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Thought for the Month

And they (sometimes) say:
 "There is nothing except
 Our life on this earth,
 And never shall we be
 Raised up again."
 If thou couldst but see
 When they shall be mad to stand
 Before their Lord!
 He will say:
 "Is not this the truth?"
 They will say:
 "Yea, by our Lord!"
 He will say:
 "Taste ye then the Chastisement
 Because ye rejected Faith"

Al-Quran- VI: 29-30

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FOCUS

Corrupt rule is the root of all the evils you find in the world. Governments have access to power and resources; they frame laws; they control administration, they possess the instruments of coercion like the police and army. Evils exist and flourish in the life of society because governments themselves either spread them or condone them. Obviously the power required to make anything prevail lies with governments.

For example, why is adultery being openly indulged in, why is prostitution carried out publicly? Only because adultery is not a crime in the eyes of those who govern. They themselves indulge in it as well as allowing others to do so. If they wanted to stop it, it could not flourish.

Why is interest rampant? Why are the rich sucking the blood of the poor? Because governments themselves acquire wealth through interest and help others to do the same. Big money-lending houses and banks flourish only because of governmental support.

You also notice that moral depravity and permissiveness are increasing. Why? Simply because that is how governments have educated and trained people. If you want to produce a different kind of man, you simply do not possess the resources to provide a different kind of education. And even if you somehow do produce a few people, where will they find jobs? All means of livelihood and employment are controlled by corrupt governments.

Fighting and killing are taking place across the world on an unprecedented scale. Knowledge so assiduously acquired by man is being employed to exterminate man himself. The hard-earned fruits of human civilization are being put to the fire. Precious lives are being destroyed with less thought than would be given to the fate of a potter's vessel of clay. Why is this so? Simply because the most wicked and mischievous among the children of Adam have come to command authority and leadership over the nations of the world. Since they hold the reins of power, the world must go the way they want to take it. Knowledge, wealth, labour, lives, all are directed towards the goals they have chosen.

Oppression prevails throughout the world. The weak are denied justice. The poor find life a hard burden. Courts have become shops where justice can be bought in return for money. Exorbitant taxes are levied upon people, which are then wasted on high salaries for public officials, on giant buildings, on armaments and on other extravagances. Feudal lords, money-lenders and creditors, religious leaders, dealers in pornography, gambling bosses, drug pushers, manufacturers of alcohol, and pimps are ruining the life, wealth, honour and morality of God's creation and there is nobody to stop them.

Why is all this happening? Simply because governments are corrupt, the hands that hold power are evil. They themselves perpetuate oppression and side with oppressors. The perversion of thinking, the degeneration of morals, the misuse of human capacities and capabilities, the dishonest and exploitive business practices, oppression and injustice, and destruction of God's creation, all result from this: the keys of power are in the wrong hands. So long as power is wielded by wicked and evil hands, human society cannot be set on the right course.

From *Fundament of Islam* by (ed.) Khurram Murad, pp. 286-287.

Activities of the IOS Headquarters

Two-day International Conference on "Contemporary Islamic Thought and Societal Reforms Through Education"

A two-day International conference on "Contemporary Islamic Thought and Societal Reforms through Education" was organised by the Institute of Objective Studies (IOS) at the Speaker Hall, Constitution Club of India, New Delhi, on February 1-2, 2020. The conference got off to a start with the recitation of a Quranic verse by the in-charge, IOS Urdu Section, Shah Ajmal Farooq Nadvi. This was followed by the welcome address and brief introduction of the Institute and its activities by the Secretary-General, Prof. ZM Khan.

Prof. Khan described the conference as timely and noted that it was aimed at regenerating efforts to focus on the ideology propounded by Islam. He asked the delegates to feel free while expressing their views on the themes that came up for discussion. Surveying the 30 years' journey of the IOS, he said that it had come a long way since its inception. It was punctuated with achievements to its credit, including in areas which concerned the nation, community and humanity.

Requests for adding new areas to existing ones were pouring in. Referring to the areas of research, he said that the institute supported certain projects, besides considering the projects of willing researchers by examining them through a mechanism before arriving at a decision.

Conducting surveys of Muslims and other marginalised communities in order to assess their socio-economic condition, was another area of operation. He maintained that the Institute was also engaged in publication of books on various subjects, survey reports and regular publications like magazines in Urdu, English and Hindi. The IOS had produced of producing more than 400 titles. With a view to keeping abreast of issues that affected the nation, society and the community, national and international conferences, symposia and workshops were organised at short intervals.

The Institute also awarded scholarship to needy and meritorious students pursuing doctoral and post-

to work together with the IOS to come forward.

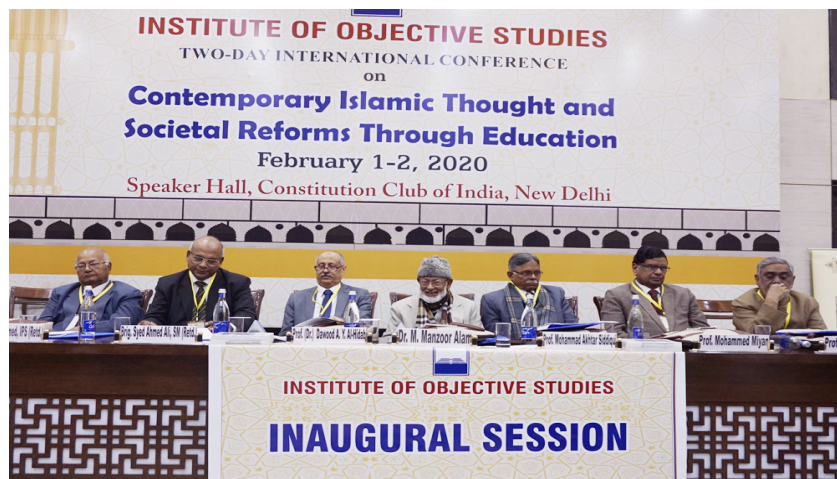
Inaugurating the conference, the ex-Vice-Chancellor of Maulana Azad National Urdu University (MANUU), Prof. Mohammed Miyan, regretted that sometimes people became too rigid about religion. He opined that things might be set right by attaching equal importance to religious practices and worldly matters. He said that the Quran was the fountainhead of all virtues that were necessary for leading a good life and one must memorise the holy book with the clear understanding of the meaning of the written word and the language.

Since society played an important role in one's life, the understanding of the Quran should be translated into

life. Elaborating on the meaning of Islam he said that it was derived from the term "salaam", which meant peace, obedience and submission to God. Referring to madrasa pass-outs, he observed that they were no inferior to others in respect of brilliance. They could equally excel in various disciplines. He cited the instance of a madrasa-educated

student who took up journalism as a profession and reached at the top of the profession. He also expressed his disagreement with the view that in order to understand something of consequence, language was very important.

Buttressing his point, he said that he was criticised for not being conversant with Urdu, though he read Ibne Safi, Ibne Khaldun and Ibne Sina. Only reading and securing degrees was not enough. We must be realistic and objective, and the Quran and Hadith must be followed to prepare our younger generation for future



L-R: Prof. Manzoor Ahmad, Brigadier S. Ahmad Ali, Dr. Dawood A.Y. Al-Hidabi, Dr. M. Manzoor Alam

doctoral research. Two awards, namely the IOS Shah Waliullah Award and the IOS Lifetime Achievement Award, had been instituted to recognise the exceptional contribution of scholars in their areas of specialisation. He observed that the Institute had been establishing creative linkages with different sections, like the ulema and social and religious organisations. Its regional chapters were replicating the activities factoring in regional and local aspirations. The IOS also brought out its annual calendar which was academic in nature and was looked forward to by its aficionados. He urged institutions and organisations willing

challenges. He disapproved of the suggestion that girls should be discouraged from pursuing education. If girls were desirous of pursuing studies, they should be allowed to continue. Sharing his experience during his stint at MANUU, he said in certain courses several seats remained unfilled due to the boys' unwillingness to accept girl students as their batch mates.

If the girls were not allowed to study with boy students, they must at least be provided facilities for their education. Describing education as the first requirement of development, he said that knowledge was its basic foundation. Thus teachers needed to be trained for imparting quality education to students. Referring to knowledge, he noted that the term was used 800 times in the Quran. He remarked that madrasas should also be brought into focus so as to assimilate them with society. He observed that the translation of the Quran should be made available to everyone who was not conversant with Arabic for better understanding of the importance of modern education.

In his key note address, Prof. Mohammad Akhtar Siddiqui, professor of education, Jamia Millia Islamia, held that it was an opportune time to talk of education because of its importance as an instrument of society-building. Underlining the importance of education, he said that the first revealed word in the Quran was "Iqra" (Read). This was the compass of knowledge which commanded the faithful to read. While the last century was the century of knowledge society, the current century is an era of knowledge. This put an

onus on us to consciously give education. He said that from Imam Ghazali to Shah Waliullah, Muslim scholars spread knowledge for reforming the community. But the element of rigidity in the interpretation of Islamic texts led to the alienation of Muslim society.

Thus the need of the hour was to broaden our vision about Islam in order to preserve Muslim society. He sought to know the reason why Muslim societies were in chaos and said that educational backwardness could be imputed to it. With a view to educationally empowering Muslims, an international conference was organised in Makkah in 1977 followed by another joint conference there in 1981. Besides setting up the Centre of Islamic Education in Makkah, four

key to the all-round development of Muslim society.

Speaking as a guest of honour, Prof. (Dr.) Dawood A. Y. Al Hidabi, professor of education, International Islamic University, Malaysia, pointed out that education was a means of societal reform and Islamic ethos and values contributed to social development. Quoting the Prophet's (PBUH) Hadith, he said that knowledge without benefit, was worthless. Referring to his country, Malaysia, he held that it was a multi-religious and multi-cultural society. He insisted that the Ummah in India was not alone in facing problems. It was a common phenomenon among several Muslims countries of the world. However, Muslims must not desist from aiming high.



A view of the audience

What was important was focusing more and more on action. In this connection, he suggested that a network of scholars and practitioners be created. For connecting research to practical use, a team of researchers be put in place with required support to it. Selection of potential scholars should be accompanied by the development of their personal and social concern, he added.

Islamic universities were proposed to be established in different places, including Islamabad and Kuala Lumpur. Federation of national Islamic schools and a centre of textbook development in each Islamic country were some of the proposals mooted to strengthen the educational system. He stressed that special attention should be paid to the quality of education among enrolled children. He complained that the Arabic education in non-Arabic countries did not receive required attention. He also laid emphasis on the teaching of English in madrasas and said that education held

Prof. Akhtarul Wasey, president, Maulana Azad Urdu University, Jodhpur, who also spoke as a guest of honour, said how children would get education if future mothers remained uneducated today. He noted that the Prophet (PBUH) brought the message of Iqra from Ghar-i-Hira and asked the Ummah to pursue education. Human quest for knowledge started from the lap of mother and continued until he was laid to rest. Reflecting part of a

Hadith, he said that knowledge was the lost asset of Muslims, which needed to be retrieved. Commenting on the traits of a good teacher, he said that such a teacher was one who did not go by the student's religion, but by his merit.

He maintained that those who did not possess anything worthwhile would yield to those who have those possessions. "Why should anybody care for us when we have nothing to offer the world?" he asked. Pleading for the restoration of the value system of madrasas, he opposed their modernisation, claiming that it was the handiwork of British rulers who practised duality in education to further their interests. He observed that language had no religion, but religions required a language. If we wanted to progress, we must acquire the knowledge that benefited, he emphasised.

Another guest of honour, Brig. Syed Ahmed Ali, SM (retd.), director, Jahangirabad Institute of Technology, called the Quran the most sublime book. "The Quran is our Guiding Book and will remain so for ever". Not even a single comma or full stop has so far been changed in the Quran, nor it would ever be changed, he commented.

He referred to a lecture of the Malaysian Prime Minister, Mahathir bin Mohamad, in which he described Islam as "the most misunderstood religion". The West's perception of Islam was reflective of its bias against the Abrahamic religion. The West never called ethnic cleansing genocide. Underlining the importance of Duniya (worldly affairs) and Akhirah (the life after mundane world) for a Muslim, he said that the Quran mentioned both these terms 115 times each. Thus the faithful must pursue both of them. Muslims were suspected to be responsible for 9/11, but a survey conducted by a US agency found that 97 percent Muslims condemned the incident in strongest terms.

Islam had been demonised by the Western powers, including Britain and

France, which drew lines in Israel, Egypt, Turkey, Lebanon etc, without boundaries. He observed that the current wave of demonisation of Islam began in the wake of the collapse of the USSR. He regretted that there were several Muslim countries but they lacked the spirit to unite. Combined together, they have large population but stood nowhere near them as they had no achievement to their credit. He suggested that a message be sent out to the West that Muslims were not anti-West. He put forward certain suggestions, like standardisation of Islamic jurisprudence with a common school of thought, focus on the quality of education, particularly science and technology. Women being a strong structural backbone of society, their education must also receive proper attention. He held that unless we behaved properly, we would be rejected outright by society.

Prof. Manzoor Ahmed, IPS (retd.), Former Vice Chancellor, Subharti University, Meerut, pointed out that India being a multi-cultural society, a host of problems were bound to crop up. Education could prove the panacea for all the problems if taken seriously by Muslim leadership. Attributing the present malaise plaguing education among Muslims, he noted that the community had not been able to adjust since the last three generations.

He also questioned the quality of madrasa education where general knowledge was not a part of the curriculum. Some GK was needed to be taught at madrasas so that students there could keep themselves abreast of development in the world outside. He said that it was shocking that Muslim boys studying in modern schools and colleges were not much aware of Islam and Islamic culture. Thus there was need for designing short-term courses for such students who could be taught basic texts of Islam at evening schools. Since we could not depend on one language and arrangements for translation from Urdu to Hindi and vice-versa be made.

Laying stress on oral communication, he said that nothing worked like talking to people. The present generation was very important for us and we could not afford to lose it. He also called for preserving our ethos and culture. The author of *Uttarkhand Kay Musalman*, Gurucharan Singh, insisted that he blasted the popular myth of Muslims entering into four marriages and the high incidence of talaq among them. He urged Muslims to use every forum to drive home their point on issues pertaining to the community.

Presiding over the inaugural session, Dr. Mohammad Manzoor Alam, Chairman, Institute of Objective Studies, informed that the project "What the Indian youth aspires for and expects from its political leadership?" by Dr. Amirullah Khan, was most likely to be completed in six months. He also announced that a one-day conference on inter-faith dialogue would be organised soon. He said that we as Muslims had failed in doing much for the dignity of humanity.

Nature of the time was changing and the change created millions of things. It was knowledge through which many problems could be solved. This required mastery without which 'Ijtihad' (creative reasoning) was impossible. Stressing the need for integration of knowledge, he said that challenges could not be met without it. The IOS had moved in this direction by forming a committee on curricula, textbooks and supporting literature on social sciences, like psychology, history and sociology, he observed.

In his prepared text which was read out by the Prof. Ishtiaque Danish, Finance Secretary, Institute of Objective Studies, he said "Knowledge as a category is essential to Islam's project for a good life on earth, for individuals and societies as well as for earning Allah's Pleasure in the world hereafter. The Arabic word for knowledge, Ilm, and its derivatives recur frequently in the Holy Quran."

He held that the reclaiming of our position in the world of knowledge was going to be a long-term, trans-generational and collective endeavour. This journey was going to be long and tough, spread over several generations. Yet it was not impossible. He warned that because of our poor education, we were very likely to be rendered irrelevant within this decade and pushed to margins.

He reminded that the new economy based on Artificial Intelligence, nano technology, genetic engineering and other hi-tech systems would require not just one-time M.Sc., MBBS or B.Tech., but a life-long education. He said that as Muslims we had been ordained to create a just and equitable order. Education was a pre-condition for survival. It was also a pre-condition for creation of an equitable and just order, he concluded.

The occasion was marked by the release of three books by Dr M. Manzoor Alam. These books included *Mashahire Khulafa wa Salateen-e-Islam*, written by Prof. Mohsin Usmani, *Empowerment of Muslim through Education* (Hindi translation) by Prof. Mohammad Akhtar Siddiqui and *Uttarakhand ke Musalman* by Gurucharan Singh. While Prof. Ishtiyaque Danish conducted the proceedings of the session, vice-chairman, IOS, Prof. M. Afzal Wani extended a vote of thanks.

Business Session-I

The first business session was devoted to “Essential Baseline of Islamic Thought - Al-Din and Al-Tawhid. The session was chaired by Prof. ZM Khan and co-chaired by Prof. Hamid Naseem Rafiabadi,

former dean, faculty of Social Sciences, Central University of Kashmir, Srinagar. The first speaker of the session was Prof. Dawood A. Y. Al-Hidabi, who delved into Curriculum Integration based on the Story of Prophet Musa and the Righteous Man in Surat Al-Kahf. He was followed by Dr. Mohd. Fahim Akhtar, professor and head, deptt. of Islamic Studies, MANUU, Hyderabad, who spoke on “Taleem ki Wahdat ka Tasawwar aur Insani Ma’ashra ki Tameer mein is ka Kirdaar”. Maulana Mohd. Arshad Faruqi, chairman, Fatwa online, Deoband focused on “Moasir Islami Nazaria Taleem wa Tahqeeq kay Tareeqay kaar”. Dr. Zabeen Anjum, asstt. professor, Jamia Urdu College of Education, spoke on “Accountability – A cardinal principle

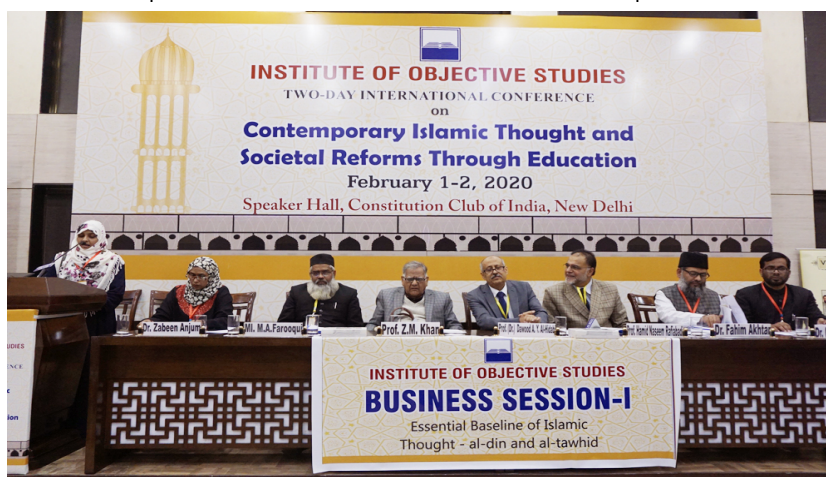
Approach to Islamic Thought and Socio-Religious Reform”.

Business Session-II

The second business session was focused on the theme “Concept of Unity of Knowledge and its role in creating a Humane Society”. The session was chaired by Prof. (Dr.) Dawood A. Y. Al-Hidabi, and co-chaired by Prof. Akhtarul Wasey. Prof. Shamim Ahmad Ansari, former dean, faculty of Social Sciences, Aligarh Muslim University, who spoke on “Unity of Knowledge and its role in developing Peaceful, Healthy Society”. Prof. Hamid Naseem Rafiabadi, concentrated on “Unity of Knowledge and Restructuring Educational System in the Muslim World”. Dr. Lubna

Naaz, research scholar, deptt. of Sunni Theology, AMU, elaborated on “Unity of Knowledge: A Study of Sayyid Abu Ala Maududi”, while Ms. Aasiya Mudasir, research scholar, deptt. of Education, AMU, Aligarh, based her presentation on “Bridging the Gaps in Human Relations by

Peace Therapy of Maulana Rumi and Allama Iqbal”. She was followed by Ms. Nahid Ashraf, research scholar, deptt. of Education, AMU, Aligarh, who discussed “Unity of Knowledge in Creating a Humane Society of Teachers”. Mr. Muhammed Shafeeqe KT, research scholar, deptt. of Islamic History, WAFY PG Campus, Malapuram, Kerala, spoke on “Influence of Ulama on Societal Reforming”. Mr. Mohd. Ishaq Bhat, research scholar, deptt. of Sociology, Jamia Millia Islamia, New Delhi spoke on “Globalization and Islam: A Sociological Paradigm”.



L-R: Ms. Kahsashan Naz, Dr. Zainab Anjum, Ml. M.A. Farooqui, Prof. Z.M. Khan, Prof. Dawood A.Y. Al-Hidabi

in Islam”. Dr. Nadeem Ashraf, asstt. prof., deptt. of Sunni Theology, AMU, Aligarh, who presented his paper on “Moral and social responsibilities of the Muslim in plural society through Islamic Teachings”. He was followed Mr. Mohammed Faiz P, research scholar, Darul Huda Islamic University, Kerala, who spoke on “Hadia’s role in the revival of Din with special focus on its interference in Northern India”. Ms. Kehkashan Naz, research scholar, deptt. of Islamic Studies, AMU, presented her paper on “Maulana Ashraf Ali Thanvi’s

February 2, 2020 (Day 2)

Business Session-III

The third business session on “Reforms in Contents of Education and Research Methodology”, had Prof. Akbar Husain, dean, faculty of Social Sciences, AMU, and Prof. Ishtiyaque Danish as chairperson and co-chairperson respectively. Dr. (Ms.) Khurshid Khan, assoc. professor, Shivaji College, University of Delhi, initiated the discussion with her paper on “Building a Counter Narrative”. Dr. Tarannum, asstt. professor, deptt. of Education, AMU, followed her with her presentation on “Educational Vision of Indian Muslims: A Genuine Concern and Problems.” Prof. Syed Jamaluddin, former professor, deptt. of History and Culture, JMI, Delhi, was the third speaker of the session who focused on “Education and Traditional Values: Professor M. Mujeeb’s Vision”. Dr. Mohammad Muslim, asstt. professor, deptt. of Islamic Studies, AMU, spoke on “Sir Syed’s Efforts to Reform Society through Modern Education”, while Mr. Nazar Mohamad Rather, research scholar, Shah-e-Hamdan Institute of Islamic Studies, University of Kashmir, Srinagar, spoke on the “Role of Muslim Scholarship in Wake of Changing Scientific Perspectives to Rebuild Thought for Contemporary Education”. Mr. Muhammad Teisir Bin Shah Goolfee, research scholar, deptt. of Islamic Studies, AMU, presented his paper on “Contribution of Mohammed Arkoun of Algeria to Contemporary Islamic Thought”. He was followed by Dr. Md. Mahboobur Rahman and Dr. Mohd. Asim Khan, asstt. professor of Sunni Theology, AMU, Aligarh, who spoke on the theme.

Business Session-IV

Chaired by Brig. Syed Ahmed Ali, SM (retd.) and co-chaired by Prof. Haseena Hashia, asstt. secretary general, IOS, the fourth business session was focused on “Need for Special Infrastructure for New Education”. Dr. Bilal Ahmed Kutty,

asstt. professor, deptt. of Islamic Studies, AMU, spoke on “Manifestation of Islamic Thought in Islamic Architecture and Integration of Knowledge”, while Mr. Md. Sajid Hussain, Mount Everest Learning Foundation, Ramgarh, Jharkhand, shared his experiences in the presentation of “Contemporary Challenges of New Education System and Need for Special Pedagogical Infrastructure to the Society”.

Ms. Iqura Fatima Iqbal, research scholar, deptt. of Islamic Studies, JMI, Delhi, spoke on “Environment and Ecological Balance in Islamic Thought”. She was followed by Mr. Bilal Nazir, research scholar, deptt. of History and Culture, JMI, who threw light on “Spiritual Intelligence among Teachers in Relation to Teaching Effectiveness”. Mr. Haseeb Kumbidi, degree first year student, Maunathal Islamic Arabic College, Mallapuram, Kerala, focused on “Model of Zitoona College in American Context and Shaikh Hamza Yusuf’s Thoughts towards Education”. Ms. Shama Rahman, research scholar, deptt. of Psychology, AMU, dwelt on ‘Harnessing Students Potential Through Education’. Dr. Shaista Parveen, asstt. professor, deptt. of Islamic Studies, AMU, Aligarh presented her paper on “Takreem-i-Nisaiyat: Islami Taalimat ki Roshni mein”. She was followed by Dr. Arshi Shoaib, asstt. professor, Women’s College, AMU, who spoke on “A Study of the Islamic Reformist Idea of Fazlur Rahman”. Mr. Suraqua Fahad, research scholar, deptt. of Social Work, AMU, who concentrated on “Islamic Critique to the Modern Education System”.

Business Session-V

The fifth business session was devoted to the theme “Importance of think tanks in meeting out the challenges of post-human age”. Prof. Omar Hasan Kasule, Secretary General, IIIT, Riyadh, KSA, was in the chair with Prof. M. Afzal Wani as co-chairperson. Prof. Towqueer Alam

Falahi, professor, deptt. of Sunni Theology, AMU, was the first speaker who dilated on “Islamic Philosophy of Education and Social Reform.” He was followed by Dr. Malika B. Mistry, asstt. professor, Poona College, Pune, who spoke on “Importance of Islamic Think Tanks to Create a Peaceful Society”. Dr. Imteyaz Hassan, asstt. professor, Centre for Interdisciplinary Research in Basic Sciences, Jamia Millia Islamia, was the third paper presenter who spoke on the topic. He was followed by Mr. Mujtaba Farooq, research scholar, deptt. of Islamic Studies, MANUU, Hyderabad, whose topic was “Think Tank: Zaroorat wa Afadiyat aur Dairakar”. While Asif Rashid Raina, research scholar, deptt. of Ancient Indian History, Culture and Archaeology, University of Kashmir, focused on “Islamic Think Tanks: Their Role in Shaping the Future of Islamic World and Creating a Peaceful Society”, Mr. Md. Abrarul Haque, research scholar, deptt. of Islamic Studies, JMI, spoke on “Islamic Teachings to Maintain Peace in a Plural Society”. He was followed by Ms. Rifat Fazil, research scholar, deptt. of Arabic, AMU, who presented his paper on “Importance of Islamic Think Tanks to Create a Peaceful Society”. While Jafaruddin AT, research scholar, deptt. of Islamic Research, WAFYPG Campus, Mallapuram, discussed “Islamic Education in India: A Need for Reformation through Educational Model of Kerala”, Mr. Shihabuddin UP, research scholar in the deptt. of English, University of Calicut, concentrated on the “The Relevance of an Integrated Islamic Curriculum in Contemporary Islamic Schools: An Analytical Study.”

Business Session-VI

The sixth business session was focused on “Adequate and effective planning to engage the products of the education system”. The session was chaired by Prof. Shoeb Abdullah, deptt. of Teachers Training and Non-Formal Education, Jamia Millia Islamia, and co-chaired by Prof. Ishtiyaque Danish. Speaking on the

topic, Prof. Manzoor Ahmed, commented that Muslim's planning lacked the element of training. This resulted in a situation where hardly 19 per cent were found fit for jobs and the rest 81 per cent were thrown out. The condition of arts graduates was more pitiable because without proper training there were no takers for them. Though government was the largest employer of manpower, yet the lack of training rendered the job-seekers unqualified for government jobs. He said that due to mismatch between demand and supply, the job market was under stress. He observed the universities were producing degrees, but it was the madrasas that imparted moral and ethical values to students. If the schooling was good then the higher education too would be good and the pass outs would succeed in getting good employment, he remarked.

He was followed by Prof. M. Ishtiaq, former Vice-chancellor, Magadh University, Bodhgaya, who underlined the importance of a teacher. He said that our education required rethinking and restructuring.

Dr. Rihan Khan Suri, training and placement Officer, University Placement Cell, JMI, held that the current rate of unemployment was highest after 1947. Unemployment among 10-pass candidates was much higher. He suggested that a mechanism for creating a job eco-system and a career-counseling system be introduced. Incubation for employment, especially for start-up entrepreneurs, could be given a serious thought, he said.

Dr. Najeebul Hasan Siddiqui, rector, Al-Haram Academy, Lucknow,

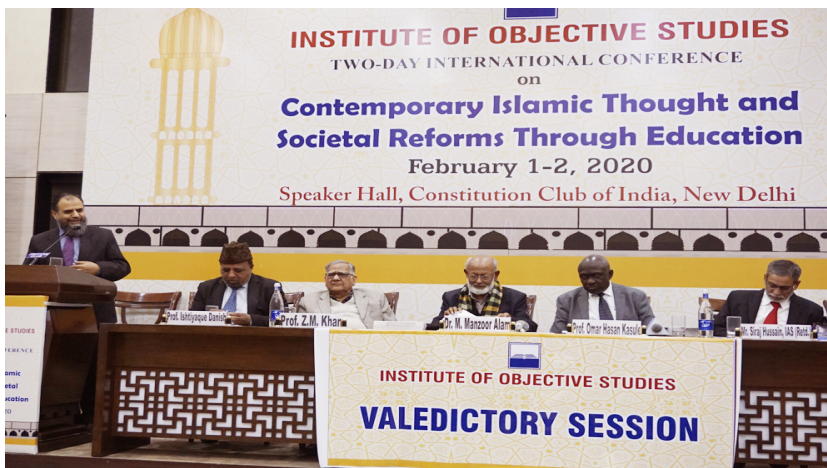
called for starting vocational courses for the madrasa pass outs. He pleaded for the rectification of the system of education and training.

Valedictory Session

Addressing the session as the guest of honour, Prof. Omar Hasan Kasule, said that the lectures during the deliberations were delivered in an

knowledge and research. Renaissance in Europe was for change. In the wake of it, revolution in every field, from agriculture to industry began.

Mr. Siraj Hussain, IAS (retd.), former Vice-chancellor, Jamia Hamdard, and former Secretary, Department of Agriculture, Government of India, held that in the global and Indian context, Muslims were not prepared for the future. He said that even the OIC countries were closed. Oil money earned by these countries was not being used for scientific and technological advance either in their own country or poor countries. He observed that these countries knew it well that the demand for oil would go down very soon.



L-R: Prof. M. Afzal Wani (speaking), Prof. Ishtiaque Danish, Prof. Z.M. Khan, Dr. M. Manzoor Alam Prof. Omar Hasan Kasule and Mr. Siraj Hussain

intellectually well-organised way. The ideas that were exchanged during the period were important for societal change which was significant as the Prophet (PBUH) gave new and powerful ideas that changed the world.

The Prophet (PBUH) was a teacher who taught the Sahaba (RA) for long hours. His teachings were intense and when the Sahaba (RA) were perfect in all respects, they were shifted to Madina where they established the Islamic state. He said that in every age, the Ummah was refreshed by the mohaddisin. In the case of India, they were Mujaddid Alfsani, Shah Waliullah Mohaddis Dehlavi, Shah Abdul Aziz, etc., who presented the true spirit of the Quran and Hadith for the benefit of Muslim community. Imam Shafa'I, a renowned Islamic scholar whose commentaries were held by the Ummah in high esteem.

Referring to the Crusades, he said that Muslims were advanced in science, medicines, production of

Calendar 2020

Agents, Shop-keepers and others may place their order of the IOS calendar 2020 which has following features:

- Page-1 India: Non Performing Asset Write-offs (Rs. Crores) (2009-2018).
- Page-2 World: Multidimensional Poverty Index: Developing Countries - 2019.
- Page-3 World: GDP Expenditure on Education & Population with some secondary Education.
- Page-4 India: Mosques through the Ages (Started from 2011) Four Largest Mosques of India.

The calendar may be obtained from

Qazi Publishers & Distributors

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Price per calendar Rs. 30/-

(include packing, excludes postage)

US\$ 1 (including packing excludes postage)

SUBSCRIPTION

Annual : Rs. 20/- \$ 5

Five Years: Rs. 75/- \$ 15

Still there was a rat race on to acquire arms. It was high time intellectuals of these countries realised this and persuaded these countries to open centres of higher learning that could attract talent. He deplored that Muslims were still opposed to change though the challenges had become more intense. He warned that the Articles 29 and 30 of the Indian Constitution would go away soon and we must get ready to face that eventuality. The issue was under challenge before the apex court and nobody could say for sure what the outcome would be, he concluded.

Presiding over the session, Dr. M. Manzoor Alam, Chairman, IOS, urged the delegates to the conference to develop ideas to face new challenges. Quoting the UNDP human index, he said that it wanted the end of manual work. Muslims had behind them a rich legacy that could guide in coping with today's problems. The Quran and Hadith being guide for Muslims, we could do much with their help. What was needed most was the correct understanding of the challenges so that answers to them could be found. He said that Allah granted the dignity to the progeny of Hazrat Adam and we are duty-bound to uphold it. We would not be able to anything for humanity unless we were properly educated. He asked the intellectuals and other stakeholders to think, sit and work together.

The conference came to an end with the adoption of a 10-point resolution moved by Prof. ZM Khan. Following is the text of the resolutions:

Resolutions

It is a matter of satisfaction that a two-day International Conference on "Contemporary Islamic Thought and Societal Reforms through Education" has been successfully held on February 1-2, 2020 at the Constitution Club of India, New Delhi. A good number of delegates, participants, experts, policy-planners, academics and opinion-leaders have attended and participated in deliberations in a meaningful manner. The house adopts the following resolutions to carry on the effort for furtherance of objectives of the conference.

1. As it is evident from the title of the conference, the core inquiry is to find out societal reforms, but these are to be based on ideational foundations of Islam and are to be carried out through education. It is requested that all of you should give it a thought and send your suggestions to the IOS at the earliest for further action.
2. Translation work of various important material should also be taken up. The IOS is already engaged in this area.
3. Girl's education may also be taken up vigorously and they should be encouraged to engage in the field of education.

4. Efforts should be made to conduct awareness programmes and the better use of existing infrastructure of Islamic institutions.
5. Studies on youth, women, specialised groups etc. in the context of multi-culturalism are the need of the hour.
6. There should be serious efforts to reclaim the position of Muslims in the world of knowledge and this is possible through research to be conducted in a methodically correct procedure.
7. Efforts should be made to develop details of adopting Islamic worldview and structuring education and training in Islamic spirit based on Tawhidic paradigm.
8. There should be planned and concerted efforts to understand and improve the madrasa education in India.
9. Efforts may be made to form a committee for developing textbooks and literature in social sciences, humanities, law and journalism.
10. To attain a better coordination among different research and educational institutions to cater for present needs, including the parameters to be covered under changing global scenario and post-human age.

The conference formally concluded with a vote of thanks proposed by Prof. M. Afzal Wani.

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