્યાં જ ઊભો રહ્યો. ૧૦ મિનિટ જેવો સમય એટલે એ ભીખારીએ ફરીથી કહ્યું કે,

“શેઠ થોડું પાણી આપોને ગળું સુકાય છે.”

પેલા શેઠે કહ્યું કે હજુ માણસ નથી આવ્યો આવે એટલે તને પાણી આપે. વળી થોડો સમય પસાર થયો એટલે ફરી પેલા ભીખારીએ કહ્યું:

“શેઠ એક પ્યાલો જ પાણી આપોને.... જીવ જાય છે હવે તો આ તરસને કારણે.”

શેઠે ખીજઈને કહ્યું:

“એલા તને કેટલી વાર કહ્યું કે માણસ નથી. આવે એટલે એ તને પાણી પાશો.”

ભીખારીએ શેઠની સામે જોઈ એટલું જ કહ્યું:

“શેઠ બસ થોડીવાર માટે તમે જ માણસ બની જાવ ને.....”

સાલુ આપણું પણ આ શેઠ જેવું જ છે !

ડોક્ટર, વકીલ, એન્જિનિયર, અધિકારી, કર્મચારી, ખેડુત, ઉદ્યોગપતિ તો રોજ હોઈએ છીએ, ક્યારેક માણસ પણ બની જઈએ.... ! ! ! !

-કાસિમ અબ્બાસ

ગનીજી ઘાણી ફીરીવી

ગની, ન્યાણીજી શાદીમે બરાબર જો ગિરિહ લ્હાવો
ડીની ધી કે જબરદસ્ત ફ્લેટ ને વહો કરી ખાવો

કરજ કંચ ગામજો, સો છેવટે થ્યો કોર્ટમે દાવો
ગની કોરટ જે ચક્કરમે-બની વ્યો સાવ કી બાવો

મગજ ખિસ્કી વિચો-રસ્તે મથે બોલે તો હી ગાવો
'જુગર' કી આગમે ઈસ દિલકો જલતા દેખતે જાવો

ચાકુબ કલુડી

વીણેલા મોતી

- ★ જીવનની કિતાબ વાંચીને માત્ર એજ લોકો ચોક્કસ સફળ રહી શકે છે જેમની નજર આગલા પ્રકરણ મંડાચેલી રહેતી હોય.
- ★ ઈલ્મ ગમે તેટલું પ્રાપ્ત થઈ જાય, તેને હંમેશા થોડું જ સમજો.
- ★ જ્યાં સુરજ ઉગે ત્યાં રોશની જરૂર થાય છે, એજ રીતે જ્યાં ઈલ્મની રોશની ફેલાય ત્યાં અજ્ઞાનતાનો અંધકાર કદી નથી આવી શકતો.
- ★ ઓછું ખાવું તંદુરસ્તી, ઓછું બોલવું હિંમત અને ઓછું સુવું ઈબાદતમાં શામેલ છે.

ચલતી કા નામ જુદગી

સફળ અને સજ્જન થવાનો શોર્ટકટ વાંચ્યો હતો તે હકીકત છે કે, પોતાની ભૂલો પોતે જ શોધવી ને આપણે સેલ્ફ એનેલિસિસ કરવાની હેબિટને કેળવવી જોઈએ. બીજાઓની ભૂલ શોધવામાં અને આપણા દોષ કાઢવામાં સમય બગાડવો જોઈએ નહિ, મારો જ લખેલો લેખ ક્યારેક અખબારમાં હું વાંચું છું ત્યારે એવું ફીલ કરું છું કે આ શબ્દ લખાયો છે એના બદલે એ વખતે મને ફલાણો સારો શબ્દ સુઝાયો હોત તો વધુ મજા આવત. આવી ફીલીંગ એવું પૂરવાર કરે છે કે આપણામાં હજી વધારે સારા થવાની શક્યતા પડેલી છે. કોઈ વ્યક્તિ સાથે ઝઘડો થઈ જાય છે પછી એનો અંત પણ આવી જાય છે છતાં આપણું ભીતર અંત સ્વીકારવા તેયાર થતું નથી. મન વારંવાર કહે છે કે મારે આમ કરવાની જરૂર નહોતી. જો મેં બીજી સારી રીત અપનાવી હોત તો કેવું સાઈં થાત, આવી ફીલીંગ આપણી સજ્જનતાનો પૂરાવો ગણાય. પરંતુ જો કોઈ ઘટના પતી ગયા પછી આપણી ભૂલો, આપણી લુચ્ચાઈઓ દ્વારા મળેલી જીત આપણને પ્રિય લાગે તો એ આપણી ખાનદાનીનું સાઈં સર્ટીફિકેટ ન ગણાય.

લાઈફમાં દરેક વખતે જીતવું ઈમ્પોર્ટન્ટ નથી હોતું. બદમાશીપૂર્વકની જીત કરતા ખાનદાની પૂર્વકની હાર સારી ગણાય.

દરેક વ્યક્તિની ભીતર એક ન્યાયાધીશ બેઠેલો હોય છે, એ આપણને વારંવાર ન્યાયના સચ્ચાઈના માર્ગ પર ચાલવા ટકોર કર્યાં કરે છે પણ આપણે એ ટકોરને ઠોકર મારીને સ્વાર્થ કે સફળતા પામવા માટે દોડી પડીએ છીએ.

એક બાત ઓર ભી હૈ, આપણે સો ટકા સાચા હોઈએ તો પણ ક્યારેક આપણી વાત ખોટી હોઈ શકે છે. ભલે આપણે કોઈને છેતરવા ઈચ્છતા નથી છતાં પોસિબલ છે કે આપણી સોચ-વિચાર કરતા મૂળ સત્ય કંઈક જુદું જ હોય. તેથી ઉતાવળ ન કરવી જોઈએ. સામેની વ્યક્તિ પણ સાચી હોઈ શકે છે ત્યારે ધીરજના ફળ મીઠા ચાખી શકશું.

કેટલાક લોકો શાણા પ્રેક્ટીકલ હોય છે. તેઓ એમ વિચારે છે કે મારી જે ભૂલ થઈ છે એ તરફ કોઈનું ધ્યાન નથી પછી મારે સામે ચાલીને કબૂલ કરવાની શું જરૂર છે ? પણ છૂપાયેલી ભૂલ ખુલ્લી પડી જવાનો ભય લાઈફટાઈમ રહે એના કરતા એ ભૂલ સ્વીકારીને પરમેનેન્ટ નિર્ભય થઈ જવું એ વધુ સાઈં ગણાય.

એક દાખલો આપવાનું મન થાય છે. બેઈમાન અને જૂઠા લોકો સાથે રહેવાથી ખબર પણ ન પડે એમ ધીમે ધીમે ઈમાનદાર વ્યક્તિ બેઈમાન અને જૂઠો બની શકે છે. ક્યારેક કેટલીક વ્યક્તિના કોન્ટેક્ટ પછી પણ આપણા શોખ અને હેબિટસ ચેન્જ થઈ જાય છે. ગમતી વસ્તુ અણગમતી થવા લાગે છે અને અણગમતી વસ્તુ ગમતી થવા લાગે છે. ‘સપોઝ’ એક વ્યક્તિ ખાનદાની સંસ્કારી છે અને બીજી વ્યક્તિ નફફટ, દૂરાચારી અને ઘમંડી છે. એ બંને વચ્ચે કોન્ટેક્ટ થાય તો કોનો પ્રભાવ કોના પર પડશે ? તે પણ વિચારવાનો મુદ્દો છે. કવોન્ટીટીનો પ્રભાવ પડે છે. એજ રીતે ક્યારેક કવોલીટીનો પ્રભાવ પડે છે. એટલે જ આપણને વારંવાર ઉપદેશ આપવામાં આવે છે કે આપણા કરતા ગુણવાન, ખાનદાન, હોશિયાર વ્યક્તિને સોબતમાં રાખો અને દુરાચારી લોભી વ્યક્તિથી દૂર રહો.

-યુનુસ દલાલ મેમન, મુંબઈ

સહનશીલતાનો

પાઠ

કોઈ સમયમાં એક વિદ્વાન પાસે એવો ગુલામ હતો જેના લાંબા ગાળ, ઉદ્ધત વર્તન અને છણકા કરતાં સ્વભાવથી સૌ કોઈ કંટાળે. અધૂરામાં પૂરું એના દાંત પણ રાક્ષસ જેવા હતા. કદરૂપી અને બિહામણી આંખોમાંથી પાણી ટપકયા કરતું અને બદનમાંથી કાંદા જેવી વાસ આવતી રહેતી.

માલિકની સમજૂતીની એના ઉપર કોઈ અસર થતી નથી અને તેને ચિંધાએલા દરેક કામમાં ખોડખાંપણ સિવાય કોઈ સારા વાના દેખાતા નહીં.

એના માલિકને કોઈએ કહ્યું કે, “આ ગુલામની કિંમત ફૂટી બદામની પણ નથી, તમે કોઈ સારો સુશીલ ગુલામ ખરીદો, અને જુલમ નાહક શા માટે સહન કરો છો ?”

પેલા માલિકે હસીને કહ્યું કે, “તમારી વાત ખરી છે ? પરંતુ આ ગુલામની સોબતને કારણે મારી સહનશીલતા વધતી જાય છે. તેના અપમાનો ખમી લીધાને કારણે બીજાના અપમાનોનો રંજ થતો નથી પછી નાહકનો હું એને વેચીને બીજા કોઈને મારી મુશ્કેલીઓ શા માટે વળગાડું ?”

મેમણી મુકતક

ના તમન્ના બાગે જન્નતજી
ના હસરત હુરો મલાયકજી
અરમાન હકળી ઝલક દીદારે મુસ્તુફાજી
'ભા' સુધારી ડીચે હાલત દો જહાનજી

● ● ● ● ●

રસ્તે મેં આવી મુસીબત કેતરી ?
રસ ઈન્મે કોઈ કે નાય
પુગી નાવ કિનારે કડે ?
રસ ઈન્મે જમાને કે આય

● ● ● ● ●

મીંજે પછી પણ યાદ મીંજી અચની જરૂર
મીંજે પછી પણ અવાજ મીંજી ગુંજની જરૂર
બો હાથ વિચમે રખ્યાશી મેમણી લીપી કે અસાં
દુઆ 'મેમણી કોમજી' 'ભા' કે મીળની જરૂર

● ● ● ● ●

યાદી મેમણી લિપીજી અચની સો વરસ પછી
કુલ ગીની ને પરદેશી અચના સો વરસ પછી
"મુકના અચન બો-કુલ" ઈ ચુના, સો વરસ પછી
"કીડા ? સંશોધક જી કીબર" ઈ પુછના સો વરસ પછી

● ● ● ● ●

'ભા' જીંદગી જા ઈજ સચ્યા નિશાન હોય
ગેરહાજરીમેં પણ યાદ ઈ અચના હોય
કોઈ જા ડીં હકળે સીરખા નાય હુના
કડેક અંધારા કડેક અજવાળા હુના
'ભા' સવાર પછી અચની સંજ નારો
તીડકેથી છાંચડા અંધા નાય હુના

● ● ● ● ●

સુખજી કોઈ સવાર ટુંકી હુની નાય
દુઃખજી કોઈ રાત લંબી હુની નાય
જીંદગીજી ઘડીયાળ જો કંડો હલનો રીચે
'ભા' ઈન્જી ચાલ ધીમે કે ઉતાવળી હુની નાય

● ● ● ● ●

હાજીભા મોહંમદ હુસેન મેમણ (ધોલ)

પુસ્તકોની સાચવણી



પુસ્તકો એ આપણા જીવનની અમૂલ્ય વસ્તુ છે. એટલે એની સાચવણી ખૂબ જ જરૂરી છે. પછી ભલે એ પુસ્તકો પુસ્તકાલયના હોય, સ્કૂલના હોય કે પછી કોઈ મેગેઝિન હોય. અહીં પુસ્તકોને સાચવવાના કેટલાક સૂચનો કરવામાં આવ્યા છે. પુસ્તકોને અઠવાડિયામાં એક વાર ઝાટકી-લૂછી નાખવા જોઈએ. એની પર જામેલી ધૂળ સાફ કરતા રહેવું જોઈએ. પુસ્તકો માટે ખાસ અલગ વ્યવસ્થા કરી રાખો. કબાટ અથવા તો એના માટે ઘોડો બનાવી લો જેથી પુસ્તકો વ્યવસ્થિત રીતે એમાં પડ્યા રહે. ઘણા લોકો પાસે પુસ્તકો તો ઘણાં હોય છે, અને હોય છે પણ ખૂબ જ કિંમતી પણ એ એવી રીતે ઢગલા પડ્યા હોય છે કે જાણે એની કોઈ કિંમત જ નથી. હકીકતમાં એ ખોટું છે.

ઘણી વાર એવું બને છે કે લોકો કોઈકનું પુસ્તક માંગી લાવીને વાંચીને પછી એ પાછું આપવાનું નામ નથી લેતા, હકીકતમાં એ આદત સાવ ખોટી છે. જેનું પુસ્તક હોય એને વાંચ્યા પછી તરત પાછું આપી દો.

સાવ નકામા અને કામ વગરના પુસ્તકોનો પણ સંગ્રહ ન કરો. નહીંતર રદી પુસ્તકોમાં તમારા કિંમતી પુસ્તકો પણ હાથવગા નહીં રહે અને તેનો વાંચનમાં પૂરેપૂરો ઉપયોગ નહીં કરી શકાય.

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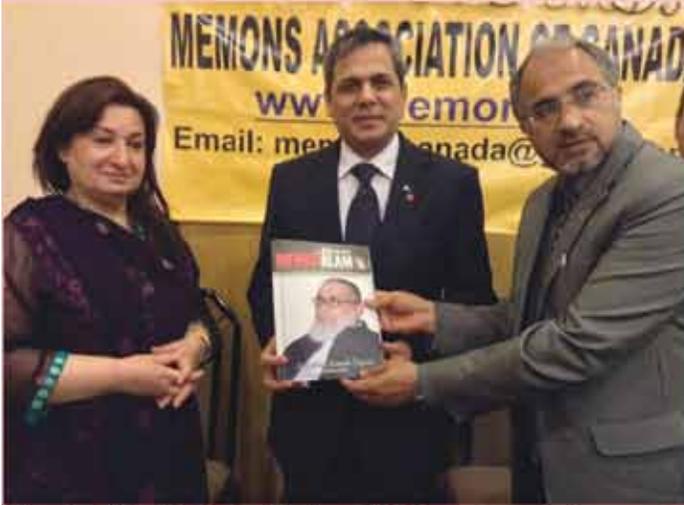
سینئر رہنما عبدالغفار صابن والا کو اُن کی سماجی خدمات پر آل پاکستان میمن فیڈریشن کے صدر عبدالعزیز میمن صاحب، ورلڈ میمن آرگنائزیشن کے نائب صدر شعیب اسماعیل منگروریہ، عبدالغنی سلیمان، محمد حنیف مولٹانی صاحب شیلڈ دے رہے ہیں۔ تصویر میں حنیف اسحاق، عبدالقادر عثمان، بشیر لٹھی والا، عمر مولٹانی و دیگر صاحبان بھی موجود ہیں۔



میمن ایسوسی ایشن کی جانب سے نفیس زکریا کے اعزاز میں الوداعی عشاء

حیثیت سے ان کی کارکردگی کو سراہا اور ایسوسی ایشن کی طرف سے دفتر خارجہ اسلام آباد میں ان کے نئے فرائض کے لیے کامیابی اور نیک تمناؤں کا اظہار کیا۔ مہمان خصوصی تو نصل جنرل آف پاکستان ٹورنامنٹ محمد نفیس زکریا نے اپنی تقریر میں تقریب کے لیے ایسوسی ایشن کا شکریہ ادا کیا۔ انہوں نے اپنی تقریر میں پاکستان کے تازہ ترین حالات پر روشنی ڈالی اور پاکستانی قوم کی یکجہتی پر زور دیا۔ انہوں نے میمن برادری کی عالمی سطح پر کی جانے والی خدمات پر بھی روشنی ڈالی اور ان کی خدمات کو سراہا۔ نائب تو نصل جنرل اصغر علی گولو اور سینیئر سلفہ عطا اللہ جان نے اپنی تقاریر میں میمن برادری کو زبردست خراج عقیدت پیش کی تمام حاضرین کے لیے پر تکلف عشاء کا اہتمام کیا گیا تھا۔ تقریب میں ایسوسی ایشن کے صدر محمد امین جاگلہ نے مہمان خصوصی محمد نفیس زکریا کو ان کی پاکستانی کمیونٹی کی دامت کے اعتراف میں ایسوسی ایشن کی طرف سے ایک یادگاری شیلڈ پیش کی۔ اس کے بعد تینوں معزز مہمانوں کو عالمی میمن تنظیم کے جریدہ ”میمن عالم“ کے تازہ شمارے پیش کیے آخر میں ایسوسی ایشن کے صدر محمد امین جاگلہ نے تمام مہمانوں کا آج کی تقریب میں شرکت پر تہہ دل سے شکریہ ادا کیا۔

میمن ایسوسی ایشن آف کینیڈا کی طرف سے ٹورنٹو میں تعینات تو نصل جنرل آف پاکستان محمد نفیس زکریا کے اعزاز میں 26 جون 2014 کی شام کو سی ساگا کے ایک ریستورنٹ میں الوداعی عشاء کا انعقاد کیا گیا تھا۔ برطانیہ اور کینیڈا میں پانچ سال مکمل کرنے کے بعد تو نصل جنرل آف پاکستان ٹورنامنٹ محمد نفیس زکریا کا تبادلہ دفتر خارجہ اسلام آباد میں ہو گیا ہے۔ تقریب میں مجلس عاملہ کے تمام ارکان کے علاوہ نائب تو نصل جنرل اصغر علی کینیڈین، سلفہ عطا اللہ جان، سینیئر شپ جج رفیق زکریا، ذہنی امراض کے ماہر اور یونیورسٹی آف ٹورنٹو کے پروفیسر ڈاکٹر امین محمد گاؤٹ، ایسوسی ایشن کے بنیادی ارکان یعقوب داد اور یونس اسماعیل ایسوسی ایشن کے سابق صدر، اسماعیل مرزا اور کالم نگار اور رپورٹر قاسم عباس نے شرکت کی ایسوسی ایشن کی مجلس عاملہ کے تمام ارکان محمد نفیس زکریا، اصغر علی گولو اور سینیئر سلفہ عطا اللہ جان کو تقریب میں خوش آمدید کہا اور الوداعی عشاء میں حاضری کے لیے ان کا شکریہ ادا کیا اس کے بعد ایسوسی ایشن کے صدر محمد امین جاگلہ نے تینوں معزز مہمانوں کو گلدرست پیش کیا۔ ایسوسی ایشن کے صدر محمد امین نے اپنی تقریر میں محمد نفیس زکریا کی تو نصل جنرل کی



میمن ایسوسی ایشن کے صدر محمد امین جاگلہ تو نصل جنرل محمد نفیس زکریا کو عالمی میمن تنظیم کا تین اعطائی رسی جریدہ ”میمن عالم“ پیش کر رہے ہیں



ایسوسی ایشن کے صدر محمد امین جاگلہ تو نصل جنرل محمد نفیس زکریا کو ان کی پاکستانی کمیونٹی کی خدمات کے اعتراف میں ایسوسی ایشن کی جانب سے یادگاری شیلڈ پیش کر رہے ہیں

میمین ایسوسی ایشن آف کینیڈا کی طرف سے امریکہ، پاکستان اور سعودی عرب سے آئے ہوئے میمن سماجی قائدین کے اعزاز میں عشاءِ سائیہ

رپورٹ :- قاسم عباس، ٹورانٹو

کے بارے میں حاضرین کو معلومات فراہم کی۔
عالمی میمن تنظیم شمالی امریکہ۔ چوپٹر کے نائب صدر جناب عبدالغفار وریند نے حاضرینوں کو بتایا کہ مستقبل میں شمالی امریکہ کی تمام میمن تنظیموں کا ایک کنونشن بلایا جائیگا۔ انہوں نے مزید بتایا کہ چوپٹر کے تحت خواتین کی شاخ بھی قائم کی جائیگی تاکہ خواتین بھی قومی خدمت میں آگے آئیں۔
تقریب میں تینوں سماجی قائدین کو ان کی طویل خدمات کے اعتراف میں یادگاری شیلڈ پیش کی گئی۔ تینوں معزز زہمانوں نے ان کی عزت افزاء کے لئے ایسوسی ایشن کا شکریہ ادا کیا۔
تقریب میں حاضرین کے لئے پر تکلف عشاءِ سائیہ کا اہتمام کیا گیا تھا، جس سے تمام حاضرین لطف اندوز ہوئے۔

میمین ایسوسی ایشن آف کینیڈا کی طرف سے امریکہ، پاکستان اور سعودی عرب سے آئے ہوئے میمن سماجی قائدین، عالمی میمن تنظیم شمالی امریکہ۔ چوپٹر کے نائب صدر جناب عبدالغفار وریند، عالمی میمن تنظیم کی تعلیمی کمیٹی کے چیرمین جناب قاسم لوار اور میمن ایسوسی ایشن آف سعودی عرب کے جنرل سیکریٹری جناب طیب موسانی کے اعزاز میں 18 اگست کی شام جوہلی ریستورانٹ میں عشاءِ سائیہ کا اہتمام کیا گیا۔ تقریب میں معروف سماجی شخصیت سٹیزن شہباز چغری، رکن مجلس عاملہ کی اراکین اور دیگر معزز زہمانوں نے شرکت کی۔
ایسوسی ایشن کے صدر جناب محمد امین جاگڈا نے تینوں سماجی قائدین کو تقریب میں خوش آمدید کہا اور ان کی طویل خدمات کو زبردست خراج عقیدت پیش کی۔ انہوں نے تینوں سماجی قائدین کا تعارف حاضرینوں کو کروایا۔ اس کے بعد تینوں سماجی قائدین نے اپنے ادارے کے مشن اور سرگرمیوں



گھونٹ گھونٹ میں فروٹ





ایک ہی انداز یا اصول سب پر لاگو نہیں کیا جاسکتا۔ ایسے ماں باپ جو کھلاؤ سونے کا نوالہ مگر دیکھو شیر کی نگاہ سے“ کے مقولے پر عمل کرتے ہیں ان کے بچوں میں والدین سے نفرت، بغاوت، سرگرمی و خود سری جیسے رویوں کے علاوہ کئی طرح کے دیگر جذبات و نفسیاتی مسائل بھی پیدا ہو جاتے ہیں۔

پسند کا نمایاں فرق پایا جاتا ہے انفرادیت اور اختلاف کے اسی فرق کے پیش نظر بچوں کی پرورش اور تربیت کے انداز بھی تبدیلی کا تقاضا کرتے ہیں والدین اور اساتذہ کو بچوں کی دیکھ بھال اور تربیت کرنے والے افراد بچوں کی نفسیات کو سمجھنے بغیر اپنے فرائض اور ذمے داریاں احسن طریقے سے انجام نہیں دے سکتے۔

منفی رویے کب اور کیوں پیدا ہوتے ہیں

بچوں سے متعلق ہمارے ہاں ایک عام تاثر یہ پایا جاتا ہے کہ وہ چونکہ چھوٹے ہوتے ہیں لہذا نا سمجھ ہیں انہیں بڑوں کے اچھے یا برے سلوک اور رویے سے کوئی فرق نہیں پڑتا حالانکہ یہ خیال غلط ہے بچے باوجود چھوٹے یا کمسن ہونے کے باوجود بڑوں سے زیادہ حساس سمجھدار اور اچھے برے رویوں کو فوراً محسوس کرنے والے ہوتے ہیں۔ یہاں تک کہ ایک نو مولود بچہ ہاتھوں لمس سے ماں کی چاہت یا بیزارگی کو محسوس کر لیتا ہے جس کے نتیجے میں اس کے اندر سکون یا بے چینی پیدا ہوتی ہے زرا اور گہرائی میں جائیں تو پتا چلتا ہے کہ دوران حمل بچے کے لیے ماں کے جذبات اور احساسات کا برائے راست اثر بچے کی ذہنی اور جسمانی صحت پر پڑتا ہے بچے آئندہ زندگی میں زور و زنج احساس کمتری اور جذباتی عدم تحفظ کا شکار اور غیر مطمئن بھی ہو سکتے ہیں گویا بچے میں منفی رویے کی ابتدا ماں کے پیٹ سے ہی شروع ہو جاتی ہے۔ بعد کی زندگی میں مندرجہ ذیل عوامل کے زیر اثر بچوں میں مختلف قسم کے منفی رویے پروان چڑھتے ہیں!

پرورش و تربیت کے غلط اور روایتی طریقے۔

بچوں کی پرورش و تربیت کے غلط اور روایتی طریقے بھی منفی رویے پیدا کرنے کا سبب بنتے ہیں چونکہ ہر بچہ دوسرے سے عادات و مزاج و صلاحیتوں میں مختلف ہوتا ہے لہذا پرورش و تربیت کا



بچوں کی شخصیت میں نکھار کیسے پیدا کریں



مسز صائمہ عارف (مونیٹری ڈائریکٹریس)

جان تو بچے سے ایک ذی روح جو بنتا ہے جب محض دودھ پینا، سونا اور دانا اس کے معمولات میں ہوتے ہیں اس کی تمام حیات پوری طرح بیدار اور متعارف ہوتی ہیں وہ سب سنتا ہے اور ارد گرد کے ماحول سے محبت اور نفرت خوشی اور بیزارگی کی خوشگوار اور ناخوشگوار اثرات جذب یا محسوس کر لیتا ہے بچوں کے بارے میں یہ کیسے سوچا اور کہا جاسکتا ہے کہ وہ نادان اور نا سمجھ ہوتے ہیں؟ یا انہیں ایسے بے رویوں اور سلوک کا کیا پتا؟؟؟؟ بچوں میں منفی رویے خود بہ خود یا اچانک پیدا نہیں ہوتے ان کے پیچھے طویل عرصے تک بچے کے جذبات اور احساسات، عزت نفس اور ذہن و دل کو متاثر کرنے والے منفی عوامل کا کارفرما ہوتے ہیں اس ضمن میں ماہرین ماؤں کو مشورہ دیتے ہیں کہ وہ اپنے بچوں کی ذات کو اہمیت دیں انہیں پوری توجہ شفقت اور محبت اور خوش دلی کے ساتھ پروان چڑھا کر مثبت اور متوازن اور پسندیدہ شخصیت کا حامل انسان بنائیں یہ ان کی ذمہ داری بھی ہے اور وقت کی ضرورت بھی اگلی سطور میں ہم بچوں میں پیدا ہونے والی منفی رویوں کے عوامل اور اثرات کا مختصر جائزہ لیتے ہوئے ان کے تدارک کی تجاویز بھی پیش کر رہے ہیں۔

بچوں کی نفسیات سمجھنا کیوں ضروری ہے

ہر بچہ اول دن ایک مکمل اور منفرد شخصیت لیکر پیدا ہوتا ہے چنانچہ کسی بچے کا دوسرے بچوں کے ساتھ مقابلہ اور موازنہ کرنا درست نہیں یہاں تک کہ ایک ہی والدین کی اولاد میں سے ہر بچہ دوسرے سے عادات و اطوار مزاج اور ذہنی اور جسمانی صلاحیتوں میں مختلف ہوتا ہے۔ دو بڑوں میں بچوں میں بھی ظاہری شکل و صورت اور قد و قامت میں مماثلت کے باوجود انداز فکر و میلان طبع اور پسندنا

سنچے جو کہ ہمارے معاشرے کا بہترین اثاثہ ہیں ہمارے مستقبل کے روشن چراغ ہیں، مگر آج کل کی اس مصروف زندگی میں ہم اپنے بچوں کو وہ وقت فراہم نہیں کر پارہے جو کہ ان کی شخصیت کی بہترین نشوونما کے لیے بے جو ضروری ہے جس کی وجہ سے ہمارے بچوں کا رجحان پڑھائی لکھائی کی طرف کم اور معاشرے میں ہونے والی منفی سرگرمیوں کی طرف زیادہ ہے۔ بچوں کو معاشرے کی ان برائیوں سے دور کرنے کے لیے اور ان کی شخصیت کو متوازن بنانے کے لیے ضروری ہے کہ بچوں کی نفسیات کو سمجھا جائے۔ گوکہ بچوں کی نفسیات کو سمجھنا آسان نہیں اس لیے کے اول تو وہ اپنے جذبات اور احساسات کے برملا اظہار کے صلاحیت نہیں رکھتے دوئم وہ نشوونما کے مراحل سے گزر رہے ہوتے ہیں اور ان کی شخصیت کی تعمیر و تشکیل ہوری ہوتی ہے لہذا کوئی بھی غیر معمولی رویہ یا پرورش اور تربیت کا منفی انداز بچوں کی آئندہ پوری زندگی پر محیط ہو کر ان کی شخصیت کو غیر متوازن بنا سکتا ہے۔

ہمارے اکثر گھرانوں میں بچوں کی ذہنی اور جسمانی اور جذباتی صحت کو بری طرح سے نظر انداز کر دیا جاتا ہے بچوں کی تعلیم و تربیت اور شخصیت کی مثبت اور متوازن تعمیر و تشکیل اور کردار سازی کی ضرورت اور اہمیت گھروں اسکول اور معاشرے میں محسوس نہیں کی جارہی ہے جو کہ ایک المیہ ہے آج کل والدین بچوں میں اخلاقی بگاڑ اور بڑھتے ہوئے منفی رجحان اور رویوں سے پریشان نظر آتے ہیں۔ حالانکہ یہ سب ماحول اور انداز پرورش اور تربیت کا نتیجہ ہے۔ بچے میں سیکھنے کا عمل اُس وقت ہی شروع ہو جاتا ہے جو وہ گوشت کے بے



بچے کو دوش نہ دیں۔۔۔

پڑھنے میں کمزوری کی وجہ ”ڈسلیکسیا“ بھی ہو سکتی ہے!

منیرہ عادل

اگر آپ کا بچہ لکھنے پڑھنے میں کمزور ہو، اسکول میں بہتر کارکردگی کا مظاہرہ نہ کرتا ہو۔ لکھنے کے عمل میں دشواری محسوس کرتا ہو تو بچے کو ڈسلیکسیا، یا سزا دینے کے بجائے اس کی وجہ تلاش کرنی چاہیے۔ بچے کی اس کمزوری کی ہیڈنگ ڈسلیکسیا (Dyslexia) بھی ہو سکتی ہے۔ ڈسلیکسیا کوئی ذہنی معذوری نہیں، بلکہ اس کے شکار افراد لکھنے کے عمل میں وقت محسوس کرتے ہیں تاہم انہیں کند ذہن یا کامل بھی نہیں کہا جاسکتا، ان کی یہ کمزوری صرف لکھنے کے عمل میں ہی رکاوٹ کھڑی کرتی ہے، اسے ذہنی کمزوری نہیں کہہ سکتے، چوں کہ بچے کی ابتدائی تعلیم کا آغاز لکھنے پڑھنے سے ہوتا ہے اور اسی سطح پر بچے کی لکھنے کی صلاحیت کا اندازہ لگایا جاتا ہے۔ اس لیے جتنا جلد اس کی شناخت کر کے متبادل طریقوں سے لکھنے کے عمل میں بچے کی مدد کی جائے، اتنا ہی بہتر ہوتا ہے۔ ڈسلیکسیا کے شکار افراد بھی بے حد کامیاب انسان ثابت ہو سکتے ہیں۔ ڈسلیکسیا کی علامت ہر شخص یا ہر بچے میں یکساں نہیں ہوتی۔ کچھ بچوں کو پڑھنے میں مشکل درپیش ہوتی ہے، تو دوسروں کو لکھنے میں جدوجہد کرنی پڑتی ہے یا بائیں سے دائیں جانب لکھنے پڑھنے میں مشکلات پیش آتی ہیں۔ کچھ بچوں کو ابتدائی طور پر لکھنے پڑھنے میں مشکلات کا سامنا ہوتا ہے، لیکن آگے چل کر دیگر مسائل سے بھی سابقہ پڑتا ہے، مثلاً گرامر کی غلطیاں، کسی تخریر کو پڑھنے یا لکھنے میں دشواری، وغیرہ۔ ڈسلیکسیا کی وجہ سے لوگ اپنا موقف یا اپنی رائے کے اظہار میں بھی دشواری محسوس کرتے ہیں۔ ان کے لیے الفاظ کے چناؤ اور اپنی سوچ کو گفتگو کی صورت میں کرنا اور اسے مربوط کرنے میں مشکل ہوتی ہے۔ بعض افراد کو دوسروں کی گفتگو کو سمجھنے میں بھی مشکل کا سامنا ہوتا ہے۔

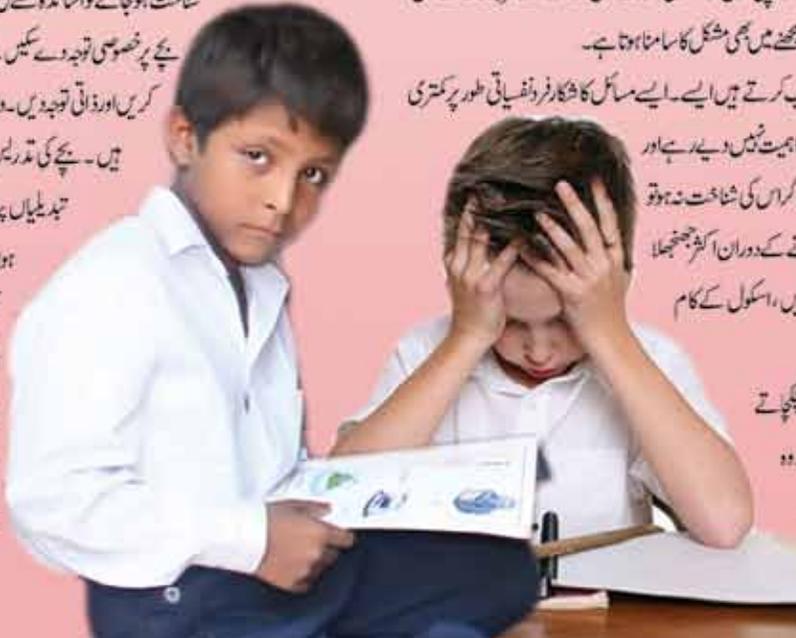
یہ تمام مسائل شخصیت پر منفی اثرات مرتب کرتے ہیں ایسے۔ ایسے مسائل کا شکار فرد نفسیاتی طور پر کمزوری کا شکار ہو جاتا ہے۔ اسے لگتا ہے کہ لوگ اسے اہمیت نہیں دیتے اور اس کی عزت نفس بھروسہ ہو رہی ہے، کیوں کہ اگر اس کی شناخت نہ ہو تو بغیر کسی ماہر کی مدد کے ایسے بچے لکھنے یا یاد کرنے کے دوران اکثر جھنجھلا جاتے ہیں، چڑچڑ سے پن کا مظاہرہ کرتے ہیں، اسکول کے کام سے سخت ذہنی دباؤ کا شکار ہو جاتے ہیں۔

اسکول میں دو یا چار سوال پوچھنے سے ہچکچاتے ہیں، کیوں کہ بعض اوقات انہیں لگتا ہے کہ اگر وہ اس بار بھی پوچھ لیں گے تو انہیں اپنا سبق سمجھ میں نہیں آئے گا۔ اس لیے اساتذہ جب بھی

پوچھتے ہیں کہ سمجھے میں آگیا؟ تو وہ بھی سب کے ساتھ سر ہلاتے ہیں، کیوں کہ بار بار پوچھنے پر انہیں دیگر بچوں کی جانب سے تھیک کا خدشہ ہوتا ہے، نتیجتاً وہ حیرت و حیرت سے زندگی میں آگے بڑھنے کی امید کھوٹے لگتے ہیں۔ ڈسلیکسیا کے ماہرین ایسے بچوں کی مختلف علامات، گفتگو، وغیرہ کے ذریعے شناخت کرتے ہیں۔ بچے کی شخصی جانچ کرنے کے بعد ہی ماہرین اس کی کمزوریوں کا اندازہ لگاتے ہیں کہ ڈسلیکسیا کے باعث کس عمل میں بچہ زیادہ وقت محسوس کر رہا ہے۔ اس کی شناخت جتنی جلد ہوا اتنا ہی آسانی سے اس پر قابو پانے کی زندگی کو بہتر بنایا جاسکتا ہے اس ضمن میں والدین کا کردار اہم ہوتا ہے۔ بچے کی ابتدائی عمر میں اس کی بول چال کے الفاظ پڑھنے لکھنے کی کیفیت ڈرائنگ کرنے، حروف کو پہچاننے، لفظ بنانے اور جوڑنے وغیرہ کے عمل پر خصوصی نظر رکھ کر انہیں معلوم چل سکتا ہے کہ بچہ کیا مشکل محسوس کر رہا ہے۔

بچے کو اس عمر کی مناسبت سے کتابیں اور ایسے کھلونے لاکر دیں جس سے اسے چیزوں، رنگوں اور حروف وغیرہ کو پہچاننے میں مدد ملے، اس کے بعد اس کو مطالعے کے لیے مختلف کتاب رسائل اور کہانیاں فراہم کریں۔ جب بچہ اسکول جانے لگے تو اس کے اساتذہ سے ملیں، بچے کی کارکردگی کے بارے میں پوچھیں اگر بچے میں ڈسلیکسیا شناخت ہو جائے تو اساتذہ سے مل کر ان کو مکمل صورت حال سے آگاہ کریں۔ تاکہ وہ بچے پر خصوصی توجہ دے سکیں۔ اساتذہ وغیرہ کے لیے ملحدہ سے وقت مہیا کریں اور ذاتی توجہ دیں۔ والدین اس ضمن میں انٹرنیٹ سے بھی مدد لے سکتے ہیں۔ بچے کی تدریس مشکلات کے باعث اس میں جذباتی طور پر جو تبدیلیاں پیدا ہوں یا وہ جس شخص، ماہی، جھنجھلاہٹ کا شکار ہوں اس کے لیے چند روایت مدد حاصل کریں تاکہ اس کی شخصیت کی تعمیر میں کوئی کمی نہ رہ جائے۔ پڑھنا اور لکھنا تعلیمی میدان کی بنیادی ضروریات ہیں انہما والدین کی توجہ سی توجہ، بروقت شناختی اور ماہرین کی مدد سے ایسے افراد بے حد کامیاب زندگی گزار سکتے ہیں۔

(بھنگریہ ایکسپریس نیوز)



ورلڈ میمن آرگنائزیشن پاکستان چیپٹر مانکروفنانس اسکیم



ورلڈ میمن آرگنائزیشن کی مانکروفنانس کمیٹی کی جانب سے چھوٹے کاروباری حضرات کیلئے لون کا اجرا کیا گیا ہے۔ اس اسکیم کے تحت چھوٹے دوکاندار کو دس ہزار روپیہ لون بغیر منافع کے دیا جاتا ہے۔ جو ان کو ماہانہ ہزار روپیہ قسط کے حساب سے واپس کرنا ہوگا آل پاکستان میمن فیڈریشن سے منسلک تمام جماعتوں کے ممبران اس لون سے فائدہ اٹھا کر اپنے چھوٹے کاروبار کو مزید وسعت دے سکتے ہیں۔ اس لون کے لئے مندرجہ ذیل شرائط کا خاص خیال رکھیں۔ درخواست فارم WMO آفس سے حاصل کریں۔

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