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JANUARY 2025 | ₹100/-

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Dr. Syed Misbahuddin

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Photographer: Sanjay Solanki**Art and Design:** Zahid Shaikh**Legal Advisor :** Advocate Shamim Ahsan**Marketing Executive:** Gauhar Iqbal**Registered Address:**

Maeeshat Media Pvt. Ltd.

1004, Marwa Tower, Noor Baugh, Mumbai - 400 009

Regional Offices:

Maeeshat Media Pvt. Ltd.

Shop No.20, First Floor, New Ideal Market, Opp. Ambaji Medical, Almas Colony, Kausa, Mumbra - 400612, Dist. Thane. (Maharashtra)

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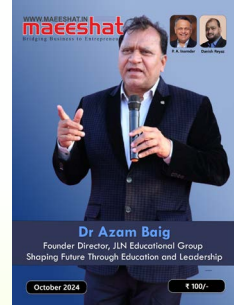
46 D, Shridhar Roy Road, P.S. Tiljala, Kustia Road, Kolkata 700 039

Printed and Published by :

Danish Reyaz

Published from: 801, E-Wing, Wafa Park, Kausa, Mumbra 400612 Dist. Thane, (Maharashtra)**Printed at :** Prachita Print Pvt Ltd 13, Markab Building, N.M. Joshi Marg, Near S Bridge, Byculla (W) Mumbai 400027.**RNI Title Code:-MAHENG13913**For advertisement, feedback and other queries write to :
maeeshatmedia@gmail.com or call: 9320995687For editorial queries: maeeshatmumbai@gmail.com
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From The Editor's Desk



By: Danish Reyaz

About eight years ago, I happened to be in Hyderabad in connection with some educational program where I met Dr. Misbahuddin, an enterprising educationist, well-known in the city and beyond for his work in the educational domain. At that time, I was in the midst of my struggle to carve a niche for my Maesshat Group, so I wasn't widely known there.

Dr. Misbahuddin was more than helpful to make me feel at ease and helped me in navigating my ways in the city of Nizams and meet right people relevant to my visit. He even let us stay in his guest house instead of a hotel. While his humility would have impressed anyone, what stood out even more was his genuine intention to make us feel encouraged and valued for the cause to which the Maesshat Group is dedicated.

Ever since then, I have met him several times at various programs across the country, and each encounter has left me marveling at his charismatic personality and leadership. Everywhere he goes, people—especially the youth—look forward to his speeches with immense interest; such is his remarkable ability to connect with and engage them.

Dr. Misbahuddin is a pragmatic and visionary leader who has been working tirelessly, introducing innovative and pragmatic ways to uplift the education standard of minorities and underprivileged, all while staying true to Islamic moral teachings. He established Mimir Academy, which provides comprehensive educational solutions to schools and institutions both nationally and internationally.

Besides, he is also an engineer and developer, and having worked in the US, he brings a wealth of expertise and experience to the table. He has leveraged his professional background to conduct extensive research, resulting in the development of an exemplary education model that aligns with the demands of a modern world in perpetual flux.

Recognizing his outstanding contributions to the field of education, I had long aspired to feature him in our magazine. However, due to one reason or another, it hadn't materialized earlier, largely owing to his busy schedule. This time, however, I managed to secure an interview with him, and the result is here: an in-depth and inspiring cover story that captures his life's journey in his own heartfelt words. I am deeply grateful to him for honoring our platform by sharing his story.

Alongside his inspiring story, this edition of Maesshat features a range of compelling articles and write-ups—covering news, events, analysis, opinions, and topics of broad public interest. We hope you enjoy this issue as much as you've enjoyed our previous ones, and we eagerly await your valuable feedback. So, what are you waiting for? Dive in and enjoy the read!



MAULANA AZAD NATIONAL URDU UNIVERSITY WILL MAKE EVERY POSSIBLE EFFORT TO START A MEDICAL COLLEGE, said Vice-Chancellor Prof Syed Ainul Hasan.

After Law School, MANUU needs a medical college and every possible effort will be made to start a medical college as per the Chancellor's wish, he said while addressing 28th Foundation Day celebrations of MANUU.

MANUU Chancellor Mumtaz Ali and former Vice-Chancellor of Aligarh Muslim University Prof Tariq Mansoor addressed the event.

Prof Ainul Hasan in his presidential remarks paid tribute to founding fathers of MANUU. He opined that MANUU's foundation was very strong. "The base is perfect; that is why we have this galaxy today. All of you contributed a lot to the development of this University," he said.

"You can achieve anything if you have collective efforts. I am sure with this pace of work and understanding you can go to any height and I am confident that our students, teachers and staff together will move forward to reach the destination," the VC added.

Urdu is not the language of any region or religion but it is the language of whole India. Every Indian recognises that Urdu language is a major part of



the culture and heritage of this country, said Prof. Tariq Mansoor.

He underlined that Urdu is an Indo-Aryan language and is one of the 23 national languages of India and spoken by more than 170 million people. Most linguists agree that Urdu is the amalgamation of Persian, Arabic, Braj Basha and other Indian languages. Both Punjab and Deccan play an important part in the development of Urdu language. The British promoted Urdu and Hindustani to counter effect the Persian language which was the royal language of Mughals, he added.

While congratulating MANUU fraternity, Prof. Mansoor said, "Foundation Day for any University is the time to celebrate and also to retrospect and to make future plans. MANUU has undoubtedly made phenomenal progress in the last quarter of century. It has an initial humble upbringing and now it has graceful presence."

He urged teachers to be a role model for the students. He advised students to nurture big dreams, set lofty goals, work hard in nation building and become good human beings. Always use own common sense and judgment in taking decisions in your life, don't

be guided by others, he said.

Chancellor Mumtaz Ali said that compassion is very important part of our life. Paying tribute to Maulana Abul Kalam Azad, he said Maulana Azad was not only religious, but also a supporter of contemporary sciences and it is the responsibility of every person associated with Urdu University to carry forward the mission of Maulana Azad.

On this occasion, eminent personalities Dr. Syed Mustafa Kamal, Mrs. Naseema Turabul Hasan, Padma Shri Mohammad Ali Baig, Dr. Abdul Qadeer, Mr. Ashhar Farhan and Late Prof. Taqi Ali Khan were felicitated for nurturing and promoting Urdu language, art and culture. The University also felicitated retired teachers and non-teaching employees of MANUU with shawl and memento for their dedicated services rendered to the institution.

Foundation Day Celebration at MANUU Model School, Hyderabad



On the occasion of the Foundation Day of Maulana Azad National Urdu University, a grand celebration was organized at MANUU Model School, Falaknuma, Hyderabad, under the guidance of the Vice-Chancellor, Prof. Syed Ainul Hasan, and on the instructions of the Registrar, Prof. Ishtiaque Ahmed. The program was presided over by Dr. Kafeel Ahmed, Principal In-Charge.

The event commenced with the recitation of the Holy Quran by Qari Abdur Rahman, followed by its

translation presented by Mr. Idrees.

On this occasion, Dr. Fathullah Bakhtiyari highlighted the history of the Model School, while Dr. Faheem Ashraf shed light on the educational contributions of Maulana Azad, paying him a rich tribute. Other speakers included Dr. Sandeep Adhar and Mr. Altaf, who captivated the audience with their speeches.

The program was skillfully conducted by Dr. Ahmad. Large number of students and staff members participated

and enjoyed the festivities.

The program concluded with a vote of thanks. This was the first occasion where the Vice-Chancellor announced the provision of meals for all students on the occasion of Azad Day at the Falaknuma campus, a gesture that was highly appreciated by the students.

This event was a beautiful blend of knowledge and entertainment, proving to be a significant step towards the intellectual and social development of the students.

Masjid Study Circle Launched in Bengaluru



Masjid Study Centre was launched in Masjid-e-Quba in Vasantnagar area by Dr. Abdul Qadeer, Chairman Shaheen Group of Institutions Bidar.

The idea is to facilitate the students by providing infrastructure and neat ambience in the premises of Masjid to focus on their studies after school hours. Especially for poor students who lack basic facilities at their dwellings, Masjid Study Centre is like a God-sent opportunity.

Speaking on the occasion, Dr. Qadeer explained the Masjids which have a hall adjacent to the main prayer hall or on the first floor which usually are utilised only on Friday that too for an hour or so, can have the study centre. Foldable and movable furniture will initially be provided by Bidar Development Foundation which can

easily be set aside during prayer times.

Further, Dr. Qadeer said children will get a spiritual ambience and can offer obligatory prayers too easily. The Masjid Committee has to take care of the centre as far as timings and providing internet facility, drinking water and any such requirements are concerned. One person can be appointed to help the students or some tutors can also be provided for additional help. He has coined 'Academic Intensive Care Unit' term for such a centre.

It is a new concept to promote and facilitate education in the society. Recently such a centre was established in a church premises in Bidar, later in Masjids in Mumbai and Aurangabad.

Dr. Qadeer intends to take this message to heads of other religious centres

like Gurdwaras and Temples too. Irrespective of religious affiliations students can avail the facilities.

Initially, the Masjid Study Centre caters to boys only; however, if separate arrangement is made for girl students, it will be introduced for girls as well, he said.

Dr. Abdul Qadeer is keen to have such centres in all major towns and cities across the country. The management committee of Masjid-e-Quba is delighted with this arrangement. Dr. Qadeer has appealed to all Masjid authorities to create space in their premises to establish study centres and has offered all kinds of guidance and help for them. The supervisors, if appointed in the study centres, will be trained in Bidar at his cost, he said.

SEMINAR ON ENTREPRENEURSHIP: AMU MBA STUDENTS URGED TO THINK OUT-OF-THE-BOX



The Department of Business Administration (DBA), Aligarh Muslim University organised a seminar on the “Ventures of Vision and Creativity,” aimed at fostering innovative thinking, entrepreneurial skills and creative approach among participants, inspiring them to transform visionary ideas into impactful ventures.

In his keynote address, the chief guest, Mr. Abdullah Hassan Thakur, Founder and Chairman of Connect Souq, Dubai, emphasised the significance of innovation and individuality as essential elements for success and urged the students to break free from societal norms, embrace creativity, and prioritise self-improvement.

He addressed topics like start-up failures, the role of mentorship and the power of innovation, giving a poignant message to the students, “Destinations do not matter; the direction you take today does.”

The other guests from the Connect Souq, who attended the seminar, included Dr. Salman Dalvi, Mr. Zameer Khan, Mr. M.Z. Ahmad and Mr. Shahid Hashmi.

The resource person, Dr. Asif Ali Syed conducted a session on “Thinking Out of the Box,” highlighting five key aspects: embracing unconventional thinking, identifying limitations of traditional approaches, evaluating new ideas, fostering a culture of innovation and solving real-world problems.

Earlier, the Chairperson of the Department, Prof. Salma Ahmed reaffirmed the department’s commitment to nurturing creativity and fostering an entrepreneurial mindset among students and scholars.

The seminar concluded with an interactive session where students actively engaged with the speakers, discussing ideas and gaining valuable insights.

The seminar was conducted by Sania Khan, while Rushda Kalim extended a vote of thanks. Tooba Bilgrami and Anusha Suhail played important role in organising the event.

USTM Crowned 'University of the Year 2024' at Academic Insights Education Excellence Awards

The University of Science and Technology Meghalaya (USTM) has been honored with the prestigious title of "University of the Year 2024" at the Academic Insights Education Excellence Awards & Summit 2024, held in Bengaluru. The Certificate of Excellence was proudly received by Prof. GD Sharma, Vice Chancellor of USTM and former President of the Association of Indian Universities, amidst a distinguished gathering of over 200 dignitaries, including Vice Chancellors, Deans, Principals, Directors, and prominent educational thought leaders.

Renowned for its commitment to innovation, research, and holistic education, USTM emerged as the winner among a competitive pool of institutions across the country. The Academic Insights Education Excellence Awards aim to recognize outstanding contributions and accomplishments in the field of education. The event took place at the Courtyard by Marriott, Hebbal, Bengaluru, where USTM was awarded a Certificate of Excellence and mementos in the "University of

the Year 2024" category.

This accolade underlines USTM's exemplary contributions to quality higher education and its impactful social initiatives. The university's unique policies and achievements have been widely appreciated. Notably, USTM has earned the 52nd position in India according to the Nature Index, which is a globally recognized database that tracks the scientific contributions of institutions

Sharma expressed his gratitude and pride while receiving the award. He stated, "The award is a reflection of the collective efforts and hard work of the faculty, staff, students, and alumni who have played integral roles in shaping the university's success story. The university takes this opportunity to extend its heartfelt gratitude to everyone who has been a part of this extraordinary journey."

Expressing his delight, Shri Mahabul Hoque, the Founder and Chancellor of USTM, remarked, "This is truly a moment of pride for the entire USTM family. The 'University of the Year' award is a recognition of our unwavering



and countries by measuring the quality of research and collaboration through high-impact scientific articles. It is recognized with an 'A' grade by NAAC and acknowledgment by NIRF. These accolades reflect USTM's efforts in providing exceptional opportunities to the youth of Northeast India, fostering skill development, and contributing to nation-building.

On behalf of USTM, Prof. GD

dedication to providing quality education and fostering an environment of continuous learning and growth."

USTM's success has garnered significant interest from institutions across India, with several expressing their desire for collaborations to advance the shared mission of educational excellence and societal development.

Dr. Syed Misbahuddin

**An Indian - American Visionary
Leading the Future of Education**



"Success starts with a confident smile." - Dr. Misbahuddin Syed



By: Danish Reyaz



"A Milestone Moment: Convocation Day and the Dreams It Unlocks."

Education has been the cornerstone of humanity's remarkable journey. It has propelled humanity to unimaginable trajectory of progress, revolutionizing societies and shaping the course of history. From ancient scribes preserving wisdom on papyrus to modern classrooms illuminated by digital screens, education has transformed the way we understand and interact with the world. It has empowered individuals, bridged divides, and nurtured a vision of collective progress that transcends borders and generations.

Education has led humanity to come out of ignorance, challenge age-old conventions, and build civilizations that are rooted in knowledge, values, and innovation. It has ignited the imaginations of countless minds resulting in remarkable discoveries and inventions, as well as giving rise to revolutions that have shaped the world. The story of human progress is, in essence, the story of education—a true transformative force that has been consistently driving humanity toward a future of infinite possibilities. However, **is it still shaping societies**

or enslaving our children?

That said, the world has evolved so rapidly and so has the role of education. It became subservient to the industry producing mass labour and clerks instead of thinkers who would solve problems and ethical leaders who would empower people. In fact, educational institutes became manufacturing units during the Industrial Revolution akin to assembly line. Though the western world has evolved and managed to keep pace with the unprecedented needs of the modern world albeit lack of morals and values. Educational systems in the east especially in India remain anchored to outdated methods and rigid structures. While technology and innovation reshape every facet of human life, we mastered the art of producing programmers who would code based on instructions but not thinkers who can create new technology or solve global challenges.

On the other hand, the gap between traditional practices and modern needs grows wider, leaving learners unprepared for the complexities of

the future. The very force that once propelled humanity forward now risks becoming a barrier to progress, calling for an urgent need to reimagine how education is imparted.

At this critical juncture, there are individuals who have taken it upon themselves to improve the education system in line with the evolving needs of our times. These educational entrepreneurs singular aim is to address the learning gaps among children and devise a system that ensures a level playing field for all to thrive, while fostering their holistic development.

Among them is Dr. Misbahuddin, a dedicated trailblazer who has committed his life to transforming education. Leveraging his extensive research and IT background he has developed innovative methodologies that redefine the way knowledge is imparted along with values, taking into account the challenges of the modern era with creativity and wisdom.

Supporting thousands of schools in India and abroad on their journey of Transformation, coaching more than 90,000 teachers for Mastery and providing a true holistic value-based integrated Curriculum to more than 500,000 students in India, Misbah's journey from a Software Developer to Edupreneur is beyond inspiration.

He connects with youth to deliver the message of dream big, find purpose in life and become a contributor by

following the principle of learn, live and lead. We hope this story inspires every educational leader and in turn become a source of inspiration for aspiring students.

Early Lessons from His Father

Our early years often shape the trajectory of our lives, molding us into who we ultimately become. For the distinguished educationist Dr.



*"A father's lesson is the compass guiding a son's journey."
- Dr. Misbahuddin with Syed Moizuddin*

Misbahuddin, it is only but natural to explore the formative experiences that laid the foundation for his remarkable journey.

Born in 1980, in the city of Jeddah, where his father, Syed Moizuddin, was working at the time, Mr. Misbahuddin spent the first few years

of his life abroad. However, when he was around four or five years old, the family returned to their hometown of Hyderabad, marking the beginning of his educational journey in the culturally rich city of South India.

His father was a visionary man who firmly believed in educating his children and instilling in them values that would serve them well in life.

Among his seven siblings—five sisters and two brothers—Mr. Misbahuddin, as the eldest son, received special attention and grooming. His father often addressed him as his "Wali-Ahad," meaning heir apparent or crown prince, and treated him with respect and tenderness, even during his childhood.

This treatment often surprised young Misbahuddin, prompting him to ask why his father showed him such care and respect. His father's response left a lasting impression: "I want to treat you with the respect you will one day deserve. By doing so, I hope to inspire you to grow into a person of honor, one who achieves a distinguished place in society."

This profound approach to parenting instilled confidence and ambition in Mr. Misbahuddin, paving the way for his transformation into a remarkable leader and a highly esteemed educationist of exceptional ability. But when did this desire to work in the field of education take its root?



“Dr. Misbahuddin shares an unbreakable bond with his sisters, always by his side.”

Dawning of a Vision

Mr. Misbahuddin says that his aspiration, to reform the education system was a mere coincidence. While visiting India from the US in the year 2008, he happened to meet his mentor Mr. Mohammed Lateef Khan who encouraged him to review the model of Modern and Islamic Education System. While doing so, he encountered so many questions that shook the very concept of school and its purpose raising questions of the very basics like the outcome of education and the concept of lessons being taught everyday.

Hyderabad, is a culturally vibrant city renowned for its stunning minarets, bustling streets, and delectable cuisine. However, beyond its rich heritage, the city has also emerged as a formidable hub of technological innovation. Mr. Misbahuddin recalls, “During the early nineties, Hyderabad progressed by leaps and bounds, with numerous MNCs, technology parks, and IT centers transforming its landscape. The city soon earned the

moniker ‘Cyberabad’ referring to its IT revolution.”

He reflects that this transformation coincided with his college days. Even at a young age, his observant mind noted that alongside the city’s progress, the educational landscape was also evolving, with a proliferation of private schools offering quality education. While this development addressed a critical need, it also widened the gap between government-run schools and private institutions, creating stark disparity in opportunities.

Dr. Misbahuddin showed an aptitude for academics from an early age. He admits that while he occasionally struggled with his studies, he managed to overcome these challenges through sheer hard work, determination, and guidance from his father. However, he witnessed many of his friends finding it difficult to recover when they faltered, despite being well talented and diligent.

Astonishingly, he shares a story from his vivid memory about how he tried

to persuade his teacher in Class 5, to give him second rank instead of first. Why in the world would anyone do that, you may ask? He says that his good friend Narender in Tagore High School, competed with all his might but lacked good communication skills. His brothers were so very demanding that they would beat him up if he wouldn’t get first rank. Although young, Misbah knew that it was not about ranks but about learning and ability to perform. Out of empathy, he requested his teacher to give his first rank to his friend to save him from family pressure.

“It wasn’t their lack of effort,” he reflects. “It was the education system’s inability to adapt and innovate, failing to identify and address where they were struggling. I often wished, even back then, for a system that could be reformed to truly support every student.” He, however, didn’t realize at that time that his empathy to help others, yearning for an education system attuned to students’ needs would lead him to finally become an educationist, championing

transformative changes to nurture and prepare students for the ever-evolving demands of the future.

Timely Intervention

Before embarking on his journey as an educationist, Mr. Misbahuddin seemed destined for a distinguished professional career, thanks to his exceptional academic achievements. After excelling in his schooling and intermediate, he pursued a bachelor's of engineering in Computer Science from Osmania University—a field that perfectly aligned with his passion and aptitude. However, this might never have happened, and Mr. Misbahuddin could have faded into obscurity like so many others, had it not been for the timely guidance and support of one of his mentors.

During his intermediate years, Mr. Misbahuddin put in considerable effort to prepare for the engineering entrance exams. Unfortunately, due to a paper leak, the exam was canceled that year. This was a significant setback, but an even greater misfortune awaited him during the re-examination.

When the re-exam was scheduled, his father was in Delhi for some work, so Mr. Misbahuddin traveled to the exam center with his younger brother. However, by mistake, he took a bus on the wrong route. Realizing the mistake midway, he switched to the correct bus, but this caused a considerable delay in reaching the center. He recalls, "Although I was eventually allowed to enter the examination center after much pleading, my ordeal didn't end there. Just as I was about to write the exam, an authority came up and

snatched my papers, citing that I was too late. Despite my heartfelt pleas and assurances that I could make up for the lost time, he refused to relent, and I had to leave the examination center, heartbroken, without attempting the exam."

This incident left Mr. Misbahuddin guilt-ridden, as he believed it was his fault, and that his entire year was going to waste, especially as the financial situation at home began to deteriorate. In the midst of this crisis, he admits to succumbing to poor judgment. A friend of his father, despite knowing his potential as a student and his



"Lateef Mohammed Khan Sahab's timely intervention made a key difference."

passion for engineering, suggested that he pursue a course in Optician instead. The friend claimed this would secure a scholarship for him, and within two years, he would also be employed. Mr. Misbahuddin, reluctantly accepting the suggestion, was admitted to an Optician program, convinced that this marked the end of his dream of studying engineering. However, it was not to be—Allah had a plan in place for him.

Mohammed Lateef Khan Sahab from MS Education, where Mr. Misbahuddin had previously taken

a crash course for his entrance exam and impressed him with his potential was searching for his whereabouts. He was sure that Misbah would have got a great rank in the EAMCET. When he didn't hear anything, he voluntarily visited Misbah's home and left his card with a beautiful inspiring message. Next day, to his surprise, he learned that Mr. Misbahuddin had enrolled in an Optician program. Concerned, he suggested that Mr. Misbahuddin leave the course and give engineering another try. However, Mr. Misbahuddin explained his financial constraints, as he had already exhausted his resources.

Hearing this, Lateef Mohammed Khan Sahab proposed a solution: Mr. Misbahuddin could sit for a talent search exam, and if he scored in top 3, he would be coached free of charge. It was a God-sent opportunity for Mr. Misbahuddin. He not only cleared the test but scored first across the state. Further under Lateef Mohammed Khan Sahab's mentorship and coaching, he successfully topped the engineering entrance

exam as well. "Had it not been for Lateef Mohammed Khan Sahab's timely intervention, I might have ended up as someone testing and suggesting the right eyeglasses to people with my real dreams remaining unfulfilled," says Dr. Misbahuddin.

Little did Mr. Misbahuddin know that Lateef Mohammed Khan Sahab would cross his path once more at another important juncture in his life, serving as a guiding bridge that would lead him toward fulfilling his ultimate dream of transforming the education system.

America Calling

After completing his bachelor's degree, Mr. Misbahuddin was determined to achieve something significant in life. He realized that pursuing higher education would be the key to unlocking greater opportunities. Recognizing his merit, he was encouraged to pursue a master's degree in the United States—a land of opportunities and dreams for the hardworking.

Despite his ambition, Mr. Misbahuddin was initially hesitant to study abroad due to the significant financial costs involved. However, his elder sister Ms. Salma Zareen, who had unwavering faith in his potential, encouraged him to take the leap and even provided financial support to help him realize his dream.

In Sep 2001, he arrived in Chicago and unfortunately faced the wrath of 9/11 within a week of his stay in the US. He has to take 2 buses and 2 trains to go to his University and everything became a challenge after this tragedy, even the basic chores and errands. He recounts that everytime there was a challenge in his life, it ultimately turned into a blessing and launching pad for something better and greater. This too became the reason for his admission into Stanford of the Midwest. He secured enrolment at DePaul University to pursue a Master's in Information Systems and Project Management. Dedicated and driven, he poured his heart and soul into it and excelled in his studies, continuing his tradition of academic

brilliance.

Losing the Guiding Light

Mr. Misbahuddin shared a special bond with his father, as previously mentioned. It was his father who instilled ambition in him and inspired him to pursue his goals, consistently encouraging him to strive for excellence. He has so many lessons of life attributed to the wise sayings of his father on Purpose of Life, Wasting time, Who's a true friend, how to be confident, empathy in daily life and more. This unwavering

away, Mr. Misbahuddin shares that he had a premonition about what was to come. He recounts a dream in which his father appeared and spoke to him as if bidding farewell. He vividly remembers, "I woke up with tears rolling down my cheeks and immediately called home to check on my father. I was told he was slightly unwell, but nothing serious. Yet, deep down, I felt something wasn't right."

Later that afternoon, his elder sister confirmed the devastating news that his father had indeed passed away. "It felt like my world had collapsed," he says.



Dr. Misbahuddin - "Off to America for his master's – ready to learn, grow, and take on the world!"

Reflecting on the experience, he adds, "I was astonished by how I could have such a premonition while being thousands of kilometers away in a foreign land. Perhaps it was the bond I shared with my father—so profound that he appeared in my dream before passing away, as if to show how much he truly loved me."

Expressing his deep respect and admiration for his father, Mr.

support became the foundation for his determination and success.

He reflects, "My father was overjoyed when I decided to pursue my education in the U.S. He believed it would pave the way for greater opportunities and success in my life. While his belief proved true, he didn't live to witness it. He passed away in 2004." With a deep sigh, he adds, "I only wish he had lived a few more years to see me achieve something and fulfil the dreams he had for me."

Recalling the day his father passed

Misbahuddin recalls a pivotal moment from his matriculation. Having secured a distinction, he was to be honored with other successful students from Hyderabad at a special event. He surprised the audience and organizers by requesting to receive his award from his father's hands. This gesture demonstrated the huge importance his father held in his life at that young age. Indeed, his father's passing was a significant blow, as he felt he had lost his true guiding light.

While pursuing his master's degree,

Mr. Misbahuddin mentions securing a promising job at IBM to support his family and ease the burden on his father. He shares that when he received the call confirming his joining, he informed the recruiter that he was leaving for India due to his father's death. While the manager expressed sympathy, he also urged him not to miss the opportunity, emphasizing that such roles were rare, especially for someone without prior experience or a completed master's degree. But for Mr. Misbahuddin, no job, no matter how significant, could outweigh the importance of being with his family during such a profound loss. Without a second thought, he boarded the next flight to India, honoring the bond he cherished most deeply. His priority was to rush back home and provide emotional support to his family.

His sisters say, "Since matriculation or before, he had been supporting family and covering his own expenses while studying." However, after going back to US, he struggled to find another opportunity and to make the ends meet. Like he mentioned, every challenge ultimately becomes a blessing and so did this one.

A Remarkable Career Path

During his time in the United States, Mr. Misbahuddin built a distinguished career in project management and technology consulting. Known for his expertise in SAP solutions and his ability to streamline processes, he became a trusted professional for delivering innovative, impactful

with his ambitions, as he didn't want to be confined to a 9-to-5 job forever. Just a year later, in 2005, he co-founded a company, Next Generation Technology Inc., with his friend Lalit Deo from Odisha, India. "My friend is a wonderful person, a brother and a mentor who shares the same passion and vision as I do. It was his sister who

held a green card, so we took advantage of this opportunity. Under her name, we established our company and started offering consulting services initially," he reveals.

Mr. Misbahuddin explains that the consulting work he did was now routed through his company. Additionally, they began training students to bridge their skill gaps, making them employable and providing placements. However, they wanted to make a more significant impact. Later, they refined their practices and organized several executive roundtables in

five-star hotels, where they engaged with CTOs of major companies, introducing their services and building valuable business relationships. This strategy helped create new opportunities and fostered the growth of their company.

The next pivotal phase in their business journey was securing investment, a



*"With a mentor and a friend, growing together."
- Dr. Misbahuddin and Mr. Lalit Deo*

results.

He mentions that when he returned to America after his father's death, he was without a job, as the IBM offer had expired. However, he managed to secure a small contract position to sustain himself, followed by another job. Yet, this didn't align

crucial step for any company aiming to scale. A group of Norwegian investors infused millions of dollars into their company, propelling its growth. “What followed was remarkable,” recalls Mr. Misbahuddin. “Within just three years, we had our own office building, cars, and homes. It truly felt like a dream turned into reality.”

The next step for the duo was to acquire an American company and re-establish it as American Business Partners. “Through this venture, we became a development partner of SAP, designing industry-specific solutions for them. We also collaborated with several other major companies, including Tibco and Qlikview, among others,” shares Dr. Misbahuddin.

He also reveals that they were invited by Odisha’s then Chief Minister, Naveen Patnaik, to present their plans for investing in the state’s biotech sector. The Chief Minister had allocated a substantial tract of land for the project. However, unforeseen challenges with patent approval in the US hindered them from moving forward with production in Odisha.

“While this project couldn’t come to fruition, we still had two major companies thriving and expanding rapidly. But, little did I know that my journey was about to take a different turn from here on,” says Dr. Misbahuddin.

Wedding Season

In 2008, he got his younger sister married with all due cultural expectations. His younger brother also got married around the same time but Misbahuddin held back to ensure he saves enough for his entire family before getting married himself.

His vows didn’t wait that long and his mother found Fatima who surpassed his dreams. He got married the

challenges of India’s education system firsthand, he was deeply aware of its shortcomings. Driven by a desire to give back to his roots, he aspired to dedicate himself to this meaningful cause. He shares, “I always felt a pull toward this goal. I didn’t know how to pursue it back then, but I was genuinely committed to giving it a try.”

In 2009, when his mother fell gravely ill, Mr. Misbahuddin knew he had to be by her side. Her condition required close medical attention, and he was determined to ensure she received the best care possible. Reflecting on his decision to return to India, he shares, “As a child, I once suffered severe burns after falling into hot water at home. I was hospitalized for several days, and my mother stayed by my side tirelessly, day and night, sacrificing her rest and tending to me with tearful eyes. When she needed me the most, I knew it was my turn to care for her. She was my mother—I couldn’t even

imagine staying in the U.S. while she faced such hardship back in India.” But it was a very difficult choice especially for a newly wed husband. Mr. Misbahuddin recalls how his wife became his source of strength right after her marriage till the very day, we are documenting his journey. She believed in him and encouraged him to visit home and step into his role of a son rather than worrying back in US.



“Dr. Misbahuddin with his two pillars: his nurturing mother and supportive wife.”

same year at a celestial ceremony in Hyderabad and moved back to US along with his wife.

Destiny Beacons

Despite a flourishing professional career in the U.S., Mr. Misbahuddin’s true ambition—to transform the education system—remained close to his heart, a vision he had carried since his youth. Having witnessed the



"Shaping the Future of Education with Dr. Misbah and the MS Team."

During his mother's treatment, Mr. Misbahuddin's return to India marked a turning point in his life, reigniting his ambition with renewed purpose. He chose to stay and pursue his dream, even though it meant putting his thriving career in the U.S. on hold. Reflecting on this pivotal moment, he shares, "A decision had to be made, and I chose to follow my true calling here, even though, it demanded compromises. To work in social sphere, sacrifices are inevitable, and I willingly made mine." He recalls that he got paid less per month in India compared to what he would get for a day in US but the choice was made.

The Journey Begins

In India, Mr. Misbahuddin connected with like-minded individuals whose ideals and ambitions aligned with his own. Eager to make an impact in the education field, he was weighing a few options but was unsure how to begin. This resulted in prolonging his stay in India. It was then that his mentor from the past, Lateef Khan Sahab, reappeared in his life.

Mr. Misbahuddin happened to meet

Lateef Mohammed Khan Sahab at a marriage function. Upon learning that he was now in India, Khan Sahab invited him to visit MS Education to see how things were moving and also asked him to meet with him. Khan Sahab wanted him to create a plan for the expansion of MS Education and how to streamline the existing processes, a task Mr. Misbahuddin happily undertook. The plan impressed Khan Sahab who subsequently requested his help in executing it. This marked the beginning of Mr. Misbahuddin's involvement with MS Education.

A Pathbreaking Presentation

As Mr. Misbahuddin diligently worked on the expansion plan for MS Education, Lateef Mohammed Khan Sahab entrusted him with an additional responsibility that would become a defining moment in his journey. This task not only showcased his capabilities but also earned him recognition among community scholars and leaders as a forward-thinking advocate for minority education.

An upcoming education conference presented an opportunity for thought leadership. Khan Sahab tasked Mr. Misbahuddin with preparing a presentation on the theme, 'How to Put Your School on the International Map.' Drawing on his research expertise and global exposure from his time in the U.S., Mr. Misbahuddin crafted a presentation that exceeded expectations.

Deeply impressed, Khan Sahab made a surprising decision. "This presentation is your masterpiece," he told Mr. Misbahuddin. "I could never do it the justice it deserves. You must deliver it yourself."

This gesture of trust and encouragement was a significant honor for Mr. Misbahuddin, boosting his confidence and positioning him as a rising voice in the field of education. It was a moment that cemented his resolve to bring meaningful change to the education sector.

Mr. Misbahuddin says, "Preparing the presentation, not only did I try to understand different types of education systems from various parts



“Driving impact with a high-level presentation.”

of the world, but I also traced back through history to see how the system used to be compared to now.”

According to him, historically, education was need-based, where individuals were trained in specific skills related to their trades, while nobles and their children received formal education—not everyone had access to it, as was the case in India as well. The concept of a public education system is relatively recent, introduced during the Industrial Revolution when capitalists required a trained working class, which was made possible through mass education.

Upon conducting his research, he discovered that the Muslim education system was remarkably advanced. Imam Ghazali Rahmatullah Alaih had outlined a comprehensive and

inclusive education system that catered to everyone—regardless of their color, wealth, or social status—without any discrimination.

Under this system, children of the same age would gather in a Halqa, engaging in discussions and debates under the supervision of a teacher seated on a chair—hence the term chairperson. Each mosque hosted a Maktab (elementary school), the Badi Masjid of the neighborhood had a Madrasa (high school), and the Jama Masjid in every town housed a Jamia, which served as a university-like institution. Children up to the age of 7 were primarily engaged in learning calligraphy, playful activities, and muscle development exercises. From the age of 7 onwards, they received basic education, which was followed

by specialization in specific fields after the age of 14. The system had a harmonious blend of Ilm and Deen for the holistic development of our children.

Mr. Misbahuddin argued in his presentation that this was the foundation of our traditional education system, which was later overtaken and altered during the Industrial Revolution, leading to its corruption. What was once a value-driven education system that produced scholars, ethical leaders, researchers, and philosophers for society, transformed into a need-based system. The primary goal of the new education system was to churn out individuals tailored to fulfill industrial demands. This shift, he contended, demeaned the value of humans, reducing them to



“Strategizing for a brighter educational future: Dr. Misbah in action.”

mere resources for industries.

He stated that to put the school on the international map, it was essential not to be blind followers. Instead, he emphasized the importance of reflecting on the strengths of our past education system, understanding the true purpose of education, and critically evaluating everything implemented in schools. He further highlighted that the approach must be thoughtfully designed and aligned with a vision rooted in the fundamental principles of education.

From Insecurity to Pride: A Personal Evolution

During his comprehensive research for the presentation, Mr. Misbahuddin discovered numerous fascinating insights into the significant contributions Muslims made to the evolution of the education system. Reflecting on this, he remarks, “While Europe was in the Dark Ages, the Muslim world was thriving in the Islamic Golden Age, propelled by a well-structured and visionary education system. This system nurtured advancements in art,

culture, science, mathematics, and countless other fields. It’s a legacy of progressiveness we should take immense pride in.”

Mr. Misbahuddin shares that when his presentation concluded, it received a rousing reception that brought tears to his eyes. It wasn’t the applause or recognition that moved him to tears but rather the profound personal transformation he experienced during the process. It was a reaffirmation of his faith and the shedding of his own insecurities.

He recalls, “Even at the peak of my career in America, I often felt insecure. If an American asked me to repeat my name, I would become self-conscious, wondering if they perceived me as an extremist, a fundamentalist, or even a terrorist because of my name. But when I finished my presentation, I felt an incredible sense of liberation. I stood before the audience, free from doubt and fear, and proclaimed with unwavering conviction, ‘I am proud to be a Muslim.’”

Entrusted with Responsibility

The next year, Mr. Misbahuddin was

entrusted with delivering another presentation at the conference, which once again proved to be groundbreaking. This time, he delved into lessons of a historic event: the 1977 World Conference on Muslim Education (WCOME), held in Mecca, Saudi Arabia. The conference was attended by prominent scholars and educationists from both Muslim world and the West, and marked a significant step in reshaping the trajectory of Muslim education, which at the time faced the challenge of secular education encroaching upon its foundations.

The conference emphasized the need to revisit the core principles of Islamic philosophy and integrate them with modern education. Its goal was to reconcile the two, ensuring that modern advancements were adopted without compromising the spiritual and ethical foundations of Islamic education.

“It was essentially about viewing the education system through an Islamic worldview—embracing the strengths of modern education while carefully mitigating its shortcomings without

compromising character building and vision of individual contribution to the world at large fulfilling our purpose of existence,” says Mr. Misbahuddin. His presentation not only revisited these foundational ideas but also underscored their relevance in tackling contemporary educational challenges. He further adds, “To take it a step further, my presentation outlined practical approaches to designing a curriculum aligned with this vision.”

Impressed by Mr. Misbahuddin’s presentation, the conference facilitated an open discussion and entrusted him with the task of designing a curriculum based on his vision and research. Since he did not come from a traditional education background, his practical and unbiased approach was highly valued by the prominent attendees at the conference. The responsibility also

marked Mr. Misbahuddin’s formal foray into the education field and his association with MS Education.

Diligent Leadership at MS Education

At MS Education, Mr. Misbahuddin brought together his professional expertise and a deep passion for educational initiatives, demonstrating his signature traits of dedication and diligence. Serving as Executive Director, he not only contributed significantly to the organization’s growth but also gained valuable insights into the systemic challenges facing the education sector.

His role encompassed overseeing the organization’s expansion by establishing new branches and spearheading curriculum development.

Reflecting on his journey, he says, “Having designed the expansion plan myself, I knew exactly how to implement it and drive it toward success.” Remarkably, by 2016—just seven years after he joined—the ambitious target of establishing 100 branches had been achieved.

Curriculum design required extensive research from Mr. Misbahuddin, as he wanted it to reflect his best effort, recognizing the immense responsibility it held in serving the community. He not only explored various education systems around the world, including those in India, but also delved deeply into Islamic history, studying the works of scholars ranging from Sheikh Shadi to Maulana Rumi and the contemporary Maulana Ali Miya.



“Dedicated to progress: The leaders of MS Education.”

“We took a comprehensive approach,” he explains. “We examined how students learn at various developmental stages, reviewed the offerings of different publications, assessed the content of textbooks, and aligned everything with NCERT guidelines.”

He left no stones unturned while acquiring knowledge or curriculum development and effective leadership in education. He would travel any distance even at a slight hint of similar or useful work being taken up anywhere in the country. He attended many workshops, conferences, symposiums and international roundtable to get abreast with the knowhow, trends and learnings from others. He was a regular delegate at EdLeadership where he showcased his work done on teaching, parenting, innovative methodologies, action research, etc., After receive many innovative and outstanding contribution awards, he was also recognized with a lifetime achievement award at International EdLeadership Roundtable in 2019.

He adds, “The framework we ultimately developed not only addressed all critical concerns but also integrated the Islamic value system at its core, ensuring it was both holistic and meaningful.”

He believes, it was never possible without his core team of educationists, psychologists, Islamic Scholars and Content Writers like Sana Habib, Abu Ubaida Khan, Maulana Abdus Samad,

Fabeeha Tanveer, Nayeemullah Khan, Tasneem Khan, Mufti Omar Abedeen, Maulana Musab, Sabreen Fatima, Sadia Samreen and Aarthi Ganapathi. He further adds that while Maulana Abdus Samad helped design the master framework of values by age, Mufti Omar poured life into it.

Under Mr. Misbahuddin’s leadership, the organization implemented innovative strategies to improve learning outcomes and make quality education accessible to more students. These efforts further reinforced his commitment to driving educational reform, shaping a vision that would later define his larger mission to transform the lives of countless needy students.

Charting His Own Course



Inauguration of Mamber Academy's New Workspace

Every association eventually reaches its natural conclusion. The end of every association marks a new beginning, with the wisdom gained paving the way for future endeavors. But MS meant more than

an opportunity or job for him, it was the sacrifices of his wife and kids that sustained his relentless work without justice to personal life. So, when Mr. Misbahuddin’s tenure with MS Education ended, he decided to carve his own path in the education sector, recognizing the need for disruptive and innovative ideas to create a more tangible impact. He emphasizes that starting his own organization was essential to implementing his vision freely, leading to the establishment of Mamber Academy in 2020.

Mimber originally began as a software solution developed by Mr. Misbahuddin during the COVID lockdown to help schools conduct online classes and provide structured lesson designs tailored to teaching children in such challenging circumstances. He explains, “When I decided to establish my own organization, I chose to name it after the software.”

The core idea behind the founding of Mamber Academy was to help schools foster holistic and supportive learning environments. At the heart of this mission is equipping teachers with the training and resources to meet both current and future student needs, all backed by an innovative integrated curriculum

designed not just to inform, but to transform. He found unwavering support in his co-founder Ms. Sabahat Fatima who stood strong even during those months when Misbahuddin was down with Covid twice. She



"Harvest Publications: Showcasing innovation and collaboration at the booth."

was instrumental in doing research whether its technology or developing resources or redesigning curriculum or the entire ecosystem.

Since its inception, the academy has flourished, providing exceptional services to schools across India. To date, it has partnered with over 4000 schools in more than 50 cities, trained over 90,000 teachers, and impacted the lives of more than 500,000 students. Besides India, it has also its presence in Turkey and the US. Every story is not linear and Misbah's story is definitely not. Many stories of great thinkers intersected and influenced his story including Juweria Tehsin, Mohammed Osama, Bibi Sakina, Adil Aziz, Ayesha Firdous, Asma Siddiqua, Rafeen Arif, Mohammed Mushtaq, Sufiya Mulla, Sadia Samreen, Mohammed Muqet, Mohammed Azeem, Irfan Khan, Mazharunnisa and more. They joined Mimer at different times but exactly when they were needed the most as if destiny was overworking to get them together for a greater cause.

Bringing Values Back to Education

Mimer Academy has made

remarkable strides in helping schools move beyond outdated methods, embracing contemporary practices for the benefit of students. However, its standout achievement is the integration of Islamic moral teachings into the modern curriculum.

He reiterates his long-held view that, while modern education is indispensable, it has nearly eliminated value-based universal teachings, leading our children to stray into materialistic pursuits. "The depletion of values in the current generation is alarming, and if we don't address this issue, it will only worsen in the coming years," Mr. Misbahuddin expresses his concern.

Although awareness in this regard has been increasing, well-meaning schools continue to struggle with creating a blended curriculum. This is where Mimer Academy steps in. Mr. Misbahuddin explains, "Over the years, we have evolved into a holistic education advisory destination, offering the most contemporary and innovative modern educational methods while seamlessly integrating value-based Islamic teachings in an effective way, without placing additional burden on students."

Mimer Academy: The Name, Purpose, and Process

According to Mr. Misbahuddin, the term "mimer" carries deep significance. In Islamic tradition, the mimer—the pulpit inside a mosque—is where the Imam delivers sermons calling people to good and forbid evil, spreading enlightenment and wisdom. Similarly, Mimer Academy aims to spread truth and enlightenment through education, making it a fitting and dynamic name for an organization committed to empowering individuals and transforming society through knowledge. It also symbolizes the Mimer of Nuruddin Zhengi which stood for "restoring the dignity of people".

Mimer Academy recognizes its pivotal role and responsibility in the field of education, placing the highest importance on each of its branches to deliver comprehensive educational solutions effectively. Operating as a unified entity, Mimer Academy encompasses i) Mimer Advisory, ii) Harvest Publications, and iii) Trellis Support System, each contributing to its mission in a streamlined and impactful manner.

i) Mimer Advisory

Mimer Advisory acts as a trusted partner, delivering customized solutions to schools at every stage of their journey—whether they are newly established, striving for excellence, or seeking to break free from stagnation. With its tailored, need-based strategies, Mimer Advisory empowers institutions to unlock their full potential and achieve remarkable growth.

As part of its comprehensive services, the Academy offers Mimer Advisory's School Transformation Projects, which are designed to redefine educational excellence. The process begins with an in-depth school audit to carefully evaluate existing systems and practices. Mr. Misbahuddin says, "Based on these insights, we develop customized plans tailored to each school's unique challenges and goals. By implementing personalized strategies, we aim to create a thriving environment that fosters academic success," Sabahat who leads the research and entire operations further adds, "Our commitment doesn't end with execution; we provide ongoing support and adapt strategies to ensure lasting and meaningful improvement."

ii) Harvest Publications

Mimer Academy champions the holistic development of children, nurturing their body, heart, soul, and mind in unison. Recognizing that conventional textbooks often focus more on exam-oriented content than on overall growth, the Academy launched Harvest Publications. Through this initiative, it develops value-based, integrated curriculum books that foster well-rounded education, ensuring children are equipped to thrive in all aspects of life.

"We have more than 100 titles to our credit which are the result of extensive 12-year research. We have developed

a system of learning that harmoniously integrates Taleem (skill-focused education) with Tarbiyah (character development through values), to save our children from dichotomy of duniya and akhirah" shares Mr. Osama who was instrumental in reviving and redesigning Samar Series from its original VBS format. Although an IITian by education and Scientist by profession, he chose to work on school curriculum to shape the future

branches of a willow tree that bend without breaking and rebound after impact. This series aims to empower learners to navigate challenges with resilience and determination. It is rooted in values, combining skill-based learning with character development. A well-researched and well-grounded approach that's compatible with IB or any Internationally acclaimed board, Willow Pathways is a dream come



"Creating futures: Inside Mimer Academy."

of our country.

The Harvest books are strictly child-centric, keeping students' needs as the top priority. There are three main series of Harvest books, each targeting different groups of students.

The **Willow Series** is designed to foster adaptability and perseverance in students, much like the flexible

true says Sabahath. She wore multiple hats along with Sadia to write, edit and coordinate with international authors to give shape to this advanced learning system.

Just as Samar (meaning "fruit" in Arabic) embodies essence of growth and nourishment, the **Samar Series** aims to nurture young minds by introducing students to the Creator,

Allah, His plans, and the understanding of their life's purpose. Designed for faith-based schools, these books blend universal values with essential 21st-century skills to foster holistic development.

The third series of books is the **Fellah Series**, designed primarily for madrasa students who aspire to excel in both Islamic and modern education. According to Nayeemullah Khan,

the hour by blending moral education with modern education. Written in a clear and engaging style, these books incorporate real-life examples, lucid explanations, and practical exercises, ensuring that students fully grasp each concept and excel in their studies.”

iii) Trellis

High-quality education isn't solely dependent on infrastructure and facilities; it hinges on well-trained

enhance educators' expertise, skills, and creativity along with school leaders who would enable teachers' competencies and empower them.”

The training programs are meticulously designed, including the **Professional Development Training**, which focuses on sharpening educators' expertise through engaging and targeted learning experiences. This intensive program is structured into three phases, each delivered as a focused 5-day sprint spread across the year.

Leadership Training, on the other hand, is specialized program intended for Senior Leadership, including school management, providing them with the essential skills and strategic insights to lead effectively and cultivate a culture of growth and excellence.

The **Subject-Specific Training** program is aimed at enhancing educators' subject knowledge, held during the final two weeks of each month. It covers subjects including English, Hindi, Urdu, Mathematics, Environmental Studies, Science, Social Studies, and Preprimary education. Additionally, there is a dedicated **Communicative English Training** program focused on improving language proficiency and effective communication skills.

Teachers receive continuous support to create engaging classes and foster meaningful interactions through meticulously crafted Teacher Resources. These resources include detailed lesson plans designed to encourage collaborative activities and effectively measure students' progress in skill acquisition.

Complementing the Teacher Resources are Trellis Workbooks, thoughtfully designed to provide engaging practice through activities such as games, puzzles, projects, and



these books are structured in a way that introduces fundamental topics in a clear and simple manner, while the subjects are crafted in alignment with Quranic teachings.

While leading the development of resources, schedules and support material for all these series Juweria exclaims, “Harvest books are one of a kind, truly addressing the need of

educators who embrace modern methods and innovative strategies to meet the evolving needs of students. Mr. Misbahuddin explains, “Research has repeatedly shown that while good infrastructure is valuable, it doesn't guarantee quality education—well-trained teachers do. Recognizing this, Mimber introduced Trellis, a dedicated training support system offering diverse programs to



“Dr. Misbahuddin, a visionary leader, celebrating the pride of the nation – Happy Republic Day!”

hands-on tasks. These workbooks aim to reinforce skill mastery while supporting the ‘light school bags’ initiative by replacing traditional homework books. Teachers’ Manuals serve as another valuable resource for educators, offering concise lesson overviews and convenient access to answer keys for quick reference.

“Our training programs and resources are designed not just to enhance teachers’ knowledge and skills but to reaffirm their vital role as the driving force of our education system,” states Ms. Ayesha Firdous who heads this department. “By empowering educators, we aim to create a ripple effect that transforms classrooms and shapes future generations.”

Millat Foundation for Education Research and Development

Mr. Misbahuddin wears many hats. Alongside his leadership at Mamber Academy, he plays an active role in other initiatives, contributing his expertise to various organizations. He is a founding trustee of the Millat Foundation for Education Research

and Development (MFERD), Hyderabad, and presently serves as its convener.

“MFERD is a non-profit organization that acts as a platform for individuals with shared values from diverse fields to collaborate and contribute towards the upliftment of minorities, particularly in education,” he explains. “The mission is to tackle the challenges faced by minority educational institutions and develop solutions through collective effort, research, and innovation.”

MFERD oversees several schools under its wing, delivering quality education through series of workshops, daily seminars, annual conferences, etc., aimed at nurturing future generations. Beyond education, MFERD also extends its efforts to the fields of health and other social sectors, working collaboratively to uplift minority communities.

“As Convenor and Trustee of MFERD, I am responsible for organizing annual conferences across the country. Additionally, I stay deeply involved in various organizational affairs, actively promoting research-based

initiatives in schools and publishing journals focused on science and action research,” says Mr. Misbahuddin.

Leadership Beyond Education

Beyond the field of education and his own ventures, he has also held leadership roles in other reputed organizations, utilizing his technical proficiency effectively. He served as Managing Partner at Wisdom Collaborative, an organization dedicated to helping entrepreneurial ventures, businesses achieve profitability and individuals discover their inner game through research-based transformation processes.

Additionally, Mr. Misbahuddin has been a board member at Prudenture Due Diligence Services and Director at EdVenture Park Incubation Center. He has also contributed as an Advisory Member at Skilling India Foundation and as Treasurer at Telangana Science Fair Academy. Notably, he holds the distinction of being a Steering Committee Member of the Global Association of Islamic Schools which now spans across 30+ countries with its extensive member base of educational

leaders, teachers, researchers, authors and other stakeholders.

An Effective Orator and Motivator

While Mr. Misbahuddin has established himself as an exemplary leader in the field of education, he is also known for being a brilliant orator and motivator. For years, he has spoken at public forums and educational gatherings, and his eloquence has made him a frequent and sought-after speaker at these events.

He says, “Whether I am a good orator or not is not for me to decide, but I believe I manage to connect because I pray that I only speak what the audience seek to learn. I try to communicate clearly, engage the audience with relevant questions, and maintain their interest in the topic without coming across as imposing. Public speaking should never feel like one-way traffic.”

Mr. Misbahuddin emphasizes that being an effective speaker requires not

only mastery of one’s core expertise but also a deep understanding of key issues affecting people and the world at large. He adds, “I used to be a voracious reader, and I firmly believe that true knowledge lies within the pages of books. I now listen to audiobooks extensively and also try to read a wide range of topics and stay updated with the rapidly changing world.”

Upon closer observation, one can see that his speeches are both solution-oriented and inspirational. “Since I belong to the education sector, I mostly address teachers and students, so I have to be relevant,” he explains. “To influence, one doesn’t need to be overly academic. Instead, it’s important to be approachable and inspire through practical examples and observations that the audience can easily relate to.”

Hundreds of teachers, students, and parents affirm that Mr. Misbahuddin is not only easy to understand but also highly inspirational in a friendly manner. They also note that he is

responsive and provides practical solutions to their doubts and queries.

The essence of Mr. Misbahuddin’s impact as a speaker lies in his ability to forge deep connections with his audience, energize the atmosphere with his charisma, and combine vivid anecdotes with practical strategies that inspire rethinking, reimagining, and rebuilding.

International Engagements

Beyond the bustling auditoriums of India, Mr. Misbahuddin has delivered impactful speeches at high-profile international seminars and conferences, spanning the United States, the United Arab Emirates, Saudi Arabia, Turkey, and Malaysia. His presentations captivate audiences with a blend of profound expertise across diverse subjects and a universal appeal.

Whether addressing a hall full of educators on the Collaborative Leadership Framework or engaging corporate professionals with his views on blending technology with empathy,



“Building connections and visions: GAIS Retreat 2024 at IIUM.”

Mr. Misbahuddin's thoughts are crystal clear, and his ideas are truly groundbreaking.

His vision for transforming the education system lies at the heart of his international engagements. At the GAIS Conference in Malaysia—one of his most remarkable appearances—he demonstrated how to integrate artificial intelligence into classrooms without sacrificing the human touch. Additionally, he has facilitated various workshops for educators, introducing techniques such as innovative learning, action research, 5E methodology and decoding holistic learning using Body, Mind, Heart and Soul Framework.

Mr. Misbahuddin says, “The fundamental need for education is universal across races, communities, and nations. What people seek is an education system that not only informs but transforms—a system rooted in a humane approach, enriched with innovative and contemporary tools to maximize outcomes without overburdening children. This shared vision allows me to connect effortlessly with diverse audiences,

who, in turn, are highly receptive to my ideas.”

One of the hallmarks of Mr. Misbahuddin's unique teaching approach is his memorable Talks at the AMC, where he emphasizes the importance of connecting with students on a personal level. He masterfully infuses his philosophy with dynamic strategies that come alive through powerful acronyms, making his teachings not just memorable but profoundly impactful.

An Author Par Excellence

Mr. Misbahuddin is not only an exceptional speaker but also a distinguished author. Through his insightful books, he has enriched his intellectual legacy while empowering others to harness his ideas and translate them into actionable strategies for greater productivity.

“The Collaborative Leadership Framework” is a research-grounded book and lucidly authored along with Sabahat Fatima, addressing the growing disconnect in education by emphasizing purposeful learning

through collective effort. It highlights the importance of collaboration among stakeholders, clarity of roles, and shared accountability to guide 21st-century learners. By integrating curriculum, culture, infrastructure, and leadership, the framework demonstrates how schools can transform into hubs of innovation, nurturing thinkers and contributors to society.

Mr. Misbahuddin has also penned an influential book titled “From Lesson Plan to Lesson Design,” along with Bibi Sakin Kablazada which highlights the crucial role of thoughtful lesson planning in a blended curriculum. The book provides a comprehensive approach to designing lessons, focusing on what students need to learn, how to sequence and present content engagingly, and how to incorporate impactful activities. It also offers practical strategies for accurately assessing student understanding, ensuring an effective and enriching learning experience.

“Action Research Journal” edited along with Dr. Syeda Amina, on the

GAIS: The Reading Circle Session 8 Dr. Syed Misbahuddin

READING CIRCLE

Abdullah

Dr. Misbah Syed

For those wishing to go the extra mile and read in detail, the book can be ordered on mumber.academy@gmail.com

Collaborative Leadership
Framework for schools

By,
Dr. Misbahuddin Syed

GLOBAL ASSOCIATION OF ISLAMIC SCHOOLS

“An insightful session with author Dr. Misbahuddin Syed on ‘Collaborative Leadership’ at GAIS.”



“Dr. Syed Misbahuddin addressing school leaders with impactful insights.”

other hand, reflects Mr. Misbahuddin’s innovative thinking, practical insights, and research-driven strategies aimed at empowering educators. The book provides a roadmap for fostering meaningful connections with students and achieving excellence in the teaching-learning process. It highlights the importance of diagnosing challenges at the beginning of the learning journey, crafting precise action plans, defining clear objectives, and employing comprehensive evaluation methods for impactful outcomes.

In addition to his books, Mr. Misbahuddin has penned numerous conference papers, research articles, journals, and essays, making significant contributions to the field of education. He reflects, “Writing has always been my passion. Whenever I develop ideas, strategies, or gain valuable insights, I share with my team and get it documented, many of which later find their way to publication. For

me, writing is a way to preserve my thoughts and lay the groundwork for turning them into reality in the future.”

Advocate for Empathetic Parenting

Good parenting lays the groundwork for children to grow into confident, responsible, and successful individuals. It involves more than meeting their basic needs; it’s about fostering their emotional, intellectual, and moral development in a way that encourages them to thrive.

“Parenting is not about shaping children into good individuals. It is about becoming good parents first,” says Mr. Misbahuddin. “It starts with being an exemplary role model. Parents who demonstrate qualities like dedication, kindness, and integrity show their children the importance of these values in achieving personal and professional goals. After all, children are observant, and their actions often mirror what they see in their parents.”

When asked about one good thing about Misbahuddin, his wife Fatime replied that she is proud of his husband’s ability to connect with his kids and be a good father. Mr. Misbahuddin places great emphasis on the importance of healthy interaction between parents and children. According to him, building open and honest communication is crucial. When parents listen to their children with empathy and understanding, they create a sense of security and trust. Encouraging them to share their dreams, struggles, and achievements without fear of criticism helps build their confidence and emotional resilience.

He also says that teaching the importance of discipline, hard work, and perseverance also plays a significant role. Parents can guide children in setting realistic goals and learning from failures while emphasizing the value of effort over immediate results.

Ultimately, good parenting is about providing unconditional love and support. When children know they are cherished and believed in, they are inspired to dream big, overcome challenges, and strive for success in all aspects of life.

Children often feel closer to their mothers, who are typically tender-hearted, while fathers, being perceived as tough, demanding, and less communicative, can unintentionally create a sense of distance. Recognizing this dynamic, Mr. Misbahuddin encourages fathers to reflect on their relationship with their children and strive to build stronger, more empathetic connections by spending quality time every day.

Citing his personal example, he shares, “My father was a constant pillar of support in my journey. He consistently encouraged me and my siblings to stay grounded and uphold life’s core values, no matter the circumstances. Looking back, I realize how profoundly his teachings have shaped me as a person, instilling a deep sense of responsibility toward my family and society.”

Mr. Misbahuddin emphasizes that a father’s active involvement and nurturing presence can have a lasting impact on a child’s development, both emotionally and morally. He

A Call for Pragmatism

Mr. Misbahuddin is a man of wisdom and pragmatism. He is deeply concerned about the challenges faced by Muslims in many parts of the world and urges them to adopt a pragmatic and diligent approach toward progress. He emphasizes that it is high time for the Ummah to unite and focus on achieving its goals—primarily education—which, in turn, will naturally lead to empowerment.

According to him, blaming conspiracy theories and the negative influence of other cultures has become a common excuse among Muslims, but this mindset must be abandoned. Instead, the Ummah needs to take responsibility for its own shortcomings and work collectively to overcome them.

He underscores that despite the growing wave of Islamophobia and the coordinated efforts of certain media outlets

to fuel anti-Muslim sentiments, the community must remain steadfast and undeterred. Instead of succumbing to despair, he urges Muslims to demonstrate resilience and focus unwaveringly on advancing their



“Dr. Misbahuddin, embodying parenting with love and wisdom.”

often says that the guaranteed path to heaven is through mother but if you want to be successful in this world then there’s no better way than being good to your father.



“Uniting visions: School leaders from diverse institutions come together”

education and economic well-being. “It’s a time to rise above adversity and illuminate the world with our perseverance and contribution,” he asserts.

Awards and Recognitions

Mr. Misbahuddin’s hard work, devotion, and sincerity toward the cause of education have earned him widespread recognition, resulting in numerous prestigious awards and accolades. He received the Outstanding Contribution to Education Award at the 12th EdLeadership International Roundtable Conference and was honored with an Honorary Doctorate for his research in Education and Project Management. Additionally, he was conferred the Innovator Award for Management Solutions in Education by the Global Education Council. Among other distinctions, he also earned a Journey into Greatness

Conscious Leadership Certificate from Gita Bellin and Associates, further solidifying his impactful contributions to the field.

He shares, “Awards are incidental and not something I actively seek. What truly matters to me is seeing the intended outcomes of my efforts—that satisfaction drives me to push even further. The greatest reward for me is when someone tells me how I could make a difference in their lives. That, above all, is my most cherished recognition.”

A Path Forward

Mr. Misbahuddin’s contributions have had a profound impact on revolutionizing education, with schools achieving remarkable success and students showing lasting progress that not only enhances their academic performance but also shapes their

character and moral foundation. Despite these accomplishments, Mr. Misbahuddin views this as just the beginning. He envisions Mimir Academy scaling new heights in the future by expanding its offerings to higher grades and extending its innovative solutions to a broader network of schools, reaching and transforming the lives of even more students worldwide.

He has moved back to US and established its research and development wing in Canada. He plans to share his solutions with the Community schools in the US and collaborate with them to further evolve its standards. Meanwhile, with extensive international outreach led by Bibi Sakin and supported by Rafeen Arif, Mimir has launched Education Unboxed Series for global educators and Mimir EduQuest to celebrate the exceptional achievements of teachers



"Empowering change-makers: NGO leaders unite at the Leadership Workshop 2025."

under the leadership of Juweria Tehsin.

"I have unflinching faith in Allah Subhanahu Wa Ta'ala and accept achievements with gratitude to Him and any failures without an iota of complaint. For me, wherever I am today and whatever trajectory I have carved for myself, it is all because of His blessings. I hope Allah will continue to guide me on my pursuit to fulfil my purpose of existence and perfect the works I am meant to do in this life," avers Mr. Misbahuddin.

Conclusion

Mr. Misbahuddin is a true visionary and his journey stand as a testament to his unwavering commitment to transforming education and uplifting society. He has devoted himself to reshaping educational paradigms in ways that excellently balance modern education with deep-rooted moral and ethical values, setting a new standard for holistic education. He is extremely cognizant of and grateful to the contributions of his team in making him and Mimber Academy what it is today.

Mimber Academy through its pioneering efforts have not only enhanced the quality of education but have also cultivated a generation of students with strong moral foundations and practical skills to excel in life. Whether designing innovative curricula, leading teacher training programs, or mentoring schools toward excellence, Team Mimber has consistently demonstrated excellence and extraordinary capacity to address the nuanced needs of education today.

Despite his impressive accomplishments, Mr. Misbahuddin remains grounded and forward-looking. He envisions Mimber Academy evolving further, enhancing its research, extending its programs to higher grades and reaching more schools, ensuring its innovative approaches benefit an even larger population of students. His humility and determination serve as an enduring source of inspiration for those around him, reinforcing the idea that true success lies in service to others and a relentless pursuit of excellence.

Mr. Misbahuddin's legacy is one of profound impact, guided by his faith,

enriched by his intellect, and defined by his compassion. As he continues his journey, his efforts will undoubtedly shape the future of education and inspire countless others to follow his path of purposeful leadership and transformative action. His life's work is a beacon of hope for everyone, proving that with vision, dedication, and faith, anything is possible.

Maeeshat Media proudly acknowledges Mr. Misbahuddin's outstanding contributions. As a trailblazer and thought leader, he continues to shape brighter futures for students and institutions, leaving an indelible mark on the field of education. We deeply admire his unwavering commitment to excellence and innovation and extend our heartfelt wishes for his continued success. May Allah guide and bless him abundantly in his noble endeavors, empowering him to achieve even greater milestones in the years ahead, Inshallah.

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Leadership and Unity in Celebration:

The Mimer Academy and its Visionary Leader



By: Bibi Sakin Kablazada
Mimer Academy
Vancouver, Canada



"Mimer Academy office at Banjara Hills!"

When I joined Mimer Academy, we had a modest but inspiring facility in Banjara Hills, Hyderabad. Small in number, definitely, but this was one big beginning that oozed passion, dreams, and the will to make a difference in education. Little did I know then how this organization and its people would shape my life and perspective. Today, as I sit several thousand miles away in Canada, reflecting on this journey of wonder, I am very grateful and honored to be part of the Mimer Family.

The Mimer Academy is no ordinary organization; it's a family binding across continents, connecting diversified cultures, and sharing a common dream for excellence in education. From the heart of Hyderabad to teams based in the UK,

UAE, USA, and Turkey, our reach is global, yet our heartbeat is one. Such unity, dedication, and purpose could not have been achieved without the extraordinary leadership of our CEO, Dr. Misbahuddin Syed.

Dr. Misbahuddin: The Pillar of Mimer Academy

Leadership has been defined to be the ability to inspire and lead, but Dr. Misbah took that to a totally different level. He is not just a leader; he is the architect of what we call the Mimer Family. Selfless dedication, strategic vision, and genuine interest in all individuals in this organization breed a culture of teamwork, innovation, and movement forward.

Dr. Misbah leads with humility and

inclusivity. He possesses that rare skill of making every single member of the organization feel valued, respected, and heard. His vision for Mمبر Academy is not about touching business milestones but changing education and making a difference in schools across the globe, Insha'Allah. He has built this family brick by brick, building each team and ensuring they are empowered enough to excel in their respective roles.

The Mمبر Harmony: A Tree of Growth and Unity

Each team at Mمبر Academy is like a vital part of a thriving tree, working in harmony to nurture growth and strength. The **roots** dig deep into the soil of **values**, providing stability and purpose. These roots are our core principles of **Ihsan (Excellence)**, **Ehsaas (Empathy)**, and **Istaqamah (Steadfastness)**, the foundation that supports everything we do.

The **trunk** represents the leadership of **Dr. Misbah**, standing tall and steadfast, channeling energy and vision to every branch and leaf. His

guidance ensures that the organization remains strong, resilient, and capable of weathering any storm.

The **branches** are diverse teams, each reaching outward, extending our impact to schools, students, and educators. Every branch plays its role in shaping the canopy of transformation and innovation.

The **leaves**, constantly growing and renewing, symbolize the creativity, dedication, and hard work of every team member. They absorb challenges like sunlight and turn them into opportunities for growth, giving back life and vitality to the tree.

So, this tree (the Mمبر Family) is just evidence that teamwork and having a united goal really do matter. Each branch and leaf works toward this, and we're not just growing; we're building a whole forest of change, one school at a time.

This is Mمبر Academy: rooted in purpose, nurtured by values, and flourishing with excellence. Together, we are shaping the future of education, one leaf at a time.

A Symphony of Excellence

Within Mمبر Academy, the heartbeat of success is in our people—a vibrant and talented collective of individuals, each bringing their unique skill and dedication to create something extra special. Collectively, they make a symphony of excellence, collaborating in harmony to achieve our common mission of transforming education. From creative minds to operational masterminds, each team has a unique melody to bring into our shared harmony. Let us delve into the collective brilliance of the Mمبر Family.

Champions of Connection

The **Sales Team** serves as our frontline ambassadors, tirelessly reaching out to schools. They build bridges where none existed, connecting with educational institutions to understand their needs and align them with our vision. They don't just reach the schools—they inspire. With every conversation, they carry the heart of Mمبر Academy to new places, ensuring our message resonates across the country.



"EduQuest's Journey: Driven by Vision, Guided by Ehsaas."

Architects of Creativity

Imagine a band of dreamers equipped with colors, ideas, and the power to conceive of other worlds. That is our **designers' team**. They don't just make books. They craft magic. Every spread, every drawing, and each design reflect their creativity and passion. The designs they will produce are not only visually attractive but also working toward informing, involving, and inspiring a love for learning.

The Brain Trust

Behind every great book is the work of our **Research and Curriculum Team**. They are knowledge architects who delve into the very fabric of educational needs, trends, and novelties to design curricula in a way that the knowledge reverberates with the modern learner. This is so that our content is relevant but goes further to be transformative, designed to provoke curiosity, stimulate critical thinking, and address the changing needs in schools globally.

Masters of Delivery

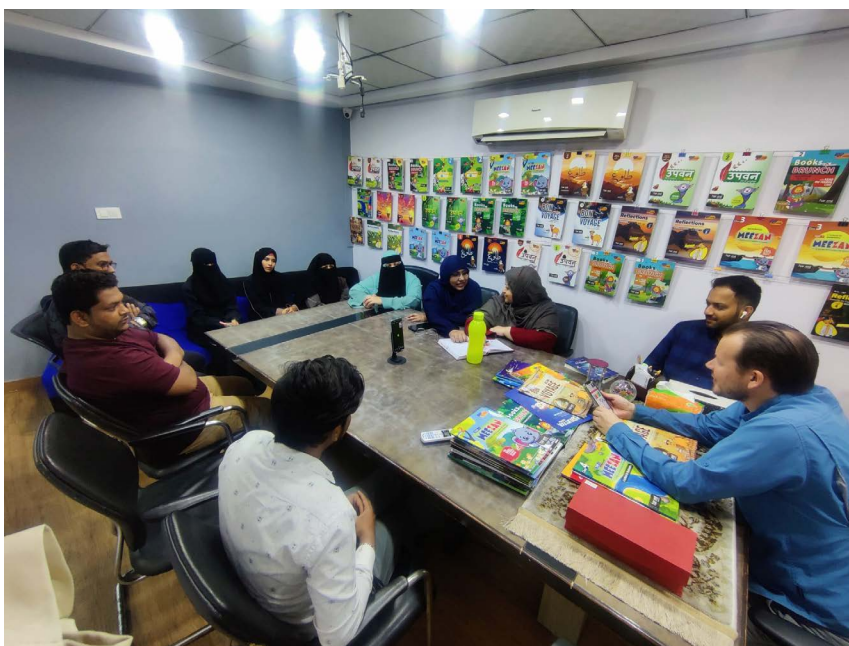
When we develop our resources, they see that they reach the right people. They are logistical wizards who complete the link from an idea to an action. They oversee suppliers and monitor the delivery process, leaving no detail unattended to, so we can deliver to schools exactly and consistently as promised.

The Glue that Holds Us Together

Behind the scenes, the **Operations Team** ensures that everything runs seamlessly. From coordinating across teams to managing logistics, they are the glue that keeps our structure intact. Their meticulous planning and execution ensure that our symphony of excellence never misses a beat.

The Quiet Heroes

You know, for every successful organization, there is this awesome team that keeps everything going.



"When great minds meet. amazing things happen." @ Mمبر Academy

At Mمبر Academy, the **HR and Finance Team** solves the trickiest issues related to people and resources—everything from hiring and payroll to policy and employee interest. They really are the backbone of our internal vibe to make sure that everyone in the Mمبر Family feels supported, appreciated, and empowered.

Storytellers of Vision

Therefore, today, the **Social Media Team** has made the Mمبر

Academy vision alive among people. They innovate fun campaigns and tasteful content and narrate stories to relate with schools, partners, and communities worldwide. This creative team ensures that the world knows about our mission, values, and what we actually has done.

Problem Solvers Extraordinaire

When issues arise in schools, the **Service Team** steps in as problem solvers. They deal with matters promptly and accurately, thus making our partner schools feel cared for and appreciated at every stage of the process. Their unflinching commitment to problem-solving reflects our passion for excellence and concern, well beyond delivery.

Catalysts for Growth

It is this mandate that the **Training Team** actualizes: to empower individuals. They are charged with preparing

school stakeholders, using hands-on workshops, sessions, and practical guidance so that the stakeholders are able to draw the maximum yield out of our resources. Their task goes far beyond simply teaching; they are engaged in encouragement, stimulating innovation, and creating a spirit of eternal learning.

Innovators Behind the Scenes

The **IT Team** is always there to ensure there is no glitch in the technology used which actually runs our



"With Great Excitement, We Celebrated the Inauguration of Mamber Academy's New Workspace."

operations. They digitally maintain the tool and create systems that, when innovated, will enhance efficiency and keep the wheels turning behind the curtains. They are silent enablers ensuring Mamber Academy is abreast both in education and technology.

Guardians of Excellence

Before anything gets to school, it will have to go through a quality assurance team check (**Review Team**). They look over every little thing to make sure what we put out is top-notch. At their dedication, our resources don't just have to be okay; they must really be awesome, displaying our cherished values of Ihsan.

Protectors of Trust

Operating globally requires adherence to laws and regulations, and the **Legal and Compliance** Team ensures that we remain ethical and compliant. From safeguarding intellectual property to maintaining trust with stakeholders, they protect the integrity of Mamber Academy.

A leader inspires other leaders

The Mamber Family is an organization around a central leader whose vision and direction have had effects not only on the organization but on the very selves that form it. He, with orienting leadership, draws us together under one roof in order to learn to trust, cooperate, and serve him in what is common.

Dr. Misbah doesn't just manage; he leads. He leads by example and shows how to face life's challenges with bravery and courage. He leads by example to make us understand and respect the people surrounding him as an essential part of anything that may constitute success. It is his innovative attitude that always breaks the barriers, helping us prosper way beyond the limits of our comfort zones.

Another strength of Dr. Misbah is his belief in others, which may not exist. He believed in us, giving us room to rise and take real ownership in our

responsibilities. Under his leadership, we were not just his employees but his thinkers, doers, and, most importantly, future leaders.

It's this dedication to talent development that distinguishes the Mamber Family and develops something much greater than merely a team, with a group of individuals all empowered themselves, each his or her own leader and each one unfamiliar with any other reality. Dr. Misbah has demonstrated that excellent leaders don't create simply successful organizations, but they create other leaders.

His legacy will not only be in how he contributed to Mamber Academy's success but in the domino effect of leadership that will be on standby, touching education and beyond for generations to come.

Building Bridges Together

No valuable journey is ever walked alone, and at Mamber Academy, we do not miss recognizing and appreciating the role of collaborations being built

to scale our impact. They originate from very distinguished centers in learning and technology, and very resourceful providers who were an indispensable part of our turning around the educational landscape.

We are able to reach more and improve more by partnering with organizations whose goals are in sync with what we owe to help schools and communities add value: expertise, innovation, and shared values.

The relations are much deeper than professional liaisons and carry collective power to make a difference. The real solutions that have emerged have been based on bringing our respective strengths together in relation to innovation, sustainability, and profound effect.

Hearts full of thanks, dear partners, for believing in our vision and joining hands in this journey. Great support remains packed with mutual positive commitment, giving us the impetus to go on dreaming huge and achieve much more. We are not just changing education; together, we are scripting a different future.

The Mimer family has flourished on cooperation, founded on trust and complete respect for one another, and on the shared mission of having as much of an influence as possible. With cooperation and yours, the possibilities are endless.

It's just so cool working with all the groups at Mimer Academy – every team has their individual strengths, innovation, and a package of excitement in making opportunities out of issues to do amazing things.

A Journey of Gratitude and Growth

Reflecting on my time spent at Mimer Academy, I can't help but feel ultra-grateful. First of all, I have to thank Allah (SWT) for giving us the

resilience, guidance, and possibilities that turned into a truly amazing journey. Seriously, it is only because of His grace and blessings that we were, after all, able to overcome difficulties, mark milestones, and grow in personal and professional capacities.

Working with people from all walks of life globally has been so eye-opening and quite a cool experience; it really brought the belief that yoking people of different walks with passion, oneness, and a common goal brings about mind-blowing results. The connections we achieve and the relationships we build through the effort we put into all that we do have opened for me the doors to opportunities I never thought I would be part of.

From those early days working in a pretty chill little spot in Banjara Hills, Hyderabad, to teaming up with folks across different time zones and even continents, very clearly, this organization's growth reflects my own. We've tackled challenges that felt insurmountably huge, marked milestones that seemed like they were light-years away, and built a heritage for making a difference in education.

Thank you, Brother Misbah, for your unwavering belief. To have been that guiding light at Mimer Academy for wisdom, tenacity, and kindness reflects not just the making of an outstanding organization but that of a family community in which every soul matters is encouraged and is inspired.

I thank all my fellow colleagues for their creativity, dedication, and teamwork. You bring something very unique to the table, and with this, we have succeeded in something much larger than all of our individual efforts combined.

Not only are we colleagues in pursuit of common goals, but we are also far, far away, separated by miles—a family with a far greater purpose of

shaping education, provoking change, and making something count.

As we walk down the trail, I stride forward to so many more of the milestones with the realization that with a family of this caliber, there is no limit to what we can do.

The Next Verse in Our Symphony

The story of Mimer Academy is not completed yet, so do believe me. With this continuous growth and the difference we are making, I strongly believe that values instilled by Dr. Misbah and team spirit within Mimer's family shall take us to even better places.

Our journey has been pretty amazing so far, but seriously, it is what lies ahead that totally gets me super pumped. As we keep growing, we're all about reaching more people, making a bigger impact, and figuring out fresh ways to inspire and change education. We're totally setting up for a better tomorrow with every challenge we take down and every milestone we hit.

This next chapter is not really about so much what we're going to do but really about who we become. This is about making innovation uplifting, teamwork connecting, and a common vision that transcends borders. We are making the change together that involves educating the future.

Here's to innovating, collaborating, and making a difference for many more years—together.

Gratitude,

A member of Mimer Family

Let's work together to bring a visible change

Minorities' community students are in a dire need for support, guidance and financial assistance in West Bengal



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Teaching is not just a profession, but a mission to uplift society:

Professor Dr Siddiqui Mohammed Mahmood





Dr Siddiqui Mohammed Mahmood along with Professor Syed Ainul Hasan Vice Chancellor MANUU at IMC, Hyderabad

Professor Dr. Siddiqui Mohammed Mahmood is a renowned figure in the field of education, both nationally and internationally. With a career, spanning decades, he has made significant contributions to shaping the educational landscape in India. Currently, he serves as a Senior Professor in the Department of Education & Training at Maulana Azad National Urdu University (MANUU), Hyderabad, while also fulfilling the responsibilities of Officer on Special Duty-II (OSD-II) of the university.

Dr. Siddiqui's journey, from being a humble primary school teacher to attaining such a distinguished position, is an inspiring testament to his dedication and perseverance. Over the years, he has gained extensive expertise in teacher training and possesses a deep understanding of the challenges plaguing the education system in the country. His insights are not just theoretical but are drawn from real-world experiences, making him a sought-after voice in discussions about educational reform.

To delve deeper into his views and vision, **Danish Reyaz** recently conducted an interview with Dr. Siddiqui. In this engaging conversation, Dr. Siddiqui sheds light on his observations about the current state of education, the transformative potential of teacher training programs, and the pivotal role of MANUU in bridging gaps in education.

Here are excerpts from the interview, where **Dr. Siddiqui Mohammed Mahmood** shares his perspectives with clarity and purpose, envisioning an education system driven by well-trained, compassionate, and motivated teachers.

Q. When we look at the education system in India, we see two prevailing approaches: religious or moral education and modern

or worldly education. Unfortunately, both systems face a serious concern regarding the competence of teachers. What are your

thoughts on this?

Before addressing your question, I would like to clarify that as per Islamic teaching there is no distinction of moral and modern education. To be honest, moral and modern education

are not separate or opposing concepts. Instead, they must complement each other to provide students with the best of both worlds, fostering holistic development in both character and skills. Viewing them as conflicting ideas is a misconception; they are inherently interconnected and mutually supportive.

Nevertheless, one cannot deny the fact that these two systems, commonly referred to as Deeni and Duniyawi Taleem, are predominantly imparted in India through madrasas and schools, respectively.

Unfortunately, as you pointed out, both education systems suffer from a lack of competent teachers. In fact, both systems face a serious discrepancy in the teacher-to-student ratio. A large number of students are handled by only a few teachers, creating challenges for both students and teachers and adversely affecting the overall quality of education.

Furthermore, among the available teachers, there is a significant issue of

incompetence. Increasingly, teachers who are not up to the mark are entering the system, exacerbating the problem



*Dr Siddiqui Mohammed Mahmood
along with Dr Kafeel Ahmed principal MANUU Model School, Hyderabad*

and further deteriorating the standard of education.

Q. What is the remedy then?

I was coming to that. The remedy lies in a robust recruitment system capable of selecting teachers who possess both the necessary expertise and a genuine passion for the job. While teaching requires a solid knowledge base, the ability to impart that knowledge in a way that can be understood by all students, regardless of their individual levels of comprehension, is even more crucial.

The system must prioritize hiring teachers with creative and innovative approaches. However, given the limited availability of such teachers, we must work with those we have and focus on their consistent professional development. This can be achieved through regular training, participation in seminars, conferences, and workshops, all aimed at honing their skills and redefining their approaches.

However, everything should be need-based before implementing these



Dr Siddiqui Mohammed Mahmood congratulating Muhammed Yunus Author of Muhammad (saw) Love Humility and Compassion, along with Dr Kafeel Ahmed, Principal MANUU Model School & Prof. Dr Iftekhar Ahmed

remedial measures. Teachers should first be properly evaluated to identify their shortcomings and areas for improvement.

Q. We have seen teachers undergo training at various stages, yet they often fail to make a meaningful impact. What could be the reasons for this?

Even the best training programs are ineffective if teachers lack moral integrity and fail to empathize with the misdirection of our youth. Therefore, instilling the values of ethics, empathy, and morality should always be an integral part of teacher training

programs. Without these values, even well-trained teachers may fail to contribute meaningfully to the system.

No doubt, we have some exceptional teachers. However, many limit their focus to their jobs and families, showing little initiative to further improve the education system. True change requires teachers with empathy and a passion for shaping the future. A teacher must realize that teaching is not just a profession but a mission to uplift society. Therefore, training programs should go beyond skill development, cultivating responsiveness and a deep sense of connection to the needs of our students.

I often quote our former president

Dr. Zakir Husain's profound words: "On the title page of the life-book of a teacher, what is written is not knowledge but the subject of love." It is qualities like love, affection, and empathy that draw students toward their teachers. Once a connection is established between a teacher and a student, teaching and learning become more effective and transform into an experience rather than mere effort.

Q. How are the roles of students and parents crucial to improving the system?

Parents, even more than students, play a vital role alongside teachers in improving the education system.

They must be vigilant, keeping a close eye on their children's activities and guiding them away from habits that could hinder their studies or lead them astray from becoming responsible individuals.

To achieve this, parents should embody the values they wish to instill, serving as role models of integrity and good character.

At the same time, effective parenting involves being supportive rather than overly imposing. Parents should develop the skills to nurture their children's growth while fostering open communication and spending quality time together. In addition, regular interaction between teachers and parents is also essential to ensure the child's progress and development in a balanced, holistic, and harmonious manner.

For students, this is undoubtedly a challenging time as they are being pulled in many directions due to the influence of the internet and mobile phones. The distractions they face today are unprecedented compared to what previous generations encountered. While internet technology has, in some ways, made learning easier, it has also led to addictive behaviors and exposure to harmful influences.

At this juncture, students need empathetic counseling to guide them effectively. After all, a healthy student in body, mind, and soul is the cornerstone of a prosperous future.

Thank you for raising this question. One can observe that a large number of students at our university come from a madrasa background. Over the years, these students have

benefitted from our quality mainstream education programs. The key reasons MANNU attracts madrasa students are its medium of instruction, which is Urdu, and the environment, which closely mirrors the atmosphere of their institutions. Another important reason is that MANU's fee structure is relatively low, making it affordable for these students. Additionally, for those who are very poor, we offer scholarship programs and have partnerships with various NGOs, through which they can gain admission to our institution.

We recognize the varying levels of education provided by madrasas and offer admission to students accordingly. If a madrasa graduate holds an equivalent of a 10+2 qualification, we admit them into undergraduate programs.

For instance, a Fazilat student graduating from a madrasa is eligible for postgraduate courses. Furthermore, we have been working on developing our own secondary and senior secondary education board to help these students bridge any gaps in their



Q. There has been a lot of talk about bringing madrasa students into the mainstream. How has Maulana Azad Urdu University (MANNU) contributed to this cause?



Dr Siddiqui Mohammed Mahmood along with Professor Shaikh. Ishtiaque Ahmed, Registrar of Maulana Azad National Urdu University (MANUU)

mainstream education, ensuring they face no challenges in the job market.

Q. Given that Urdu is the medium of instruction at MANNU, does this pose any challenges for students in their future path?

There has been general contention that one can provide school level education in Urdu or any other regional languages but when it comes to technical and professional education English is must. But we have successfully altered that perception. We have ensured that all education in the university be provided in Urdu and have set an example to other to follow. Although it was challenged at

the beginning, but with dedication and a mission in mind we have achieved this exemplary model.

Nevertheless, we haven't overlooked the future prospects of our students. With a robust system in place, every program at our university is of exceptional quality because we have invested considerable effort in developing these programs. Despite using Urdu as the medium of instruction, these programs have significantly enhanced our students' knowledge and competence.

To further support their education, we offer a variety of programs, such as Spoken English, Personality Development, and more, to help them overcome the challenges of

employability. As graduates of our university, our students don't just have access to the same opportunities as others—they also enjoy unique opportunities that are available exclusively to students from an Urdu background.

Conclusion

Dr. Mahmood Siddiqui's insights offer a clear vision for addressing the challenges in education through inclusive practices, robust teacher training, and student empowerment. His leadership at Maulana Azad National Urdu University exemplifies a commitment to bridging gaps in education while fostering a system rooted in empathy, excellence, and opportunity for all.

Beyond decolonization: Imagining future of minority institutions in India

By: Syed Shadab Asdaq & Mohd Rehan

Recently, a legal report on a premier law news blog captured our attention. It covered a speech delivered by the learned Senior Advocate and former Additional Solicitor General, Madhavi Divan, at a function. Though brief, the report is significant, as it helps to look upon some critical academic questions.

The theme, *“Decolonisation: Supreme Court Judgments and the Indian Constitution,”* provided the backdrop for her remarks. During her speech, as covered by Bar and Bench, the respected advocate, while commenting on the role of the Supreme Court, stated:

“The way minority institutions have been treated by the Supreme Court is problematic because while you want the minority institutions to flourish, it cannot be at the cost of majority institutions, and it cannot become like a punishment... which makes people compete for minority status, and this is nothing but perversion.”

At first glance, this might appear to be an ordinary remark. However, in the context of decolonization, it raises serious concerns and important questions. To comprehend the framework and scope of decolonization, one must first address a fundamental question: What does decolonization truly mean? Is it merely the withdrawal of colonial powers, or does it entail a deeper transformation of the socio-political

and cultural structures imposed by colonialism?

The news report did not explicitly mention what the learned speaker intended by decolonization. However, she could not have been referring to the mere transfer of power from colonial authorities, as that process had already occurred. Nor did the report clarify whether she envisioned decolonization as a profound transformation of socio-political and cultural structures. To better understand her perspective, we reviewed the full recording of the program. In her speech, the speaker described decolonization as:

“Simply, Decolonization is the undoing of colonial influence, the liberation from the effects of colonization. The collective reclaiming of history or culture. It is a process of restorative justice through cultural, economic, and psychological freedom to achieve ‘Poorna Swaraj,’ (i.e.), indigenous sovereignty. It is the eradication of a slavish, subservient mindset cultivated over centuries of subjugation—a process of undoing a deeply ingrained sense of inferiority, a lack of self-belief that permeates our people.”

This definition frames decolonization as an ongoing process aimed at achieving independence and sovereignty by undoing colonial influence. However, it raises a further question: Did the post-constitutional society, shaped by the adoption of the

Indian Constitution, not already bring about such a transformation? Do the opening words of the Preamble—*“WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC”*—not reflect the self-belief and intent of our constitutional framers?

More importantly, does the closing phrase—*“IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION”*—not signify a conscious and deliberate act of reclaiming independence and sovereignty? While the Indian Constitution may have drawn elements from the Victorian era such as the Government of India Act of 1935, these borrowings do not diminish its transformative essence. Rather, the Constituent Assembly’s deliberate adoption of these elements signifies their recontextualization as instruments of a sovereign, independent state.

If the adoption of the Constitution reflects this conscious and deliberate reclamation of India’s independence, can it be argued that the process of decolonization was completed with independence and constitutional governance? Or is there a need for this process to continue even today?

Even if one assumes that the idea



of decolonization holds merit in the present context, it is equally crucial to define its limits and specify what exactly is to be decolonized. Without such clarity, any pursuit of decolonization risks replicating the exclusionary practices of colonial rule under the guise of majoritarianism. As Partha Chatterjee highlights in *The Nation and Its Fragments*, such pursuits can marginalize minority voices and institutions.

Moreover, this issue goes beyond mere definitions. A pressing concern emerges about the identity of minorities and the future of minority institutions within the process of decolonization itself. Put differently, in multicultural societies, what should the nature of decolonization look like? Can minority rights and institutions be preserved, or will they be compromised in the quest for national identity or cultural revival under the pretext of decolonization? These questions remain critical to ensuring that the process of decolonization does not become a vehicle for exclusion or dominance but instead facilitates a

more inclusive and equitable society.

The remarks in question, when viewed through the lens of the speaker's understanding of decolonization, appear to reflect an attempt to interpret the concept through a majoritarian perspective. If this interpretation was indeed intended, it would represent not only a problematic understanding of decolonization but also a deeply concerning one. Viewing decolonization through this lens risks prejudice and could result in a process that culminates in a majoritarian interpretation of constitutional provisions, undermining minority rights in the process. As Will Kymlicka points out in *Multicultural Citizenship*, the success of any decolonization project depends on its ability to balance majority and minority interests, avoiding domination by any one group under the pretext of historical redress.

The assertion that "... the minority institutions to flourish, (but) it cannot be at the cost of majority institutions..." appears to stem from a flawed understanding of constitutional

jurisprudence and a faulty premise about the decolonization process. Within the constitutional framework, it is the minority that is explicitly recognized, with its rights safeguarded through positive affirmation under Articles 29 and 30 of the Indian Constitution. Scholars like Granville Austin, in *The Indian Constitution: Cornerstone of a Nation*, emphasize that these provisions reflect the framers' commitment to preserving India's pluralistic ethos by protecting minority rights, especially in education and culture.

Crucially, the term minority is not defined in opposition to any 'majority'. Instead, it is identified based on two specific criteria: religious and linguistic distinctions. This approach underscores that the concept of the majority does not have a formal or categorized recognition within the constitutional framework. The omission of such a definition likely stems from the inherent difficulty in concretely defining the majority, as its meaning is context-dependent and intrinsically relative to the concept of

the minority. This fluid and relational nature of ‘majority’ and ‘minority’ necessitates a nuanced approach to minority protections, one that avoids simplistic binaries or hierarchical assumptions.

Treating the majority as a fixed or categorical concept leads to flawed assumptions and, consequently, erroneous conclusions. For instance, recognizing Kannada speakers as a linguistic minority in a Bengali-speaking region is straightforward. However, labelling Bengali speakers as a majority language group in that context is incorrect. The same Bengali speakers would themselves qualify as a linguistic minority in a Kannada-speaking region. This relativity illustrates that the constitutional recognition of minorities is designed to address vulnerabilities specific to context, rather than creating rigid dichotomies. This reasoning also applies when religion is used as a criterion for identifying minorities. The constitutional framework does not establish minority protections in opposition to a majority because no formal recognition of a majority group exists. Instead, the focus remains firmly on safeguarding the rights of minorities, as guaranteed under the Constitution.

This protective approach affirms India’s constitutional vision of inclusive justice, ensuring that minorities can preserve their distinct identities without fear of domination or marginalization. The constitutional and jurisprudential understanding of minority needs to be understood in the context of assimilating the former with the latter, where the promotion of minority rights is a means to protect the democratic structure of the country. It is pertinent to mention that any decolonization project with undemocratic ideals is a vague and futile exercise. The abovementioned reasoning found its resonance in the

much-celebrated eleven-bench T. M. A. Pai judgment, where Justice Khare, supplementing the majority judgment, opined:

“Equality in law precludes discrimination of any kind, whereas equality in fact may involve the necessity of different treatment in order to attain a result which establishes equilibrium between different situations. Where there is a plurality in a society, the object of law should be not to split the minority group which makes up the society, but to find out political, social and legal means of preventing them from falling apart and so destroying the society of which they are members.”

What is important to note is that the true test of whether minority rights are protected should lie in examining how well the institutions created by them are safeguarded. Institutions are often the practical manifestations of rights, and their protection is essential to preserving the underlying principles of justice and equality. Just as the protection of an author’s rights is measured by extending protection to their writings, the protection of minority rights is reflected in the security afforded to their institutions.

Accordingly, the role of constitutional institutions, particularly the judiciary, is to ensure that the rights of minority institutions are not curtailed. This responsibility is a constitutional mandate, and any action taken by the courts in this regard highlights their role as guardians of constitutional principles. Granville Austin, in *Working a Democratic Constitution: The Indian Experience*, highlights the judiciary’s vital role in maintaining the balance between competing interests within India’s pluralistic society.

For instance, the Supreme Court recently revisited its stance in the *Azeez Basha V Union of India* while hearing the AMU minority status case.

By overruling its earlier observations, the Court established specific tests for institutions to claim minority status, marking a significant development in constitutional jurisprudence. This shift demonstrates an evolving understanding of minority rights, reinforcing the judiciary’s commitment to constitutional safeguards.

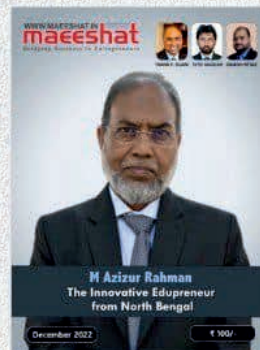
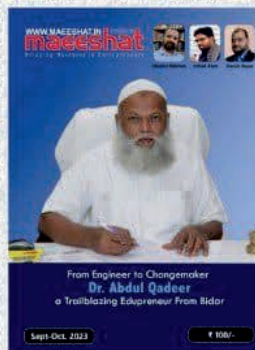
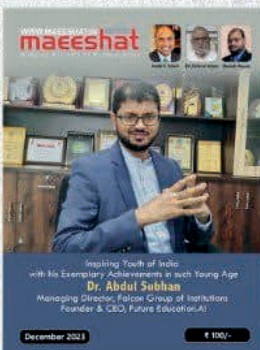
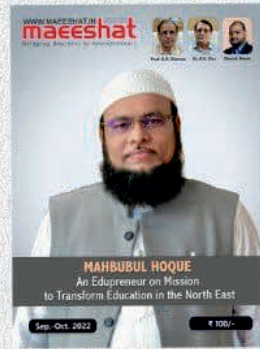
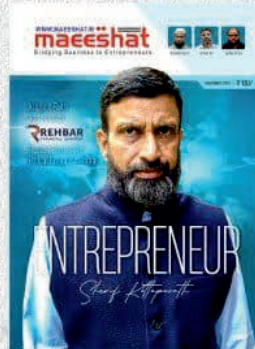
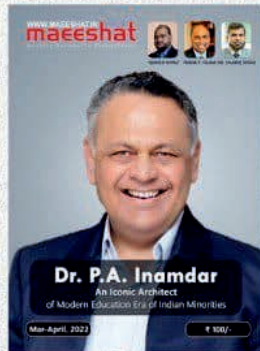
However, criticizing the judiciary’s efforts to uphold minority rights as “problematic,” especially in the context of decolonization, raises troubling questions. Does providing constitutional protection to vulnerable communities signify the remnants of a colonial hangover? Does the process of decolonization require dismantling the safeguards designed to protect minorities? More importantly, does it necessitate redefining the delicate balance between minority protections and societal harmony? If decolonization transforms into a process prioritising majoritarian interests under the pretext of restoring balance, does it not risk devolving into another form of dominance?

These questions highlight the potential risks of misconstruing decolonization as a majoritarian project. Such an interpretation may stem from a mistaken understanding of constitutional jurisprudence or a flawed premise about the objectives of decolonization. It is essential to recognize decolonization as a process aimed at broadening inclusivity and strengthening protections for marginalized groups, rather than undermining them. What is important to be conscious of is that the decolonisation process should seek to dismantle systems of oppression and inequality, not replace one form of subjugation with another. It demands a careful recalibration that upholds the ideals of justice, equity, and inclusivity enshrined in the Constitution.

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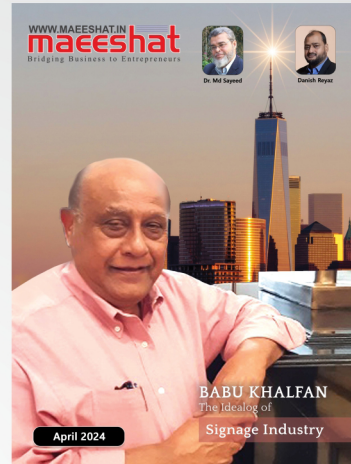
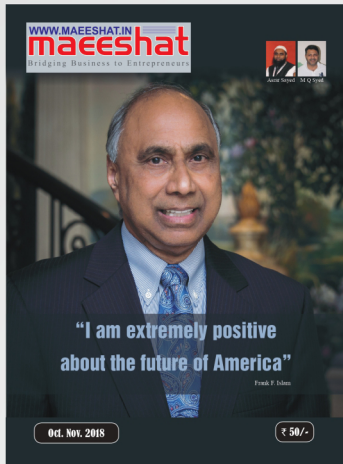
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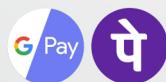
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Leveling the Playing Field:

Mohammed Shakeel Engineer's Impact on Education

Education is a powerful leveler. In a country as vast and diverse as India, an effective education system is crucial to lifting people out of poverty and discrimination, paving the way for a brighter and more prosperous future. However, India's education system still struggles to serve as an equalizer for students who differ in their caste, creed, religion, or financial background.

In India, education is a state subject, and many state governments prioritize teaching in their regional languages rather than English. Unfortunately, the quality of education in government-run schools across states is often substandard. Minority-run schools, such as Urdu-medium institutions, face similar challenges. Without significant improvements in the quality of education, these schools will struggle to prepare students to compete with students from English-medium schools and excel in professional fields.

While the education level in these schools might still take years to improve, we cannot remain passive observers. It is our duty to ensure that students from these institutions

receive guidance and coaching through modern and effective methods. This will enable them to overcome their challenges and compete on an equal footing with their peers.

might have otherwise faded into obscurity. With his unwavering support, countless students have successfully cleared competitive



Dedicated to this noble cause, Mohammed Shakeel Engineer, a passionate educationist from Akola, Maharashtra has become a guiding light for thousands of students who

exams such as IIT-JEE, NEET, Civil Services, etc, securing respectable lives and contributing to the advancement of their communities and the nation as whole.

Who is Mohammed Shakeel Engineer?

Mohammed Shakeel Engineer, is the Founder and Director of IQRA Academy of Excellence. He is a trailblazer in the Indian education sector with over 30 years of experience. His passion for advancing education, particularly for marginalized communities, has led him to train nearly 50,000 teachers and impact the lives of more than 1 million students across the country.

Beyond training, Shakeel Engineer has guided numerous schools and

About IQRA Academy of Excellence

IQRA Academy of Excellence is a leading coaching institute in Akola, Maharashtra, with branches coming up several other states. It is dedicated to foundation studies and competitive exam preparation. Serving students from class 5 to class 10, the academy is committed to building a strong academic base and preparing them for future challenges.

The academy takes pride in its success, having produced hundreds of students who have earned places

Academy of Excellence after recognizing the challenges faced by students from marginalized sections of society, who often lack access to quality education during their foundational years.

He firmly believes that state board textbooks are insufficient for preparing students to excel in national-level competitive exams. In contrast, NCERT books, used in CBSE schools, are designed to offer an exhaustive study experience and in-depth conceptual clarity. Therefore, if the youth from our community aspire to become engineers, doctors, IAS officers, or pursue similar ambitions, they must supplement their studies with NCERT books. These books form the foundation for a significant portion of the content in most competitive exams in India.

IQRA takes a rigorous approach to student preparation, combining content from NCERT books with the expertise of highly skilled faculty. It offers a range of programs, including Foundation Studies, Language Skills, Experimental Science, and Character Building, tailored for students from Class 5 to Class 10. At the +2 level, IQRA provides advanced courses aimed at equipping students to excel in a broad spectrum of competitive exams.

Dr. Kalam Junior Scientist Exam

IQRA conducts the Dr. Kalam Junior Scientist Exam across India at selected centers annually to identify talent in schools. The exam is



colleges, helping them achieve educational excellence. His dedication continues to shape the future of education, leaving an indelible mark on India's educational landscape.

at India's most esteemed institutions, such as IITs, NITs, AIIMS, GMCs, and IISERs.

Mohammed Shakeel Engineer envisioned establishing the IQRA

conducted in four stages, culminating in the selection of 25 students, each awarded a gold medal. Additionally, students who clear Stage 1, Stage 2, and Stage 3 receive red, yellow, and green certifications, respectively.

Success in this exam fuel a desire among the students to further develop themselves and take an inspired path to success. This initiative aims to build a strong academic foundation in students equipping them with the confidence and skills to excel in a wide range of competitive exams.

Since the questions in the exam borrow significantly from the NCERT books it effectively emphasizes the importance of studying NCERT materials alongside regional board textbooks to achieve future success and excellence.

Beyond the IQRA Academy

Alongside managing his academy, Mohammed Shakeel Engineer is deeply involved in giving lectures, conducting training sessions, and leading various educational programs. Understanding the critical role of training in education, he has led hundreds of sessions for both students and teachers across the country.

He also places great emphasis on positive parenting and has organized numerous workshops to help parents support and motivate their children in their journey toward educational excellence and holistic development



as an exemplary human being.

To drive transformation in schools, Mohammed Shakeel Engineer actively supports the School Upgradation Program, collaborating with all stakeholders, including school management and governing bodies.

Vision 2025

Mohammed Shakeel Engineer is committed to take his initiatives to new level with his ambitious Vision 2025 program. It focuses on training more than 30,000 students and teachers by the year 2025. The plan includes conducting 100 sessions over the next two years, averaging 300 participants per session—equating to one session per week.

Out of these 100 sessions, 50 will

be held in Maharashtra, targeting the educational challenges faced by minorities and underprivileged institutions in the state. The remaining 50 sessions will take place across other states in India, with special attention given to areas that are educationally or socially disadvantaged. Through this initiative, the goal is to create lasting impact, bridging educational gaps and fostering growth in underserved communities at the same time ensuring a brighter future for students and educators alike.

Conclusion

Mohammed Shakeel Engineer's steadfast commitment to education has made a profound impact on countless students, teachers, and schools. Through IQRA

Academy of Excellence and his various initiatives, he has bridged educational gaps and provided marginalized communities with the tools to succeed. His dedication to both academic excellence and holistic development has empowered students to pursue their dreams and excel in competitive fields. With the ambitious Vision 2025 program, Shakeel Engineer is set to extend his reach, ensuring that thousands more benefit from his expertise and guidance. Thanks to his visionary leadership and relentless dedication, his work is paving the way for a more equitable and prosperous future, where every student, regardless of background, has the opportunity to thrive and contribute meaningfully to society.

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