



IOS NEWSLETTER

Vol. 31 No. 06

June 2024/Ziqadah-Zilhijja 1445 Hijri

Thought for the Month

(Charity is) for those
In need, who, in Allah's cause
Are restricted (from travel).
And cannot move about
In the land, seeking
(For trade or work):
The ignorant man thinks,
Because of their modesty,
That they are free from want.
Thou shalt know them
By their (unfailing) mark:
They beg not importunately
From all and sundry.
And whatever of good
Ye give, be assured
Allah knoweth it well.

Al-Quran – 2:273

Editor:

Prof. Sanghasen Singh

Circulation Manager:

Syed Arshad Karim

Correspondence

Address:

162, Jogabai Main Road
Jamia Nagar, New Delhi
PIN-110025
India

Phone: 26981187,
26989253, 26987467

E-mail:

info@iosworld.org
ios.newdelhi@gmail.com

Website:

www.iosworld.org

FOCUS

After Independence, the immediate problem of Muslims was how to protect their lives, wealth, and religious and cultural identity. In such a critical situation, Muslims set up big and small educational institutions with their resources, and madrasa graduates continued to establish more makhtabs and madaris in urban and rural areas across the country. It is clear that without any strong financial support these new or old-fashioned educational institutions lack infrastructure and other resources. However, in many cases despite limited means, their performance and educational standards are far better than those of many government schools. Furthermore, due to the teaching of Urdu and Islamic subjects in these institutions, Muslims can sustain their cultural and religious identity which the Indian Constitution guarantees to all communities. This educational system of the Muslim community can continue only with government support but without bureaucratic interference. But the government trend has been one of minimising its help. Consequently, for decades, government grant to minority institutions has been withheld, with the issue kept in abeyance in West Bengal and Bihar. We may assume that the situation in other states is no different. On the other hand, bureaucratic interference seems to be increasing also in unaided madaris. Now new ones may be established and the existing madaris run only with government approval. The conditions for approval are so restrictive that most institutions would fail to fulfil them. It would be impossible to sustain them by donations, nor could low-charging institutions offering modern education comply with the government rules related to land, building, playground, teacher competence, and staff salaries. Besides, there are possibilities of government interference in the name of surveys; and submission of monthly reports to the district authorities under the rules would also be difficult. Most minority educational institutions are managed by committees of average ability. So apparently it is beyond them to be able to deal with unwelcome bureaucratic interference, not are they in a position to adopt modern curriculum for lack of resources.

It would be worthwhile to note here some important constitutional provisions and minority educational institutions faced with a resource crunch: 1) It is compulsory even for the minorities to obtain a certificate before establishing a new educational institution in any particular area; 2) Government approval is necessary for all private educational institutions, including the minorities', providing primary and middle education and they have to submit monthly reports to the district educational officer, and shall make arrangements for official inspection. (Article 18 of the Indian Constitution); 3) These institutions shall acquire land, building, and other infrastructure according to the rules, otherwise their approval would be revoked, thus leaving them with no option but to close down. (Article 19); 4) The minority institutions that get government funds shall set up a supervisory committee comprising 75 per cent guardians, 50 per cent women and the local elected representative (ward, counsellor, and such). The committee would include a general attorney responsible to the district educational officer. (Article 21 of the Indian Constitution); 5) Teachers in minority schools receiving government funds shall not do non-academic duties except those of census, relief, and elections, etc. (Article 27 of the Indian Constitution). Nor can they be assigned to collect donations for school development, nor shall they give tuition to their students.

From *Global Trends in Education* by Prof. Shueb Abdullah (ed.), pp. 121-122

Activities of the IOS Headquarters

"IOS Yearbook – 2023: Status of Quality School Education among Muslims in India" released

'Yearbook – 2023: Status of Quality School Education among Muslims in India', prepared by Dr. Khalid Khan, was released at an online function organised by the Institute of Objective Studies on June 8, 2024. It may be recalled that the yearbook is the latest publication of the IOS.

The function began with the recitation of a verse from the Holy Qur'an by Maulana Adnan Ahmad Nadwi of the IOS.

Introducing the yearbook-2023, Dr. Khalid Khan, Assistant Professor at Kazi Nazrul Islam Mahavidyalaya, Asansol, said that this study was focused on the minority concentration districts. His study covered 710 blocks of 20 minority concentration districts spread over U.P., Bihar, Jharkhand, West Bengal and Assam. Socio-economic parameters of these districts as a whole were used to bring them at par with the national average. It was aimed to study the attainment at different levels. Referring to the chapterisation of the yearbook-2023, he said that Muslims in India's public policy on school education were located. Religion-wise disparities in school education at the all-India level were studied. He observed that serious concern with regard to the backwardness of minorities was witnessed. Some steps were, however, taken under Prime Minister's 15-point programme for the minorities. He made special mention of the Sachar Committee's key findings in

regard to the educational backwardness of Muslims. He emphasised that the minorities' access to facilities, their development and quality education was necessary.

Releasing the yearbook, former Lieutenant Governor of Delhi, Mr. Najeeb Jung said, "We all know that quality education is missing in these states. South India has done a very good work in the field of education. But in the North, it is missing. Sachar Committee was set up to study the root causes that lead to the socio-economic and educational backwardness of the minorities. But nothing happened despite the committee's report was submitted to the government and made

aid. The curriculum of these madrasas was purely religious and now was the high time to revise their syllabus by including contemporary education in it. He said that the Muslim populace still attached utmost importance to the leadership of the *ulema* and heeded their advise.

He urged the madrasas to bring about change in their syllabus and keep themselves abreast of modern requirements. He was all praise for the tribals of Madhya Pradesh who were doing well in the field of education. He called for bringing in a change in education and cutting the rate of drop-outs who were forced to take up some non-skilled jobs due to lack of education.

Underlining the importance of education, he noted that Israel came into existence in 1948, but she beat Saudi Arabia, Bahrain, Iran etc., because of the power of education. Thus Muslims today were in a 'catch-22 situation' in which they were not sure about what to do. He said that religious education was wonderful, but it

would remain incomplete without modern education. In Uzbekistan, madrasas were teaching science and medicine along with the religious education. The question today was – how to educationally empower the Muslim community. He appreciated that a great work was done by the Sachar Committee as well as the IOS. He laid stress on the need for doing the kind of work being done by Jamia Millia Islamia in giving coaching to IAS aspirants. He talked of giving quality education to the community.

Prof. Arun C. Mehta, former Head of the Department of Educational Management Information System, NIEPA, New Delhi, held that the



On the dais (L-R): Prof. (Ms.) Haseena Hashia, Prof. Mohammad Affan Badar, Prof. Ashwani Kumar and Mr. Mohammad Alam releasing the book

public". He remarked that Muslims were repeatedly targeted for "their appeasement". But the fact was that the minorities were missing from all the schemes of the government of India. He said that the main problem before the Muslims in India was their inaccessibility to education. Since education was a basic right, it was obligatory on the government to educate every citizen of the country. But the problem was that whenever a decision in favour of Muslims was taken, it was negatively propagated as a result of which they remained educationally backward. He held that the number of madrasas imparting religious education was very large, and they were running without government

Sachar Committee conducted survey to collect data on the status of Muslim education. But the committee's recommendation did not see the light of the day. He said that not much development had taken place so far as educational data of Muslims was concerned. This yearbook on education series by the IOS thus was good for further development. All India survey of education for the years 2012-2024-grade II and III was available. Secondary education data, district education data system should have been updated. For the year 2022-23, student-wise data should be collected. It might be worked to some 22 crore population. Data from Muslim minority districts was available. He said that there should be a shift from Muslim dominated districts to Muslim education data. Different age-group should also be factored in, he added.

As a key speaker, former Vice-Chancellor of Central University of Himachal Pradesh and Professor in the Centre for Management Studies, Jamia Millia Islamia, Prof. Furqan Qamar, called for diagnosing the ailment. In order to do it, data collection was very necessary. But what was important was good education meaning thereby good schools and quality education. Then it came to action and action should be initiated at the government level to benefit the community. He said that he had been doing this in the field for a long time. As far as the data was concerned, it was available at the National Sample Survey Organisation. He congratulated the IOS and Dr. Khalid Khan for working on an important work on the status of education among Muslims. "Reliable data was very difficult to get, but we could identify all sources where data is available and that data should be collected from them. He asked for collecting Muslim connected data since 2014 in a systematic way. Then the data should be developed and analysed." It must also been seen if any kind of change had taken place or any development took place or not. While emphasising the need for collecting

data every year, he suggested that the enrolment of Muslim students during 2014-19 should be studied. He also said that the drop-out rate from elementary to higher education should be examined. And based on these details, the data could be documented.

Prof. Mohammad Akhtar Siddiqui (retired from IASE, Faculty of Education, JMI) described the yearbook-2023 as meaningful. He said that the quality education should not be confined to secondary education. There was proxy quality and no real quality education. We can assess the facilities, like books and quality education. This study shows the position of enrolment at primary and secondary level, and the level of dropouts. Dr. Khalid Khan collected and analysed the data. He called for bringing children to quality education inside the class room because they did not reach the level required. Some concrete measures would have to be taken to ensure that the quality education was available in the classroom. Quality of education is measured when the children come out for the next class. He said that what Dr. Khalid observed was very important. He presented state-wise data. National Open learning did not indicate the number of Muslims student drop-outs, he added.

Associate Professor, Department of Sociology, Maulana Azad National Urdu University, Prof. K. M. Ziyauddin, emphasised the need for controlling the rate of drop-outs. Quality education was the indicator of the kind of funding and facilities in the school. He asked the Muslim intellectuals to push for controlling the drop-out rate. Tracing the cause of low enrolment of Muslim students, he said that distance between the school from home led them to go to the madrasa. There was also a question as to how to push Muslims to come to the domain of the subjects of other streams. He suggested to do some quality study on the education of Muslims.

Dr. Mohammad Affan Badar, Professor and Director, Bailey College

of Engineering & Technology, Indiana State University, Indiana, USA, in his guest speaker speech, held that from the engineering point of view, data was important. The question was how the drop-outs could be compensated for the loss. The second question was how to improve the educational backwardness of the Muslim community. He said that the issue of quality education could be addressed if serious efforts were made. He hoped that what had not been covered in the yearbook-2023, would be covered in the next yearbooks in the series to come.

Prof. Ashwani Kumar from the Tata Institute of Social Sciences, Mumbai, another guest speaker described the yearbook-2023 as wonderful. Referring to the Sachar Committee Report he said it was a fundamental document. This yearbook was fully devoted to education since education was a secondary element of development. He briefly spoke on the growing inequality of the Muslims in the field of education. It was a de jure disenfranchisement of inclusive idea and diversity. He held that quality education meant good education and good education made a good human being.

In his presidential remarks, the Chairman IOS, Prof. M. Afzal Wani, observed that whatever IOS did, had a purpose. Thus the Institute found it necessary to have a yearbook with a purpose – way to go forward. It had an expression of reality. "We have to be conscious of the context for incentivising. But what the reality is. There is a lot of secondary data and the need is to obtain primary data on education. There is no reference to the leadership of education. It should be seen how action has been taken to activate education as a fundamental right." He said that statistically, there should be evaluation at the age of 14 years of a child. It should be found out how much action had been taken by the state because this was the responsibility of the state to give education to every child. Besides ensuring education at the primary and secondary levels, it should

be seen that proper facilities were available. If everything was available, it would enable to make a favourable environment. He explained the value of quality education. He said that the state had failed to create an enabling environment in educational institutions.

Prof. Wani maintained that no school could run without basic facilities and a library. "We should have the reality checks and start working accordingly. What is the minimum is that everyone has a right to education. There is no need to categorise people unnecessary. The IOS is giving you thought, idea, statistics, etc., and this should be taken seriously. Thus the statistics has to be given with reference."

Regarding Muslims, he said that it was related to the system that had to be followed. There should be collective initiative that everyone has education. "You should develop initiative for action. There should be more purposefulness. A word of knowledge is very important." He held that education system had to be modified and developed. It should have an ability to understand. Leadership at levels of education, whether technology or literature, was a must. He said that madrasas were also working in a big way. He concluded saying that suggestions were always welcome in order to correct the shortcomings, if any.

Earlier, Secretary General of the IOS, Mr. Mohammad Alam, in his welcome and introductory remarks, said "Institute of Objective Studies is a non-political and not-for-profit public organisation recognised at the national and international level for promoting frontline academic research and publishing books and journals on

contemporary issues and themes. The IOS is working on development models suited to Indian conditions, particularly to uplift of the poor, marginalised and deprived sections. It is well-known for its initiatives and interventions to foster world peace and efforts to develop mechanisms and create conditions for conflict resolutions. He said that the IOS had always done its best to uphold the ideals of diversity, secularism, democracy, rule of law and constitutionalism. The IOS is also known for its work on regional problems and among marginalised sections in different regions of India. It enjoys high credibility and visibility for bringing together a galaxy of social scientists, policy planners and social

Besides bringing out more than 15 books on education, the IOS has started work on the preparation of the yearbook on Muslim education in India in the year 2021 under the broader concept of "Synergising Education of Muslims in India" wherein it was decided to prepare and publish yearbook every year to put forth data and recommendations related to the educational condition of Indian Muslims on different key indicators of education, like enrolment, rate of drop-outs, retention, quality education, level of education, infrastructure facilities, educational schemes and programmes for the Muslims and the budgetary allocation. Referring to the yearbook 2023, he said "It comprises the status of

quality school education among Muslims with focus on minority connected districts where access to school education, drop-out rate, availability of schools, infrastructure and human resources and the status of Urdu medium schools and Madrasa education has been examined."



Top to bottom (L-R): Mr. Najeeb Jung, Prof. Arun C. Mehta, Prof. Furqan Qamar, Prof. Mohammad Akhtar Siddiqui, Prof. K.M. Ziyauddin, Prof. Mohammad Afzan Badar, Prof. Ashwani Kumar, Dr. Khalid Khan, Prof. M. Afzal Wani, Mr. Mohammad Alam, Prof. (Ms.) Haseena Hashia and Shaikh Nizamuddin

activists for creating an intellectual movement and network of scholars, community leaders and social activists.

Mr. Alam held that the institute had so far published 450+ books and reports on a range of subjects from education, economics, politics, technology and culture to development, religion, philosophy and human rights by eminent Indian and international scholars, writers and journalists. It has so far organised 1300+ programmes, conferences consultations, seminars, symposia, academic research workshops and discussions at national and international levels in association with well-known universities and organisations in India and abroad.

Mr. Nizamuddin Shaikh, Member, General Assembly, Institute of Objective Studies, moderated the proceedings.

Vice Chairperson of the Institute, Prof. (Ms.) Haseena Hashia extended a vote of thanks to the attendees of the programme at the end of the function.

Activities of the IOS Chapters

ALIGARH CHAPTER

IOS Centre for Historical and Civilisational Studies (IOSCHCS) organises a Symposium on "1857 IN URDU LITERATURE"

IOS Centre for Historical and Civilisational Studies, in collaboration

with IOS Aligarh Chapter and Aqliyati Council of India, organised a symposium on "1857 IN URDU LITERATURE" on Thursday, May 23, 2024 at 4:30 p.m. at Aligarh.

The symposium began with the recitation of *Surah al-Fateha* by Alima Gulfishan, teacher at Qur'an School, Sultan Jahan, Aligarh. Conducting the programme, Alima Gulfishan requested Senior Advocate Farhat Husain, President, Aqliyati Council of India, to welcome the audience. Mr. Farhat Husain first gave his thoughts on the theme of the symposium. He spoke about the concerns with regard to the present status of Urdu in the galaxy of languages spoken in India. He regretted that Urdu's graph in popularity is declining. He said that for minorities 1857-like conditions are prevailing in our country. He added that only education can uplift the Muslims. He then extended a warm welcome to the Chairman of the symposium, learned speakers and the enthusiastic audience. It was heartening that despite scorching heat, the Aligarh intellectuals braved the hardship of the audience and sat patiently to listen to the speakers.

As a good omen, Alima Gulfishan first recited a poem (*Na'at*) extolling the Prophet Mohammad (PBUH). She then briefly spoke on the role of Urdu literature in India's freedom struggle. She then invited Professor Waseem Raja, a senior professor at CAS, Deptt. of History at Aligarh Muslim University and Joint Director at IOSCHCS to present his research on the theme of the symposium. He first spoke about the rich Urdu legacy and urged upon the researchers present in the audience to get access to writings preserved in Urdu to reconstruct the

history of the First War of Independence.

Coming to the theme of the symposium, Professor Waseem Raja presented a well-researched paper on the theme of the symposium. In the following, a gist of his brilliant presentation is being given which will help in understanding how the events unfolded following the great war of independence depicting the oppressive colonial rule and the Indian resistance to the British occupation.

Gist of Professor Waseem Raja's presentation is as follows:

The significance of the Revolt of 1857 is such that would be told and



A view of the participants of the symposium

retold again and again, as it is the landmark event which led to the extinction of the House of Timur (The Mughal) and consolidation of the British colonial Empire in India.

Prof. M Waseem Raja tried to highlight the importance of the works of Intellectuals, scholars, poets and other sections of the society, who are eyewitnesses and provide details of the event of 1857. The contemporary and near-contemporary Muslim intellectuals, from whom we have got the impression and true picture of the events of the happening of 1857, 'The Ruling Elite, The Amirs, nobles, courtiers or wealthy men' belong to poets and writers.

The information related to 1857 Delhi are in the personal memoirs, *roznamcha* (daily diary), *diwans*, *tazkiras*, *shahr-i ashooobs*, *Jasoos* reports, private papers, and personal letters. The sources which are potentially revealing are the contemporary newspapers like *Dehli Urdu Akhbar*, Hand written Persian *akhbarat*, *A'ina-e Sikandar*, *Sultanu'l-Akhbar*, *Akhbar-e-Darbar-e-Mu'alla*, *Akhbar-e-Darbar-e-Abu'l-Muzaffar Siraju'd-Din Muhammad Bahadur Shah Badshah-e Dehli*. The *Aina-e Sikandar*, published in Calcutta since 1833 by Ghalib's friend Siraju'd-Din, though was recognised as the earliest Urdu *Akhbar*.

The contemporary historians and their works like *Tarikhe Uruze Inglshia* by Maulvi Zakauallah and Marghoobe Dil by Sayid Muhammad Ali Musavi, *Dastane Ghadar* (The story of Ghadar) by Zahiruddin Dehlavi, *Fughane Dehli*, a collection of poems of some forty Urdu poets on the ruin and plunder of Dehli etc., provide

the eyewitness account of the event. Muhammad Hussain Azad wrote a *Nazm* on the victories of the armies of the East over the British, which was published in *Dehli Urdu Akhbar* of Maulvi Mohammad Baqar on 24th May, 1857. We also have Syed Muhammad Ali's *Marghoob-i-Dil* (1870) which dealt with the history of contemporary Shahjahanabad. Mirza Asadullah Khan aka Mirza Nausha, 'Ghalib's works such as *Kulliyate Ghalib* (verses of Ghalib), *Ghalib Ka Roznamcha*, *Dastanbuye* have greatly served as the first-hand account of the event.

The writings of intellectuals like Syed Ahmad Khan, Maulana Altaf

Hussain 'Hali', Mughal Emperor Bahadur Shah-II, Mirza Asadullah Khan aka Mirza Nausha, 'Ghalib', Hakim Ahsanullah Khan, Bakht Buland Khan and scores of others formed the part of the discussion.

In the end, Prof. M Waseem Raja discussed in length the sordid aspects of death and destruction in Delhi due to the 'Siege of Delhi' by the British.

Next speaker was Director IOSCHCS, Professor Syed Jamaluddin. He began his presentation by drawing attention to the recent trend of using literature in order to construct history. In this connection he particularly mentioned the historical writings of eminent historian Professor Mushirul Hasan who extensively used both known and lesser known writings in Urdu to rewrite the history of modern India focusing on the role of Muslims in the freedom movement. He then explained the Muslim contribution in all spheres of life which was reflected in the many facets of composite culture, better known as *Ganga-Jamni Tahzeeb*. He observed that while the Mughal Empire was declining fast since the latter half of the 18th century, but culturally speaking the life in Delhi was still very vibrant, which is best illustrated by classical Urdu poetry.

Professor Jamal cited several Urdu verses from the poetry of the post-1857 era. He drew attention to significant works which throw light on the tragedy the city and its residents witnessed. Delhi was plundered by those who had entered the city from outside and ravaged it mercilessly. The verses he cited reflected the miseries suffered by both high and low born. Urdu intellectuals shed tears on their own pitiable condition. In particular, Urdu poets lamented the ruining of Jama Masjid and Chandni Chowk, destruction of sufi shrines and huge gardens turning into desolate pieces of land.

In his presentation, Professor Jamal talked about *Musaddas*, a genre of Urdu poetry in which each unit consists of 6 lines or misra. The *musaddas* produced

in the aftermath of 1857 Revolution describe the tragedies suffered by the last Mughal Monarch, the nobility and Muslim intellectuals. Ordinary people's sufferings also found expression in the *musaddas* poetry. Professor Jamal then recited the two *musaddas* which were penned by Bahadur Shah Zafar and Dagh Dehlavi. These two examples present the history of 1857. He concluded the paper by saying that soon after the suppression of the Revolt, Muslim intellectuals of Delhi started migrating to better pastures, or they started looking upon the new Sarkar and its eminent officials as their saviors.

Even Dagh who had once lamented the miserable conditions of the city of Delhi at the hands of the selfish rioters extended welcome to the new ruling elite following their victory against the Indian revolutionaries.

*Muzdah ay bakht ke phir aaye yahan
sahib log
Zeb-e- Dehli hai koi aur koi shan-e-
Dehli!*

(Good news o good luck! Sahebs have yet again returned
If one adds grace to Delhi, the other one is adding grandeur to Delhi!)

In the question answer session, Professor Kaleem Zaidi, Advocate Farhat Usmani, Engineer Shamshad Ali, Engineer S. Waqar Naqvi and Dr. Zabeen Anjum made observations on the two presentations. In the end, Professor Salahuddin Qureshi, Ex-Chairman, Dept. of Geography, AMU, delivered presidential address. He observed that Urdu poetry is not only about love and sorrow, it is more than that. He said that the 19th century Urdu poetry is a clear manifestation of our cultural ethos. He urged upon the researchers present in the audience to exhaust Urdu literature to present a new social and cultural history of the later Mughal period. Geographer as he is, Professor Qureshi recited numerous Urdu verses to show that Urdu poets were aware of their ecological concerns and environment found sufficient space in their creations.

Prof. Waseem Raja displayed the new book titled as *The Making of India- A Journey Through Eight Centuries*, published by the Institute of Objective Studies, which has been edited by Professor Syed Jamaluddin.

In the end, Mr. Shahid Husain, Research Scholar, Deptt. of History, AMU, presented a vote of thanks.

CALICUT CHAPTER

IOS Center for Gender Studies Calicut Chapter organises 5-day Summer School Programme in Kozhikode

The IOS Center for Gender Studies, Calicut Chapter, organised a Summer School- 2024 from May 11 to 15, 2024, at its seminar hall at Kozhikode, Kerala. The five-day programme was aimed to enhance the awareness and foresight of young participants on contemporary issues through a series of educational and cultural activities. Institute of Objective Studies Summer School Programme in Islamic Studies has been started with a view to imparting basic but deep knowledge to the university students pursuing professional disciplines like Graduations and Masters in Business Studies, Science, Computer Science, Engineering and Medicine etc. It is also an outreach programme in that we want to introduce the IOS, to a new and larger audience, particularly the students who are future leaders in Medical Science, Technology and Business Studies. These students are a very bright section of the young generation with the potentials to become leaders and decision-makers in their respective fields. It is, therefore, very necessary to acquaint them with the fundamental teachings of Islam as well as the great role that Islam played in the making of global human civilisation.

The objectives of the Summer School programme are as follows:

- To equip the target students with basic and deep knowledge about Islam as faith and source of global Islamic civilisation.

- To educate about the Islamic worldview and how Islamic Sciences, Qur'an, Hadith and Fiqh developed.
- To enable students understand and analyse the Muslim contribution to world human civilisation and how Islamic intellectual renaissance is possible.
- To prepare students how to cope with the challenges of modernity and westernisation from an Islamic perspective.

Besides, it is aimed at equipping students with the Islamic knowledge to live and succeed in the globalised world as followers and torch-bearers of Islam.

Inaugural Session

The Summer School was inaugurated by Jamal Kochangadi, a respected senior media personality and writer. His inspiring address set the tone for a week of intense learning and personal development.

Daily Activities and Sessions

Each day of the Summer School was structured to provide a rich blend of academic sessions, cultural programmes, and personal development activities. The feedbacks were written down and discussed daily, ensuring continuous improvement and participants' satisfaction.

The curriculum covered a wide range of topics, including:

- Stress Management
- Communication Skills
- Qur'an: Contemporary Issues and Challenges
- Design Thinking

- Mappila Songs and Aesthetic Pursuits
- Interpersonal Skills
- Sufi Aesthetics and Islam
- Qur'an: Introduction to Chapters, Text, Context, and Message
- Media Democracy and Contemporary Challenges
- Art and Literature in Islam
- The Art of Compassion
- Campus Life
- Islamophobia: The Menace and the Matrix



A view of the participants of the symposium

- Gender Discourses and Islam
- The Value of Knowledge
- Feminine Identity and Islam
- History, Historiography, and Resistance
- Religion in the Age of Contemporary Challenges

Senior journalists and scholars who delivered their lectures and conducted the sessions included: C. Dawood, N.P. Chekutty, Nishad Rauthar, Dr. P.K. Poker, Baburaj Bhagwati, P.T. Kunhali, A.K. Abdul Majeed, Dr. A.I. Vilayatullah, Khalid Musa Nad V., Dr. Ashraf Kalpetta, Dr. Jameel Ahmad,

Dr. Anas, Shihabuddin Ibn Hamza, Shifa M. and Zuhair Ali etc.

Cultural Programmes and Break Activities

Each day had vibrant cultural programmes that highlighted the rich cultural heritage and artistic expressions within the Islamic context. The Hazrat Ayesha Research Library provided beautifully prepared books, making the break times both enjoyable and educational.

Personal Development and Creative Tasks

A notable feature of the Summer School was the emphasis on personal development.

Participants were encouraged to engage in reel-making projects based on various topics, fostering creativity and practical application of the knowledge gained.

Conclusion and Closing Ceremony

The Summer School Programme culminated in the award and closing ceremony, celebrating the

achievements and participation of the students. The programme succeeded in its objective to provide comprehensive exposure to Islamic, social, and cultural topics, significantly contributing to the personal and intellectual growth of the students.

Feedback and Outcomes

Most students expressed full satisfaction with the Summer School, particularly appreciating the exposure to unfamiliar topics and the holistic approach to learning. The School Programme's success underscores the importance of such initiatives in developing well-rounded, aware, and foresighted individuals.

Conclusion

The IOS Center for Gender Studies, Calicut Chapter's Summer School-2024 was a resounding success, providing invaluable insights and experiences to its participants. By integrating academic rigour with cultural enrichment and personal development, the Summer School Programme significantly contributed to the participants' growth and understanding of contemporary issues within an Islamic framework.

Book Review

Exclusion of Muslims in India: Participation, Tolerance and Legitimacy of the State, edited by Prof. Arshi Khan, published by Institute of Objective Studies, New Delhi.

The book under review is an outcome of understanding the social exclusion, ethno-religious discrimination, and current political system and culture in India. It dwells on the exclusion and discrimination of Muslims in the sphere of power, opportunities, and equality. Though the legal process seeks legitimacy of governance in a multi-cultural mosaic, social and political trust and constitutional compromise to live together have been belied recently. It is propelled by the continuous growth of religion-based politics benefiting the majority against the constitutional rights of mainly the Muslim minority in India that has cemented the base of majoritarian democracy for about four

decades. Later, the majoritarian and exclusivist were strategically pursued by the *Hindutva* proponents, which jeopardised the Constitutional State's working based on the rule of law, constitutionalism, and peaceful coexistence of Hindus and Muslims (constituting together 95 percent of India's population) and democratic integration of minorities. A collection of nineteen essays of reputed academicians focuses on the concept of minority, understanding communalism, crucial aspects of the Constitution, the judiciary's response, enforcement agencies, sociological study of Muslim labourers, and educational backwardness of Muslims in the country.

The volume will be of educational, research, and policy interests for many in the field of democratic governance, federalism and rights of minorities, minority and exclusion studies, sociology, economics, social work, and development studies. The compendium underlines the exclusion of Muslims as a community substantiated by the statistical data from the benefits of constitutional governance. The thorough research is based on relevant statistical data wherever available. The exclusionary process is more pronounced than in others communities and ethnicities. It also discerns the complexities of deprivations in multi-dimensional degrees. Muslims face a double disadvantage in terms of their ethnic orientation and religious identity. It is

precise because the notion of transnationalism and implied belonging to a global religious community has been taken as a threat to the anti-Muslim sentiments and canard. The book in right earnest studies nuances of the exclusion of Muslims as a religious minority in India and how they are strangled in socio-economic and physical spaces by the process of 'othering'.

The book is a commendable addition to exclusionary studies, marginalisation, and minority discourse. One should not forget that the objective of Indian democracy is to create an "institutional reality" and achieve an "operational reality" to build an egalitarian society. The book, therefore, pleads that the purpose of democracy is to create "common citizenship criteria" to accommodate the legitimate concerns of the empowerment of the deprived and backward communities based on "differential rights" for unity in diversity. The book brilliantly portrays the process of the 'othering' of Muslims as a clear manifestation of their religious identity. On the ground of reality, the social exclusion of Muslims along ethno-religious lines summons urgency for state intervention in affirmative action for Muslims.

*Reviewed by Prof. M. Z. M. Nomani
Aligarh Muslim University, Aligarh*

SUBSCRIPTION

Annual: Rs. 20/- \$ 5
Five Years: Rs. 75/- \$ 15

RNI NO. 59369/94

PRINTED MATTER

FROM
IOS NEWSLETTER
162, JOGABAI main
road, JAMIA NAGAR
NEW DELHI 110025