

PAKISTAN AFFAIRS

QUESTION: 01

The Aligarh Movement had its political objective; with its educational nature -

INTRODUCTION:

Sir Syed Ahmed Khan (1817-1898) was a visionary reformer, educator and political thinker who laid the intellectual and ideological foundation of the Muslim renaissance in British India. At a time, when Muslims were experiencing political downfall, educational decline and social marginalization after the fall of the Mughal Empire and the emergence of British rule, Sir Syed recognized the urgent need to uplift his community. He was the ardent supporter of continuous struggle. As Mark Twain stated that: "Continuous improvement is better than delayed perfection." He realized the importance of modern education for Indian Muslims so he advocated for the reforms in social practices, educational demands and political landscape. His efforts, collectively known as "**ALIGARH MOVEMENT**" which was crucial in reviving the Muslims' identity and consciousness and played a pivotal role in the long term development of Muslim nationalism.

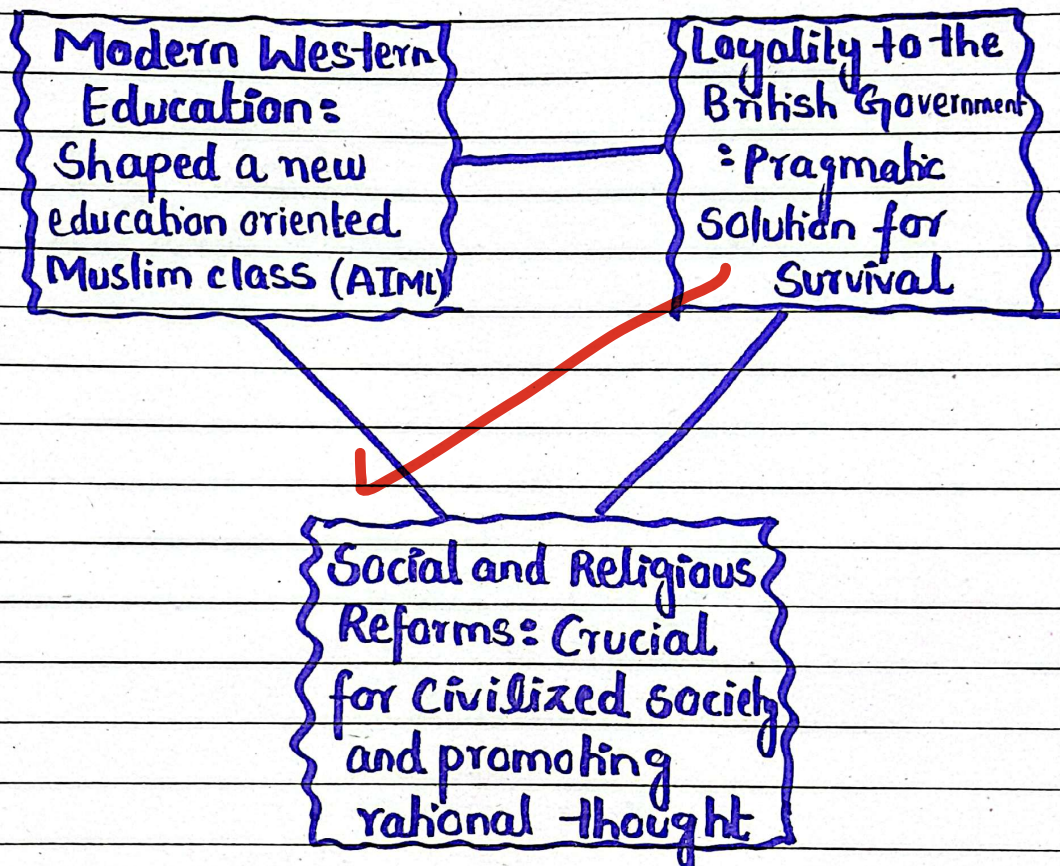
ultimately culminating in the creation of Pakistan.

(II) Historical Background: Why did Sir Syed Feel the Need to Intervene?

The historical context in which Sir Syed lived was one of the conditions that portrayed the persistent decline and helplessness of Indian Muslims. The emergence of British colonialism after the fall of Mughal Empire in 1707 due to the death of Aurangzeb, has further marginalized the Muslim Population, who had once ruled the subcontinent. The decisive blow came in the form of the **War of Independence (1857)**. This war had brutally crushed the dignity and rights of Indian Muslims. In the aftermath of this rebellion, Britishers developed a particularly hostile attitude towards Muslims. Sir Syed Ahmed Khan being a rational scholar decided to bridge the gap between British and Muslims. He blamed poor administrative decisions and misunderstandings for the uprising in the pamphlet **"The Cause of Indian Revolt (1858)"**. He advocated the Indian Muslims to bring the change in their educational, political and social framework. He realized that if Muslims continued to resist change, they would be reduced to permanently backward and subservient community. Thus, the need for urgent reforms became the

core mission of his life.

(III). PRINCIPLE OF TRINITY: The Core Philosophy behind Sir Ahmed Khan's Reforms



(IV) Sir Syed Ahmed Khan: Visionary Reformer of Muslim Education

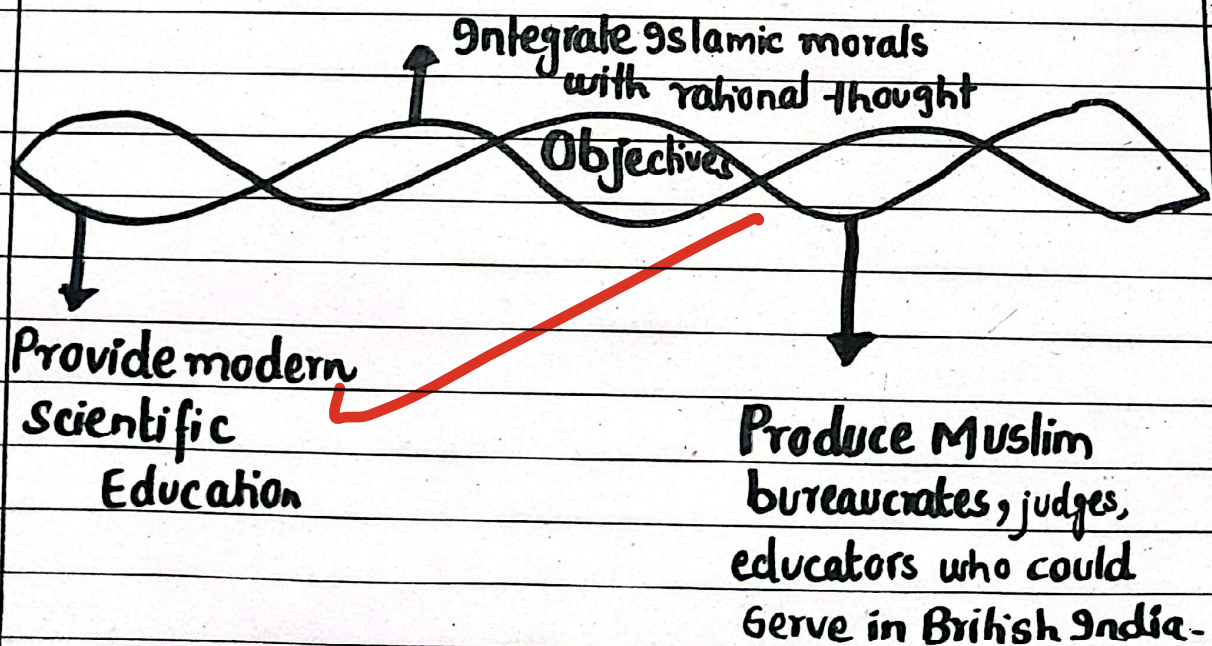
Sir Syed Ahmed Khan emerged as the most pivotal figure in the educational upliftment of Muslims in the Indian subcontinent.

during the 19th century. His educational mission was not just about founding institutions, but about changing the mindset of an entire community.

(A) Foundation of Scientific Society: The first Educational Reform

In 1864, he established the Scientific Society of Aligarh, which became the first organized Muslim attempt to introduce Western Knowledge in the Urdu language. The society translated English books on science, law and history into Urdu to make them accessible to common Muslims. It also encouraged rational thinking, research and intellectual people among Muslims.

(B) Establishment of Mohammadan Anglo-Oriental (M.A.O) College (1875) (1875):



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(C) Tehzib-ul-Akhlaq (1870): Reforming the Muslim Mind

This journal addressed the social and moral stagnation among Muslims. Through this platform, Sir Syed challenged the Orthodox Ulema, promoting a moral rational interpretation of Islam compatible with science and reason.

(D) Educational Philosophy: Harmony Between Religion and Islam

He was of the opinion that religion and science are not contradictory. He urged that Quran encourages the use of reason, observation and reflection.

He often said that,

[Ignorance is the biggest
enemy of Islam]

(E) Opposition from Traditional Ulema and Challenges:

Sir Syed faced strong resistance from the traditional clergy (Ulema). He was accused of promoting Western Education values and diluting Islamic teachings. However, he

maintained Islam as a dynamic religion and must evolve with time. Despite criticism, he continued his mission convinced that modern education was the salvation for the Muslim Ummah.

(F) Educational Impact of Ali Garh Movement :

Domain	Specific Area	Long Term Significance
Educational Impact	Modern Muslim Education	It enabled Muslims to enter British bureaucracy, compete with Hindus in jobs and emerge as a professional middle class
	Mohammadan Anglo Oriental College (1875)	The college later became Aligarh Muslim University (1920), which produced countless scholars and reformers
	Scientific Society (1864)	Encouraged the scientific society spirit and reduced the gap between Western sciences and Islamic teachings; help to bridge the intellectual

Educational Journalism

backwardness of Muslims.

Like Tehzib-al-Akhlag (1870), a journal that initiated a Muslim social awakening and encouraging debates on issues like education of women, etc

(G) Political Significance and Aligarh Movement:

Domain	Specific Area	Long Term Significance
Political Impact	Post 1857 Muslim Strategy	Helped Muslims region regain British favor, leading to appointments in civil services
	Opposition to Congress (1885)	Laid foundation for Muslim political separation ultimately contributing to the Two Nation Theory and demand of Pakistan.
	Two Nation Theory (Prototype)	Became the ideological foundation for the Pakistan Movement, formally adopted later

by Quaid-e-Azam
Muhammad Ali Jinnah.

Foundation of Muslim Politics

Created the ideological
and educational
platform on which
the All India Muslim
League (1906).

Conclusion

Sir Syed Ahmed Khan was the intellectual reformer of the 19th century. He reshaped the political, social and educational framework for the Indian Muslims. The fall of Mughal Empire, rise of British colonialism and the war of Independence (1857) shook the wellbeing of Indian Muslims in the subcontinent. The grappling situation of Indian Muslim was alleviated by the continuous struggles and reforms of Sir Syed Ahmed Khan in the field of education and politics.

good structure and paper presentation.....

QUESTION: 02

PART: B

Elite capture in developing economy hinders development, and perpetuating inequality."
Elucidate.

INTRODUCTION:

Elite capture refers to a situation where certain group of powerful individuals or groups disproportionately influence state institutions, public resources, and policy outcomes for their personal gains at the expense of broader population. In developing economies, weak institutions, fragile democratic reforms and norms, concentrated wealth allow elites to dominate political and economic systems. This has resulted into distorted development outcomes and entrenched inequality.

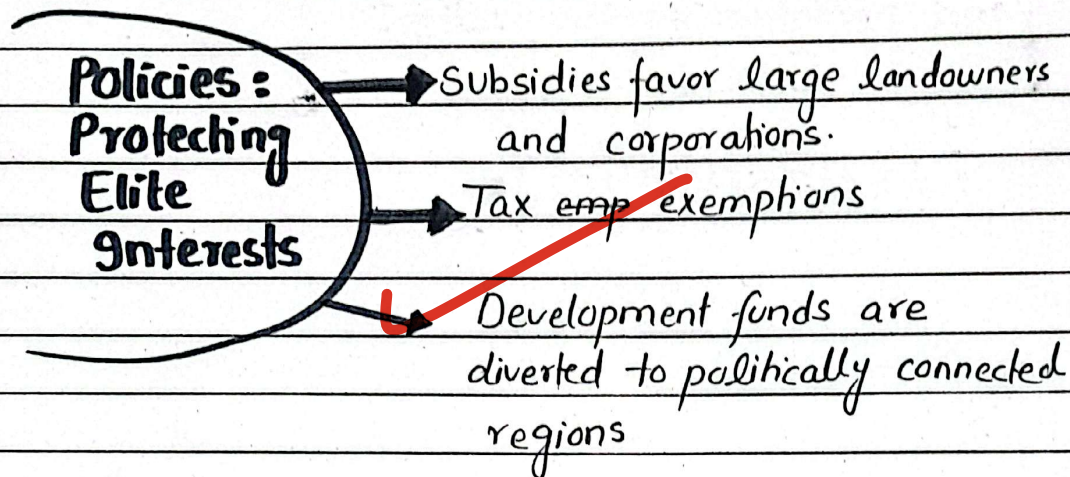
As Nobel laureate Joseph Stiglitz aptly notes:

The problem is not that we don't have enough resources, but that those resources are captured by a few.

Thus, elite capture acts as a structural barrier to growth.

(I) Mechanisms through which Elite Capture Hinders Development :

A. Distortion of Public Policy and Resource Allocation :



World Bank observes:

"Elite influence often results in policies that benefit narrow interests rather than broad based development"

B. Weakening Institutions and Rule of Law

Elites often undermine accountability mechanisms to protect their privileges :

- Selective application of law
- Politicization of courts and regulation
- Undermining anti-corruption bodies

Case study: Nigeria (Oil Elite Capture)

C. Suppression of Economic Competition and Innovation

Elite capture encourages:

- Rent seeking
- Cartelization
- Barriers to entry for SMEs

This stifles entrepreneurship and productivity.

Case study: India (Crony Capitalism)

D. Capture of Democratic Processes

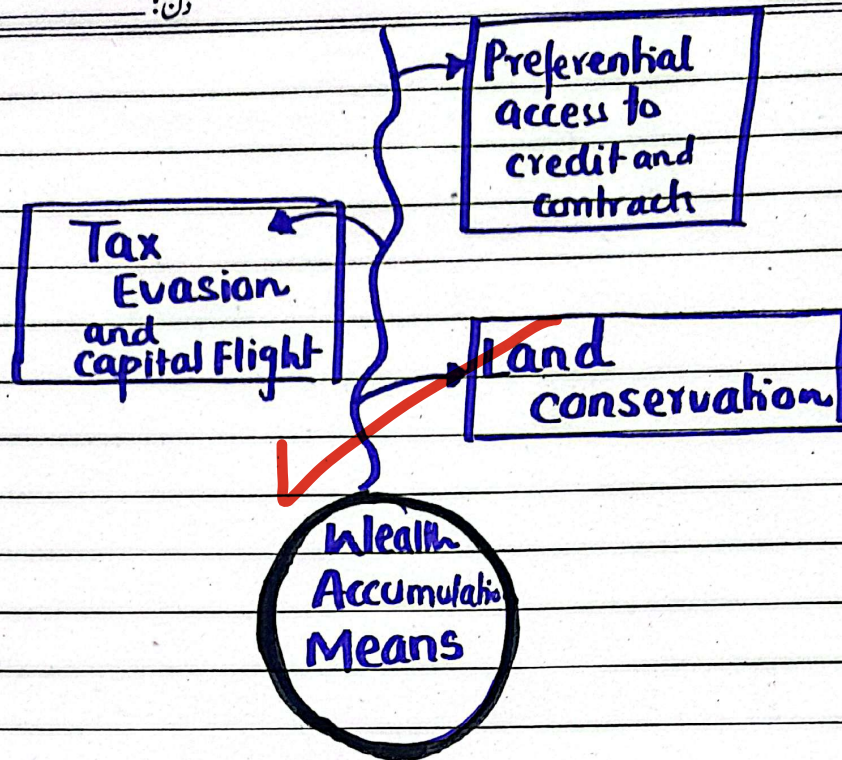
In many developing countries:

- Elections are influenced by money and patronage
- Media is owned by elite groups
- Political parties represent elite factions.

Case study: Latin America (Oligarchic Capture-2001)

III. Elite Capture: Perpetuation of Inequality

A. Concentration of Wealth and Income



This widens income gaps and fuels intergenerational inequality.

B. Unequal Access to Social Services

Elites secure private healthcare, elite education, overseas opportunities. On the contrary, the majority of masses in developing countries rely on underfunded public systems, inequality becomes structural rather than incidental.

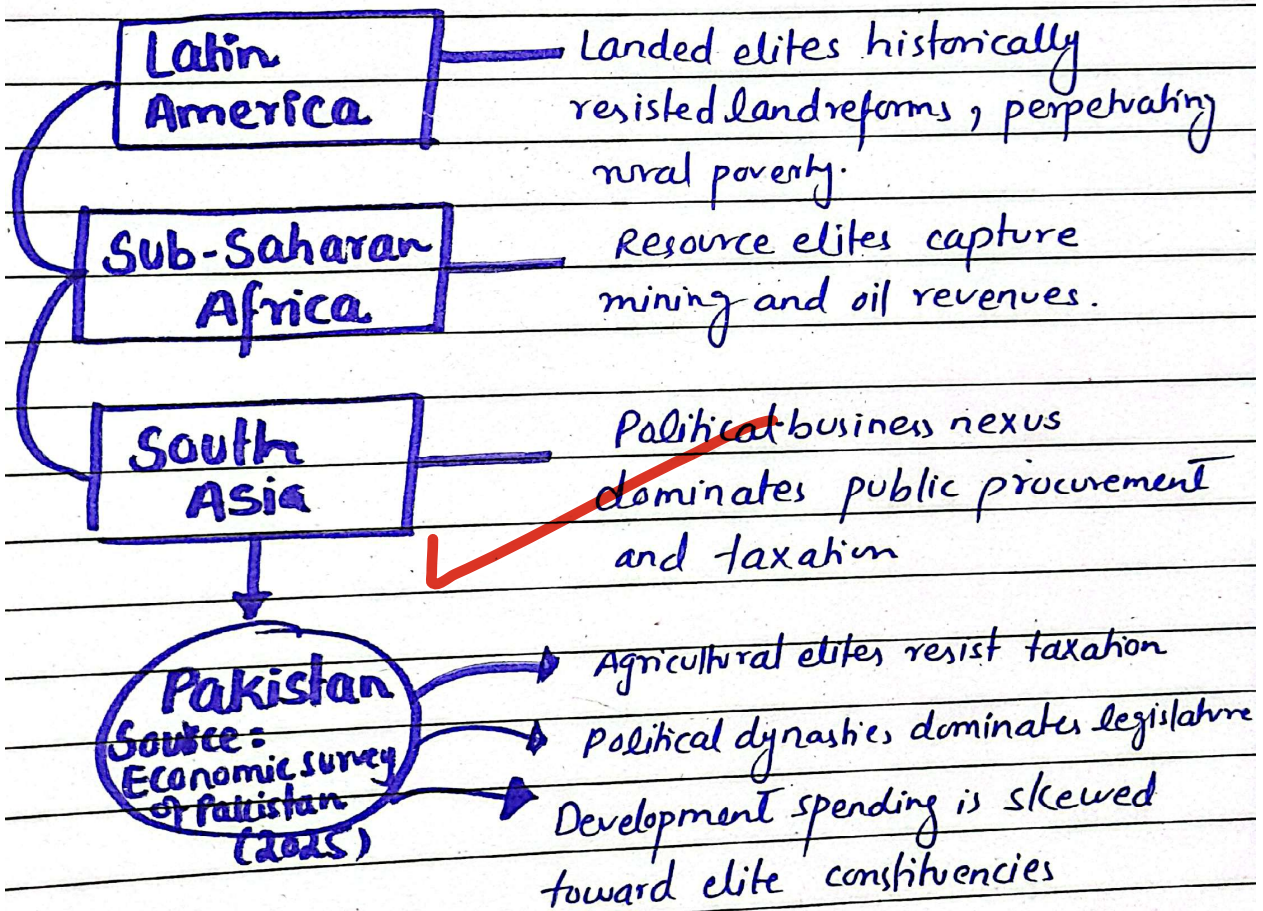
C. Social Mobility Trap:

The access to opportunities depends on the family background, political connections and social status. Talent is used to waste,

merit is sidelined and society becomes rigidly stratified.

"Development is freedom", and elite capture restricts that freedom from masses.
—Amartha Sen—

III. Elite Capture : Illustrative Examples from Developing Countries



Conclusion

Elite capture is a systematic constraint on development as specifically focussed on the certain group or people for their personal gains. By distorting policies, weakening institutions, suppressing competition and entrenching inequality, elite capture traps developing countries in vicious cycle of underdevelopment.

add more arguments.

a 20 marks answer should have around 15 arguments and be on 7-9 pages.