



NEWSLETTER OF IBN SINA ACADEMY NISA

أبو علي ابن سينا

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CENTRAL COUNCIL FOR RESEARCH IN UNANI MEDICINE

Ministry of Health and Family Welfare, Government of India

Department of AYUSH

THE COUNCIL

The Central Council for Research in Unani Medicine (CCRUM) is an autonomous organization under the Ministry of Health and Family Welfare, Government of India, Department of AYUSH. Established in 1978, the CCRUM started functioning from 10 January, 1979, and ever since it has been busy researching into various fundamental and applied aspects of Unani Medicine. Over the years, the CCRUM has emerged as the world-leader in the field.

THE NETWORK

20 research Centres of the Council are functioning in different parts of the Country.

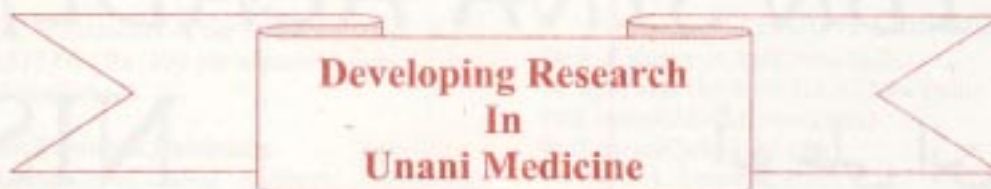
THE AREAS OF ACTIVITY

The Research Programme of the Council has four major components:

* Clinical Research * Drug Standardization * Literary Research * Survey and Cultivation of Medicinal Plants

THE MAJOR ACHIEVEMENTS

Some significant achievements of the Council are as follows:



CLINICAL RESEARCH

- Has developed 24 Unani Drugs which are purely natural, standardized and without any side-effects, for successful treatment of leucoderma, sinusitis, viral hepatitis, eczema, malaria, rheumatoid, arthritis and bronchial asthma.
- Has filed patents on seven of these drugs.

DRUG STANDARDIZATION

- Has evolved standards for 222 single and 385 compound Unani drugs.
- Has signed a Memorandum of Understanding with Council of Scientific and Industrial Research (CSIR) for taking up advanced research in the field of drug development.

LITERARY RESEARCH

- Has translated from Arabic and Persian into Urdu language 25 Unani Medical Classics mostly manuscripts. And has edited and published these works.

SURVEY & CULTIVATION OF MEDICINAL PLANTS

- Has collected 59462 specimens of 1730 medicinal plants from the wild
- Undertaking successful cultivation of four important medicinal species
- Has gathered and documented 6650 folk medicinal claims

PUBLICATIONS

- Has produced over 1000 research papers and brought out 116 research publications, besides regular publications of a bimonthly CCRUM Newsletter, Quarterly Urdu Journal Jahan-e-Tib and Annual Report.

For further information, please contact

Director

CENTRAL COUNCIL FOR RESEARCH IN UNANI MEDICINE

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IAMMS ACTIVITIES

LECTURE SERIES 26

Dr. Fabrizio Speziale, Professor at the Institute for Studies of Religion and Culture, Pontifical Gregorian University of Rome (Italy) & presently Director, Research Project on the History of Medicine in Iran and India, French Institute of Research, Department of History of Science, Encyclopaedia Islamica Foundation, Tehran (Iran), delivered a lecture, entitled, 'Hospitals in Iran and India during the modern age (1500-1950)' on 12th August 2007 at the Library Hall of Ibn Sinā Academy.

Prof. Hakim Syed Zillur Rahman, president, IAMMS, on behalf of the members and executive committee of Ibn Sinā Academy of Medieval Medicine & Sciences (Aligarh, India), warmly welcomed Professor Fabrizio Speziale in the Academy, while, Prof. M. Salimuddin, Former Vice-Chancellor, Aligarh Muslim University, Aligarh, India, chaired the session. Dr. Fabrizio Speziale is Professor in the Institute for Studies of Religion and Culture, Pontifical Gregorian University of Rome (Italy). At present, he is deputed as Director, Research Project on the History of Medicine in Iran and India under the aegis of French Institute of Research in Iran in collaboration with the Department of History of Science, Encyclopaedia Islamica Foundation, Tehran (Iran). He has to his credit a large number of publications. He is the recipient of Scaliger Fellowship of Leiden in April 2003 and submitted a comprehensive report on the Collection of Indo-Persian

Medical and Scientific Manuscripts in Leiden University Library.

[Josephus Justus Scaliger (1540-1609), in 1591, accepted an offer to come and work at the newly founded University of Leiden without any formal obligations to engage in university teaching. Nonetheless, by 1600 he had become the centre of the young university, attracting students and scholars from all over Europe. Among his pupils were promising students such as Daniel Heinsius and Hugo Grotius. At his death Scaliger bequeathed a substantial part of his library to the University Library.]

Prof. Fabrizio in his lecture enlightened with his task to edit a book on 'Hospitals in Iran and India During the Modern Age (1500-1950)'. He also told that next year he is organising a conference on 'Islamic Medical Knowledge in Iran and India during the Modern Period' under the aegis of French Institute of Research in Iran, Tehran, which slated to be held in Tehran from 12th and 13th February, 2008. The conference will be followed by a publication of collected essays as a volume of the *Bibliothèque Iranienne* (established by late Henry Corbin).

PUBLICATIONS

The Publication Division of Ibn Sinā Academy of Medieval Medicine & Sciences has come out with four publications of books on medical manuscripts

- 1). *Al Kitab Al Nabz Al Saghir* by Gaier, (129-201), edited and translated after collating three mss. by Prof. Hakim Syed Zillur Rahman, (ISBN 81-901362-7-5), 2007, 166p
- 2). *Risala Fi Auja Al-Niqris* by Qusta b. Luqa, edited and translated after collating two mss. by Prof. Hakim Syed Zillur

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Rahman, (ISBN 81-901362-8-3), 2007, 148p

3) *Ainul Hayat* by Mohammad b. Yusuf Harawi, edited and translated after collating three mss. by Prof. Hakim Syed Zillur Rahman, (ISBN 81-901362-9-1), 2007, 250p

4) *Rislah fil Nabidh* by Rufus (Arabic translation by Qusta b. Luqa), edited and translated by Prof. Hakim Syed Zillur Rahman, (ISBN 978-81-901362-7-3), 2007, 88p

BOOK RELEASING CEREMONY

Releasing Ceremony of "Eek Bhasha Jo Mustarid Kar Di Gae"

A function to critically evaluate the book, *Ek Bhasha: Do Likhawat, Do Adab* by Prof. Gyan Chand Jain and to release the new book written in its counter, *Ek Bhasha Jo Mustarid Kar Di Gae*, by Prof. Mirza Khalil Beg, was organized at Ibn Sinā Academy of Medieval Medicine & Sciences (Aligarh, India) on July 22, 2007.

In the beginning of the ceremony, Prof. Hakim Syed Zillur Rahman requested Prof. Riazur Rahman Khan Sherwani, to kindly preside over the function and to release the above-mentioned book of Prof. Mirza Khalil Ahmad Beg. After welcoming the audience, he in his introductory remarks, apprised his relations with Dr. Gyan Chand Jain when he was Professor in Bhopal. He said, it is very unfortunate that Prof. Gyan Chand Jain has written such a malicious book, which distressed so many Urdu lovers. He further said, he always regarded him very secular, sober and cultured but this write-up has changed his image. Latterly, Dr. Qamrul Huda Faridi (of Urdu) read out the considerate review of Prof. Sughra Mehdi. Prof. Saeeduzzafar Chughtai, Former Professor of Physics and a scholar of Persian and Urdu, presented his comments. After him, Prof. Abul Kalam

Qasmi, Former Chairman, Department of Urdu and a great scholar enlightened the audience about the evolution and development of Urdu language and his own critical review about the book of Mirza Khalil Beg. Following him, Prof. Qazi Afzal Hussain, Present Chairman, Department of Urdu apprised the gathering with his scholarly observations and opinion about the authenticity of Prof. Beg's book. He also repudiated Prof. Gyan Chand Jain's book *Ek Bhasha: Do Likhawat, Do Adab* in a fair and skillful manner. Taking cue from Prof. Qazi, Prof. Farhatullah Khan, Former Chairman Department of English and an ardent lover of Urdu, critically evaluated the authenticity of Prof. Jain's book and regarded it as garbage.

The galaxy of audience included Prof. Ather H. Siddiqi (Zoology), Prof. Husamuddin Farooqui (Zoology), Prof. Zakia Siddiqi (Women College), Prof. Iftikhar Alam Khan (Former Director, Sir Syed Academ), Prof. Nafees Baig (Commerce), Prof. Khursheed Ahmad (Urdu), Prof. Zafar Ahmad Siddiqui (Urdu), Prof. Tariq Chhatari (Urdu), Prof. S. Salahuddin Shah (Civil Engg), Dr. Mobarak Hussain (Physiology), Mr. Meher Ilahi (Former Deputy Librarian, General Education Centre), Mr. Habibur Rahman Chighani (Former Deputy Librarian, Maulana Azad Library, and Director, Khuda Bukhsh Oriental Public Library, Patna), Dr. Anjuman Ara Anjum (Women College), Dr. Abdul Latif (Ilmul Advia), Dr. Babar Nazir (Radiodiagnosis), Mr. S. Moinuddin Alvi (Former Librarian, King Fahad University of Petroleum and Mineral, Dhahran, Saudi Arabia) and other distinguished aristocrats and intellectuals.

In the end, Prof. Iftikhar Alam Khan, on behalf of the Academy thanked the audience. The program ended with delicious snacks and tea.

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**VISIT OF PROMINENT PERSONALITIES
AT THE ACADEMY**

Prof. Abbas Ali Mahdi, Former Controller of Examination, King George Medical University, Lucknow, India (11.7.2007), Mr. Anwar Azmi, Associate Editor, *Tahzeeb*, Karachi, Pakistan (12.8.2007); Mr. Shahid Lucknowi, Karachi, Pakistan (12.8.2007), Dr. Meerza Kaukab Qadar, great grandson of Nawab Wajid Ali Shah Avadh, Kolkata (15.8.2007), Prof. BN Dhawan, Former Director, CDRI, Lucknow (25.8.2007), Prof. PK Seth CEO, Biotech Park, & Former Director, ITRC, Lucknow (25.8.2007), Prof. David K. Osborn, San Diego, USA (25.9.2007).

VIEWS OF SOME VISITORS

"It has been an extraordinary experience to see this unique and extensive collection of old manuscripts concerning Unani Medicine, perhaps the best in the country. It must be preserved as a national heritage and many manuscripts need urgent digitization. We should be grateful for building this by their own efforts and they need all help and support in this unique institution. My grateful thanks for letting me through it and best wishes for proper utilization and conservation of this individual resource" - **Prof. BN Dhawan**

"It is excellent collection of Unani literature which is no where else at one place. This contribution of the family will go a long way to serve the humanity" - **Prof. PK Seth**

"What a wonderful library! What a grand collection of books and memorabilia! A great place to seek oneself in studying the ancient wisdoms! Thank you very much for your kind letter dated Prof. Rahman for your spirited discussion! - **Prof. David K. Osborn**

IAMMS MEMBERS ACTIVITIES

Prof. Syed Zillur Rahman, President, IAMMS

- Edited a book, entitled, *Ibn Rushd* by Mohammad Zakaria Vark, Centre for Promotion of Science, Aligarh Muslim University, Aligarh, 2007.
- Invited to attend the Workshop on Rheumatoid Arthritis (*Wajaul Mafasil*) on 27th August 2007, which was organized by CCRUM with the support of WHO at Convention Centre, Hamdard University, New Delhi. During the workshop, Prof. Rahman presided over the inaugural session.
- Attended the Pharmacopoeae Committee Meeting, Ministry of Health and Family Welfare, Govt. of India, at Regional Research Institute (Unani), Srinagar (J & K) during 8-9 September 2007.
- Visited Raza Library Rampur during August 2007, to consult some important manuscripts extant in the Library.

Mr. M. Hamid Ansari called on Prof. Rahman soon after swearing-in of as Vice-President of India. Mr. M. Hamid Ansari inaugurated the Ibn Sinā Academy of Medieval Medicine & Sciences on 21st April 2001. The members and executive committee of the Academy wish him all success and convey their warm greetings on appointment of this prestigious office of the government of India as elected vice president.

Dr. Abdul Nasser Kaadan, Editorial Board Member, NISA

- Participated in the Joint 6th International Traditional / Complementary Medicine Conference and the 3rd International Congress on Traditional Medicine and Materia Medica (ICTMMM) at Kuala Lumpur (Malaysia) during July 17-20, 2007 and presented a paper entitled, "Islamic Medicine reaching us".

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- Visited, International Institute of Islamic Thought and Civilization (ISTAC) where he was received by the Dean, Prof. Dr. Ibrahim Zein. In the Institute, he delivered a lecture on "Some of the Muslim Physician's achievements attributed to the Western World". All members of the teaching staff and postgraduate students attended the lecture. He was also honored by a memorial plate of the Institute.

Dr. Abdul Latif, Joint Secretary, IAMMS

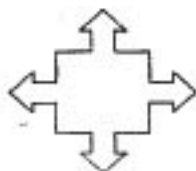
- Participated at the Workshop on Rheumatoid Arthritis (*Wajaul Mafasil*) on 27th and 28th August 2007, which was organized by CCRUM with the support of WHO at Convention Centre, Hamdard University, New Delhi.

Dr. Syed Ziaur Rahman, Treasurer, IAMMS

- Attended the Advisory Council Meeting of International Association of Medical Colleges at Hilton O'Hare, Chicago, IL, USA, on 15th September 2007. [see page 12 for more detail].
- Invited as guest faculty, Symogen's Certificate Course on Pharmacovigilance and Pharmacoepidemiology, India Habitat Centre, New Delhi, on September 8, 2007

Dr. Misbahuddin, LM, IAMMS

- Participated in the Joint 6th International Traditional / Complementary Medicine Conference and the 3rd International Congress on Traditional Medicine and Materia Medica (ICTMMM) at Kuala Lumpur (Malaysia) during July 17-20, 2007. For detail, refer NISA, Vol. 7, No. 3, 2007.



**FORTHCOMING EVENTS/
CONFERENCES / SEMINARS**

Painting Competition for Schools' Children at IAMMS

For the past few years, Ibn Sinā Academy & its attached Aligarh and Sir Syed Section, has been organizing the painting competition for school children as a part of Sir Syed Day celebration. This year the competition will be held on 17th October 2007 at 9:30 AM under three categories viz. Group A (Class I – III), Group B (Class IV – VI) and Group C (Class VII – X). The prizes (1st, 2nd, 3rd and Special) will be given to each group at a special function on the same day. A notice regarding a team of three students from each group is being sent to various schools. It was further announced that the drawing-sheets will only be provided at the site of venue - Library Hall of Ibn Sinā Academy of Medieval Medicine & Sciences, Tijara House, Dodhpur, Aligarh. Mr. S. Sarfraz Zaidi and Mr. S. H. Zahid Jamal are the in-charge of the programme.

Annual Conference of Canadian Society for History and Philosophy of Science

The Canadian Society for History and Philosophy of Science (CSHPS) is holding its annual conference as part of the Congress of the Humanities and Social Sciences (CFHSS) at the University of British Columbia, Vancouver, British Columbia from 3-5 June 2008.

The program committee invites historians and philosophers of science, as well as scholars from any field whose work relates to history and philosophy of science, to submit abstracts for individual papers or proposals for sessions. One must be a member of CSHPS in order to present a paper at the conference. Individuals whose papers have been accepted will be requested to join CSHPS for a modest

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membership fee. CSHPS also offers a book prize (the Richard Hadden Award) for the best student paper presented at the meeting. Deadline for submissions is 1 February 2008 and the e-mail address for submissions is program.cshps@gmail.com (MSWord or rtf attachment preferred). Please note that the CSHPS meeting overlaps with the meeting dates of a number of other member societies of the CFHSS, which includes the Canadian Historical Association, the Canadian Philosophical Association, the Canadian Sociology Association, the Canadian Women Studies Association, the Environmental Studies Association of Canada and the Canadian Society for History and Philosophy of Mathematics. The CSHPS program committee welcomes suggestions for joint sessions with these and other societies.

For more information about CSHPS, please consult website www.yorku.ca/cshps1/. For more information about Congress registration and accommodation can be found (in due course) at the CFHSS website: www.fedcan.ca/.

Sixth Joint Meeting of the BSHS, CSHPS, and HSS

The sixth joint meeting of the British Society for the History of Science, the Canadian Society for the History and Philosophy of Science, and the History of Science Society will take place at Keble College Oxford, UK, on 4-6 July 2008. Previous successful meetings were held in Halifax, Nova Scotia (2004), St Louis (2000), Edinburgh (1996), Toronto (1992), and Manchester (1988).

The theme of the current meeting will be Connecting Disciplines. The Programme Committee seeks papers or sessions that reflect this broad theme and encourages participants to respond to the diverse meanings it has for historians of science,

technology and medicine and their colleagues in the wider scholarly community.

Guidelines for submitting your proposals can be accessed from:

http://www.bsbs.org.uk/bsbs/conferences/other_bsbs_meetings/three_societies_meeting/three_societies_2008_call_for_papers/index.html. The deadline for submitting a session or abstract is 3 December 2007. The programme will include parallel themed sessions, plenary lectures, education and outreach activities, a reception at the Museum of the History of Science and a conference dinner in the impressive surroundings of Keble College.

Enquiries concerning this conference should be directed to 3socs2008@bsbs.org.uk. Intending participants should also note that the usual HSS rules concerning presenting at successive conferences do not apply to this meeting.

History of Biomedicine Lecture at the NIH

Dr. Richard A. Rettig, Ph.D. of the RAND Corporation will present a lecture, titled "History-Telling and Innovation in Medicine, a discussion of *False Hope: Bone Marrow Transplantation for Breast Cancer*," on September 28, 2007 in the Conference Room of NIH.

Dr. Rettig is an Adjunct Senior Social Scientist at RAND. He is coauthor (with Peter Jacobson, Cynthia Farquhar, and Wade Aubry) of *False Hope: Bone Marrow Transplantation for Breast Cancer* (Oxford University Press, 2007), a project of RAND Health supported by the Robert Wood Johnson Foundation. He was previously at the Institute of Medicine, National Academy of Sciences. Dr. Rettig was trained in political science at the Massachusetts Institute of Technology and has taught at

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Cornell University, Ohio State University, and the Illinois Institute of Technology. Author of *Cancer Crusade: The Story of the National Cancer Act of 1971* (Princeton, 1977; Authors Choice, 2005), he has written widely about end-stage renal disease, organ transplantation, health care technology assessment, and medical innovation.

About False Hope: Bone Marrow Transplantation for Breast Cancer:

A research study in book form, *False Hope* is a cautionary tale that details how the factors that drove clinical use of high-dose chemotherapy with autologous bone marrow transplantation (HDC/ABMT)--patient demand, physician enthusiasm, media reporting, litigation, and administrative mandates--converged to propel the procedure forward despite a lack of proven clinical effectiveness. By the 1990s, HDC/ABMT had burst upon the oncology scene and disseminated rapidly before having been carefully evaluated. By the time published studies showed that the procedure was ineffective, more than 30,000 women had received the treatment, shortening their lives and adding to their suffering.

False Hope also analyzes the failure of the technology assessments and randomized clinical trials that evaluated the procedure and the ramifications of this flawed system on health care today. Sections of the book consider the initial conditions surrounding the emergence of the new breast cancer treatment, the drivers of clinical use, and the struggle for evidence-based medicine. A concluding section addresses the significance of the story for our health care system.

This presentation is co-sponsored by the Office of NIH History and the Biomedical Research History Interest Group (BRHIG). For more

information about the BRHIG and upcoming events, please visit <http://history.nih.gov> or <http://www.nih.gov/signs/brhig>

For more information, please contact Dr. Joseph November (novemberj@mail.nih.gov)

Darwin at the Field Museum

The Field Museum will host a one-day symposium on Darwin and his Theory of Evolution at James Simpson Theatre, The Field Museum, Chicago (USA) on November 3, 2007. The symposium celebrates the temporary exhibit on Darwin, his life and his science, currently on display at the Museum. World-class experts from the United States and Great Britain will explore Darwins place in the history of biology, the philosophical dimensions of Darwins theory of evolution, evolutionary innovation in the plant and animal kingdoms, microevolutionary processes in lizards and birds (Darwins finches), problems of co-evolution, tracking the evolution of the HIV virus, and the origin of man. Following are the titles of the presentation:

Robert J. Richards, University of Chicago: Darwins Place in the History of Biology

Rasmus Winther, University of California-Santa Cruz: Philosophical Dimensions of Darwinism

Andrew Smith, The Natural History Museum, London: Fossils and Phylogeny

Peter Crane, University of Chicago: The Evolution of Carnivores from Plants

Neil Shubin, The Field Museum: The Origin of Tetrapod Limbs

Jonathan Losos, Harvard University (MCZ): Evolution in Action: Caribbean Island Lizards

Trevor Price, University of Chicago: Evolution in Action: Darwins Finches

Daniel Brooks, University of Toronto: Darwin and Co-Evolution: Emphasizing the

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Nature of the Organism in Studies of Multi-Species Associations

David Hillis, University of Texas, Austin:
The HIV Epidemic: Tracking an Evolutionary Process

Robert Martin, The Field Museum: The Origin of Man

POSITION AVAILABLE

History of Life Science

Michigan State University invites applications for a full-time, tenure-track position in the history of the life sciences at the rank of Assistant Professor, beginning fall 2008. The position is within the Science, Technology, Environment and Public Policy Specialization (STEPPS) of the University and the successful candidate will have a joint appointment between Lyman Briggs College (LBC) (75%) and the Department of History (25%). LBC is a vibrant undergraduate, residential college focusing on the study of science and its impact on society.

Candidates should have a PhD in the history of science with a specialization in some aspect of the life sciences. Strong preference will be given to candidates who can teach historical courses with an ecological dimension. The ideal candidate will be enthusiastic about teaching and will be expected to maintain an active research program. The successful candidate will work closely with undergraduates, teaching four small (15-30 students) courses each year from an introductory freshman course to a senior seminar to a graduate course. The joint appointment with the Department of History in the College of Social Science will add to MSU's growing cross-college collaboration and access to graduate students. The successful candidate will also contribute to the STEPPS.

Letters of application, accompanied by a curriculum vitae, writing sample, teaching philosophy, research program statements, and syllabi from previous courses taught should be sent to: History of the Life Sciences Search Committee, Lyman Briggs College, Holmes Hall, Michigan State University, East Lansing, MI 48825-1107.

Three reference letters should be sent directly to the above address. Materials will be reviewed starting November 15, 2007. Questions should be directed to Dr. John Waller, Chair of the Committee, at wallerj1@msu.edu.

DOCUMENTATION

**Summary of the IAOMC Meeting
(Chicago / USA)**

**Prepared by Prof. Mala R. Chinoy and
Dr. Syed Ziaur Rahman**

For our recent visit to USA, we are thankful to Professor Bernie Ferguson, President, International Association of Medical Colleges (IAOMC), who invited us to present Indian's scenario on the Potentials and Limitations of Distance Learning.

Being members of the Advisory Council, Medical Education Section, IAOMC, we were invited last year to attend the discussion and debate on the Potentials and Limitations of Distance Learning in New York City on March 17th, 2007. But the session was disrupted by a severe snowstorm and many invitees could not attend and thus did not have the opportunity to participate. To continue the discussion, the second meeting was scheduled on September 15, 2007 at the Hilton Chicago O'Hare Airport. We were asked to present "India's Medical Schools Utilization of Distance Learning/e-learning". Apart from our lecture, Council members, medical educators, regulators and medical

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schools using distance learning helped to define the current potentials and limitations of Distance Learning. The Secretary of the Council Section One, Professor Mala Chandy, PhD, MBA Pennsylvania State University School of Medicine, taped and transcribed the meeting. It is hoped that the result of the discussion may lead to the Council recommending guidelines or even new global accrediting standards. The transcript and documentation of the first meeting may be found on the website at <http://www.iaomc.org/council.htm>.

The Chair of the continued discussion at Chicago was Dr. Henry Haddad, MD, Associate Professor of Medicine, University of Sherbrooke, IAOMC Board Member and Advisory Council Committee Chair, Section Three. The Chair, after preliminary introductions of each member, reviewed the previous discussion and report on, "Canadian Medical Schools Utilization of Distance / e-learning". He discussed common foundation of the medical education through KSAV - i.e., knowledge, skills, attitudes and values. He emphasized that the environment in the practice of medicine is changing and we are not keeping up pace with it. He shared his thoughts on "curative medicine", which focuses on education and practice both of which must go hand in hand. Dr. Haddad then discussed the significance of maintaining professionalism in the profession of medicine through competencies such as medical expert, communicator, scholar, professional and collaborator. In the training and practice of medicine the critical points pertaining to knowledge are preserve / transmit / develop and acquire new knowledge. Dr. Haddad then discussed the significance of computer based learning (CBL) along with problem based learning (PBL) to enhance / improve knowledge and skills of the professionals. In the current system not much of distance

learning (DL) is used, however a greater percentage of computer-based learning is in practice and is increasing each year.

Janet M. Howard (Randy) MD, Associate Provost, Women Health Affairs, Michigan State University, IAOMC Board Member and Site Visitor Panel Chair made a brief presentation on "US Medical Schools utilization of Distance learning / e-learning". He remarked that the US education system is very ambivalent about Distance Learning (DL). Michigan State University, which is the inventor of PBL, has originally adopted it from McMaster's Lectures are taped and available on line at most medical schools. Contents for year I and year II are available on line from many universities in USA. All medical schools in USA use DL for CME. All schools with more than one campus offer asynchronous learning, DL for first two years of the school and most have video conferencing facilities for student learning. For LCME's (Liaison Committee on Medical Education) take on DL on needs to review their website, as the details are provided there. A brief outline of it is that LCME favour's DL and meeting students' needs by all means possible. It also emphasizes that there should be appropriate methodologies developed for assessment of the learning done by the students through DL, which physically separates the students from their teachers and also from other fellow students, thus learning is more individual based learning. The details also discuss the bioethics guidelines.

This topic of "Medical Ethics – Distance learning/e-learning" was discussed by E. Haavi Morreim, PhD, Ethics Professor University of Tennessee, Acting Secretary of IAOMC's Ethics Committee and invited attendee Robert Baker, PhD. They discussed various aspects of World Medical Association code of medical ethics and made a power-point presentation. They

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discussed "what works and what does not work in DL". They emphasized the significance of high quality interpersonal relations between the students and teaching faculty. Dr. Baker has been offering DL for the past 6 years. He has been conducting DL workshops / conferences for the international group of medical bioethicists and has had a great retention rate, real-time interactions, e-mail discussions, asynchronous teaching that eliminates time-zone issues. He suggested that it is critical to bond with the student group once in person before the teaching sessions begin. He also emphasized about knowing the cultural differences when teaching different people from different schools of the world. The highly interactive discussion boards, weekly assignments, feedbacks and online examinations are a great experience. What burn faculty's time are several techno gimmicks – the videos, pod-casts etc. Different examples of the discussion boards were shown and how the real-time communications are conducted. Further, the problems of DL were discussed, which indicated the locally built servers versus blackboards, differences in the computers around the world, the variations in the internet services and frequent unreliability in some countries where the students may be located. Other issues, such as live chats do not work due to time zone differences, the barriers of language and culture are also to be tackled. Bob and Haavi provided two websites www.biethics.union.edu and www.researchethicsineurope.net for those who may be interested in reviewing some details.

Surindar Cheema, PhD, Vice Chancellor Oceania University of Medicine, Samoa and Christopher Dudley, e-Medical Education, Miami discussed "How a distance learning/e-learning program in medical education works". Dr. Cheema

made a power-point presentation and Chris Dudley joined him in the presentation / discussion. They provided a detailed information on the governance of the Oceania University of Medicine (OUM), their curriculum development and evaluation methods, student evaluation and promotions, admission and enrollment, library facilities and on-line resources accessibility from universities in Australia to promote DL. He finally discussed the philosophy of the university, which included the evolution of PBL and DL, current trends in medical education, acceptance and demand for computer-assisted DL, and minimizing dislocation of their students from their communities. Some details on curriculum development and evaluation:

OUM has 10 pre-clinical modules and each of them is 8 weeks long. There are 8 modules in the clinical years. The student participation contributes to 10% of their scoring. Per module there are 3-12 students and total there are 100 students. There is audio / video, conference site teaching and mentors / teachers in other parts of the world get paid for DL teaching. Modules 2-10 are conducted in face-to-face interactive lectures and these interactive classes are called "Elluminate". These are virtual classroom sessions, where discussions are conducted and videos are played as teaching tools.

Upon passing the pre-clinical exam or the USMLE Step 1, the students become eligible to enter 64 weeks of clinical clerkships, where there are 48 weeks of core clerkship and 16 weeks of electives and advanced medicine / surgery pre-internship. The clinical clerkships are guaranteed in Samoa where OUM is located or may be taken in the pre-arranged locations in the United States or Australia, or elsewhere.

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OUM has prepared learning objectives for all courses. It makes the complementary on-line resources available to its students. Student evaluations include revealing their strengths and weaknesses to them on weekly basis and help them correct their deficiencies. Admissions require high standards of GPA, good scores in MCAT exams and TOEFL- a test in English.

The school uses DL because it has multiple campuses and it proposes to keep a standardized curriculum for all students. OUM would like to get accreditation for the medical school. Some details on the philosophy of OUM:

The overall philosophy of OUM is to minimize the dislocation of students from their own communities. To enable them to stay in their own home-base by providing education / training / resources. The university uses 45% DL through "Elluminate Live" and 55% traditional learning. About 70% of their students are American students. The university generates income from the international students and help provide scholarships to the Samoan students. The students in OUM in Samoa do not dissect the cadavers for religious reasons. So, a lot of learning is through virtual classrooms.

The discussion session on DL continued after an hour's lunch break.

Syed Ziaur Rahman, MD, member Advisory Council Section One, Assistant Professor Jawaharlal Nehru Medical College, Aligarh Muslim University discussed "India's Medical Schools Utilization of Distance Learning/e-learning" and Dr. Mala Chinoy, from PSCOM contributed to the discussion. Dr. Rahman discussed that all medical schools in India follow the British system, where first one and half year of the medical school are preclinical years followed by

three years of clinical training. There were 19 medical schools when the Britishers left India 60 years ago and currently there are 149 allopathic medical schools. In addition to which there are Ayurvedic, Unani and Homeopathic medical schools in India

The accreditation of the medical schools in India is done by the national accreditation bodies such as Medical Council of India (MCI) and Diplomate of National Board (DNB). Top medical schools in India are ranked by them. There are no medical curricula being taught for credit courses through DL. Indira Gandhi National Open University (IGNOU) in New Delhi is the only open university in India with soft disciplines using radio or video-based interactive education. Attention is paid to quality and accessibility of the education.

With the launch of Edusat in Sept 2004 by ISRO, the massive advances made by IGNOU in the form of subject-oriented lectures, Interactive Radio Counseling, Teleconferencing and Internet facility have vastly changed the distance education environment in the country. Academy of Medical Sciences Hospital (Kannur, Kerala) is networking with 200 centres all over India including 20 in Kerala. They are now preparing to beam this facility to 4 centres at the same time. In Rajasthan, all district-hospitals, all 6 medical college hospitals, as well as all 6 Medical colleges have implemented CME-Programs under a nodal officer through ISRO-India

As mentioned there are no medical courses being taught through DL. Certificate, Diploma and supplementary courses for Diploma / Nursing are offered. IGNOU offers 75% of its courses through DL. These courses include health sciences, food sciences and various health related courses. CMC at Vellore, AMS in Kerala, Apollo Hospital in New Delhi, IMA and

several others offer courses through DL, but most of these are not recognized by the government. These courses include PG Diploma and Certificate courses in lactation, torture medicine (ethics and legal aspects of it), post traumatic conditions, environment and occupational health, skill based courses in surgery, additional courses in geriatrics, pediatrics and family planning.

These organizations provide certificate courses and these certified physicians can then practice in remote rural areas of the country. In recent years, India has become a lucrative site for clinical trials. He then discussed GATT agreements, amendments in schedule Y, enhanced skills in sub-fields of pharmacology like Clinical Research, Pharmacovigilance, Therapeutic Drug Monitoring, Pharmacogenomics, etc. and the desired outcomes. He proposed a unique model where students while pursuing their regular MD course can choose a skill and master it under the supervision of an expert faculty from any center of excellence. Top notch medical institutes in India such as, AIIMS (New Delhi), KEM (Bombay), JIPMER (Pondicherry), JNMC (Aligarh) are best recognized for MD in Pharmacology.

Since, regulatory bodies in India do NOT allow DL for medical training, it is not a preferred of learning and is not employed well throughout the country. Considering India is the IT guru of the world, why not use IT to supplement teaching. Culturally, India prefers the traditional mode of didactic teaching. Some discussion was conducted around several of these topics of interest to the members at the meeting.

Amin Ali Muhammad Gadit, MBBS, MRCP, Psych. FRCP, PhD. Member Advisory Council Section was absent, thus the discussion on "Pakistani Medical Schools

Utilization of Distance Learning/e-learning" was not conducted. Similarly, Reza Ghadimi, PA is a member of the New Mexico Board of Medical Examiners and a member of our Advisory Council Section Two. He serves as Chair of a sub committee on Physician Assistants. He was absent, thus the discussion on "Physician Assistant Programs Utilization of Distance learning/e-learning" was not conducted.

Elizabeth Katchur, PhD, Educational Consultant and member of IAOMC's Advisory Section One, reported on "Important Ingredients for Effective Distance Learning/e-learning". Dr. Kachur generated an interesting discussion around all learning is local even in DL, it the teaching that is distance teaching. Instructional processes comprise of three critical components - trainees, faculty and content. She further discussed the following points:

- Needs of Learners for DL – There are different ways of learning based on age, motivation, learning style, subject knowledge, available resources, professional requirements. The younger generation is the generation of multi-taskers, which does not enable them to retain the information for long-term. So, they must be tested repeatedly for their knowledge base. She also discussed the modular learning in the current education and that prevents younger generation from relating the information learnt to other subjects / disciplines for practical purposes.
- Design of Program for DL - Critical points are convenience, clear objectives, relevance, individualization, self-assessment.
- Support for Learners / Feed-back for teacher of DL – Orientation / instructions

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on-line and off-line support, listserves, two-way feed-back.

She recommended reviewing AMEE (Association of Medical Education in Europe) database

E-Learning is done in own time, own place, own pace. E-Learning is about controlling the students than freeing them. It can be learner centered or teacher centered. She referred to article by Amin, 2003. Further she discussed the DL trends: (It is about tailoring the needs), Interchangeable learning objects, Blended learning (on-line and didactic teaching), Point of care learning, Take advantage of teachable moment, Fewer live-virtual comparison, Need to know what works and what does not work.

The meeting was adjourned at 4:15pm.

10 Centuries of Islamic Science Comes to Jersey

By Kitta MacPherson

Jersey City public schoolteacher Charlene Shariff stepped back to snap a photo of the vast graphic image before her, a timeline spanning several walls and more than 10 centuries of Islamic scientific history.

"It's good to come into a warm, soothing atmosphere to learn about Islam," said Shariff, a Christian married to a Muslim. "It's a world apart from what we see on TV. A person might just come and take a walk through here and learn something."

The exhibit "Islamic Science Rediscovered" is being given its North American premiere at the newly renovated Liberty Science Center. The mammoth, 7,000-square-foot exhibit, which focuses on science and technology and not politics or religion, will remain at the museum until January 6, 2007.

The center, which will manage the national tour, is in negotiations with a number of museums that want to host the display after it leaves Jersey City, said Libby Lewis, director of featured experiences at the center.

The exhibition is a multimedia showcase that includes genuine artifacts and reproductions that illustrate the golden age of Islamic science, running from 700 to 1700. "Although we cover a particular period of great achievement, this doesn't mean that this civilization disappeared," said Ludo Verheyen, the exhibit's principal designer. A cluster of displays at the end of the exhibit lists Muslim Nobel Prize winners and other contemporary brilliance.

"There is a spirit of invention, innovation and creativity in Arab Nations which led the world in the past and can lead to an even more prosperous future," Verheyen said.

And while Muslim visitors may revel in the obvious ingenuity of Islamic thought through the ages, the display also was conceived for non-Muslim Westerners who may be unaware of Islam's rich history.

"We want to create an awareness of our indebtedness to a civilization which was once the greatest in the world, and which is undoubtedly part of our heritage," said Ludo Verheyen, the CEO of MTE Studios in South Africa and the exhibit's chief creator. History books, he said, often refer to the Dark Ages as the period when Europe slumbered. But few are aware of the tremendous contributions Muslim scholars made in science and technology during that same period.

Many living in the West, for example, may know of the great Italian Renaissance artist, Leonardo da Vinci, and his interest in flying machines. Less familiar is Abbas bin Firnas who, in 9th Century Muslim Spain, not only

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made a glider but flew it successfully. Displays use the tale to explain the physics of flight.

Similarly, western schoolchildren know of the travels of the Italian explorer Marco Polo. But the exhibit tells another story is the exploits of Ibn Battuta, the Marco Polo of the Islamic world, who set out for Mecca from his hometown of Tangiers, Morocco, in 1325 and returned 29 years later after traveling 75,000 miles and touring 40 countries. Visitors can see a reproduction of a page from his diary, known as the "Rinla."

Visitors can also learn of the Chinese Muslim Admiral Zheng He and the massive fleet of treasure ships he used to explore the world six centuries ago. Visitors can see a reproduction of the compass that belonged to one of the greatest mariners in world history.

Included in the exhibit are some of civilization's most important astronomical devices invented by Islamic astronomers, including the astrolabe, armillary sphere and quadrant. Driven by the need to know exactly when to pray, Islamic astronomers invented devices that could precisely predict the time of sunrise and sunset, as well as other astronomical events.

"What it demonstrates very visually is that every culture and every group has made positive contributions or has positive contributions to be made to our society," said Diane Schwartz, president and CEO of the American Conference on Diversity in New Brunswick, who recently toured the exhibit. "Things don't happen in a vacuum. It's a wonderful representation of the inter-relationships and interconnections that we all have as people and societies."

Displays also explain how the culture brought together the two strands of early

mathematical thinking, the geometric approach of the Greeks and the algebraic approach of the Babylonians, Indians and Chinese and built on this foundation by making unique discoveries of their own. They applied them to fields as diverse as optics, astronomy, architecture, engineering and navigation.

Guests can conduct experiments following in the footsteps of the 10th century Muslim physician Al Haytham who invented the pinhole camera, discovered how the eye works, studied eye disease, developed accurate theories about the laws of refraction, how light bends and understood that light is made up of distinct colors.

In a curious juxtaposition, three stories below the Islamic exhibit, there is a presentation called "Skyscraper!" which features two beams recovered from the ruins of the World Trade Center towers after the terrorist attacks of 9/11 by Islamic extremists.

"The poignancy of having the World Trade Center artifacts on Floor 1 and this particular exhibition on Floor 4 is not lost on us, but science is science," said Emlyn Koster, CEO of Liberty Science Center. "We offer 'Islamic Science Rediscovered' as a poorly known chapter in the history of science and nothing more, nothing less." Since opening in 1993, he said, center officials have selected "the best available science-focused exhibitions, films and programs." Any exhibit must, he said, meet the science center's standard of manifesting the key words of the science center's mission, its nature, humanity and technology. "We hope that everyone who visits can learn from them in terms of their curiosity, interest, insight and action," Koster said.

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