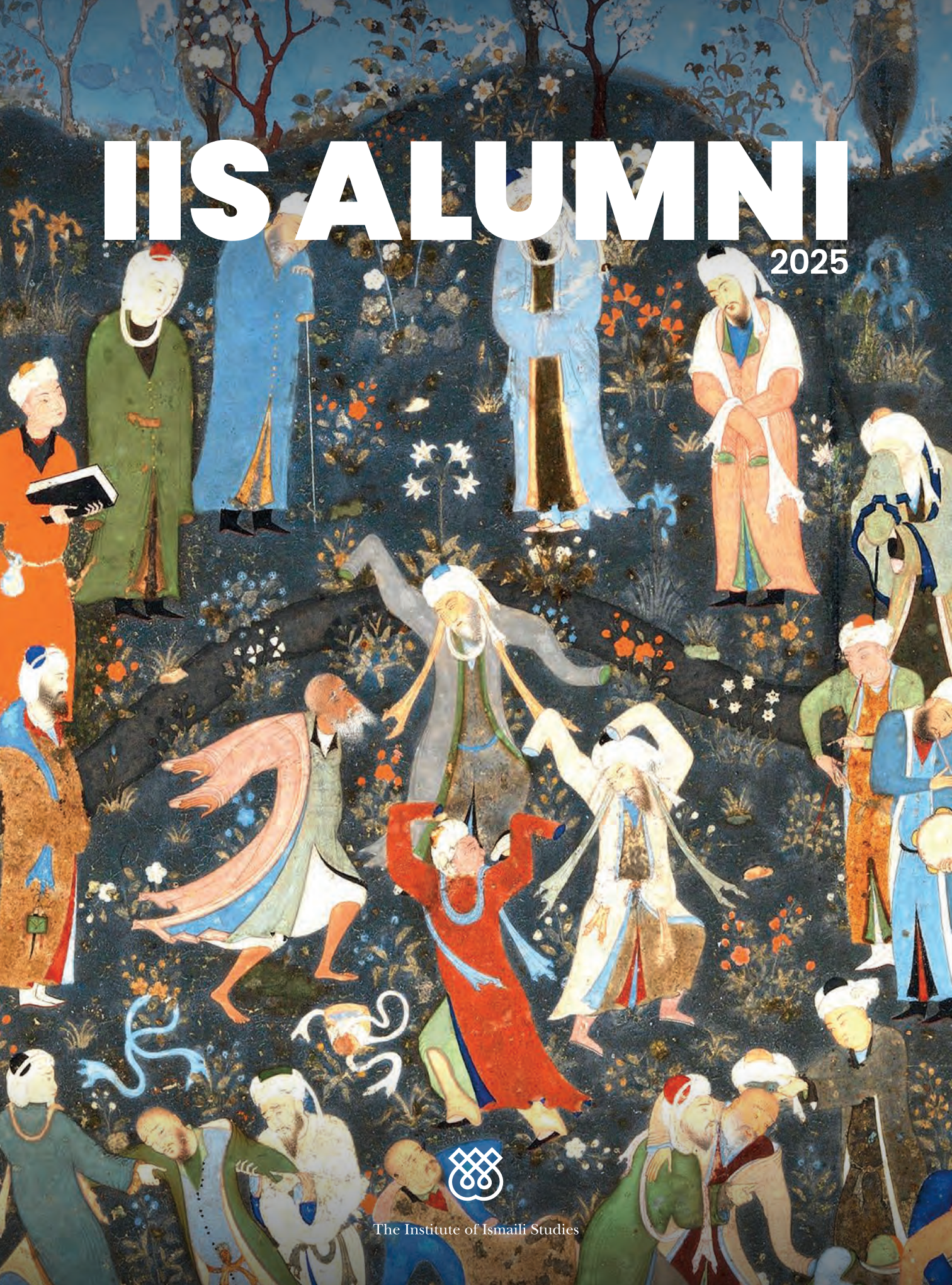


IIS ALUMNI

2025



The Institute of Ismaili Studies

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Front and Back Cover: Metropolitan Museum of Art. (n.d.). 'Dancing Dervishes', folio from a Divan of Hafiz. Opaque watercolour and gold on paper, ca. 1480. The Metropolitan Museum of Art. Public domain.



Message from the Director

Dear Alumni,

I would like to start by acknowledging the momentous events that took place in February. It was a time of intense grief as well as great joy. During this time of transition, I would like to acknowledge the unstinting *seva* of many of our alumni who stepped up and have continued to support the Jamat through this historic period, including spending hours attending the masterclasses held by IIS during this time.

You will be happy to know that Mawlana Hazar Imam has graciously accepted the role of Chair of The Institute of Ismaili Studies. We offer our *shukrana* for this and look forward to the opportunity to continue to benefit from Hazar Imam's leadership and guidance.

Just a few weeks before Shah Karim Shah passed away, we had the opportunity to connect with Mawlana Hazar Imam (whom, of course, at the time we addressed as Prince Rahim) for our annual IIS budget meeting. We shared with him both our annual operational plan and budget as well as our new Strategic Plan, which will guide the work of IIS through the next decade. I am pleased to report that Prince Rahim approved both submissions.

In order to implement the Strategic Plan, IIS underwent an organisational restructuring that was announced in April to ensure that we have the necessary resources and structures in place to deliver on the priorities identified. Key elements of the Plan include accelerating the development of curriculum across all levels (early childhood, primary and secondary), rethinking educational offerings for our diverse constituencies, reviewing our two graduate programmes to ensure they continue to meet the needs of the Jamat, and focussing efforts on the preservation and study of heritage materials.

The IIS community extends far beyond our base at the Aga Khan Centre. It spans the globe, and our strength is fuelled by all of you – our exceptional staff, students and alumni.

Exciting changes are on the horizon, promising new opportunities ahead, as well as challenges we need to address. I look forward to being in touch and to sharing more updates.

Professor Zayn Kassam

Director of The Institute of Ismaili Studies



Message from the **Alumni Relations Coordinator**

Dear Alumni,

I am delighted to present the 2025 edition of the annual IIS Alumni Magazine. On behalf of the Alumni Relations Unit (ARU), I welcome all new graduates to the IIS Alumni Association. As you step into a new chapter in your life, remember that you represent the spirit of IIS, and your bond with The Institute will remain strong throughout your lives.

The IIS Alumni Association is a growing and diverse community with 837 alumni dispersed across 44 countries. Our latest triennial alumni profile survey shows that IIS alumni are making a profound impact in their professional, academic, and volunteer arenas. The findings of this survey have been detailed in this edition of our magazine, and I would invite you to explore them.

Based on the feedback from the survey, the ARU has strategically shifted its approach to alumni engagement. We are now emphasising more in-person local meet-and-greet events and triennial global alumni reunions. Last year, chapter leaders of the three groups organised several meet-and-greet events in various cities across the world, including in Calgary, Dar es Salaam, Dushanbe, Gilgit, Houston, Karachi, London, Lisbon, Mashhad, and Mumbai.

We are also excited to meet and connect with alumni from around the world at the meet-and-greet event during the forthcoming Global Encounters Festival this July. These initiatives reflect our commitment to building meaningful connections and strengthening the global network of the IIS Alumni Association.

The success of our initiatives depends greatly on your active participation. I encourage you to maintain your connection with IIS and with one another by attending events hosted by chapter groups, contributing your time and skills as volunteers, and sharing your insights and recommendations on enhancing our support for the alumni community.

I would also like to extend my appreciation to all the alumni who contributed to the 2025 alumni magazine. This edition showcases the diversity of activities, updates, and outstanding achievements of IIS graduates across various fields, highlighting the positive impact they continue to exert within their communities and beyond.

Imran J. Khan

Alumni Relations Coordinator
The Institute of Ismaili Studies

Meet the Chapter Leaders



Shakeel Ahmed Shah
President



Attiya Nathoo
Secretary

Asian Chapter Group

As leaders of the Asian Chapter group, we strive to harness and enhance the diversity within our community. We aim to empower our alumni by recognising their valuable contributions and providing initiatives that foster connection and collaboration. This year, we will try to leverage the wealth of talent within our network, facilitating opportunities such as matching individuals in similar fields to enhance their academic and career growth. Furthermore, we remain dedicated to strengthening the bridge between IIS and our alumni, ensuring they stay informed and engaged through updates, events, and activities both within and outside the institution.



Farah Elaha
President



Sobia Ibrahim
Secretary

European Chapter Group

Our vision is to create a community of IIS alumni across the UK and Europe united by shared values of faith, sustainability, and stewardship of the natural world. Through a range of thoughtful events and initiatives, we hope to foster meaningful conversations around the intersections of faith and the environment, and to encourage reflection, action, and growth. By nurturing connections in a supportive, inclusive space, we aspire to inspire alumni to engage with important global issues, to contribute to the flourishing of people and the planet, and to create a lasting, positive impact for future generations. We feel it is crucial to create a relaxed environment where alumni can engage, share, and make an impact in a way that feels real and rewarding.



Nazra Ranmall
President



Ganjina Shamirova
Secretary

North American Chapter Group

As President and the Secretary of the IIS Alumni Association for the North American Chapter, our vision is to foster a vibrant and inclusive community through meaningful gatherings. These meetings will serve as spaces to promote lifelong learning, collaboration, and service among alumni. We aim to organise engaging events featuring guest speakers who can inspire and share valuable insights. Additionally, we plan to strengthen regional connections by visiting Canada and America, enabling more alumni to participate actively and contribute to our shared goals. Together, we will cultivate meaningful relationships and collective growth.

Article by Alum

STEP is More than Teaching

Hamza Yormamadov:
STEP 2017



STEP (Secondary Teacher Education Programme) is primarily designed to produce highly qualified secondary-level educators from within the Ismaili community, enabling them to deliver The Institute of Ismaili Studies Secondary Curriculum to the youth of the Jamat worldwide.

However, the programme's rigorous training extends well beyond the conventional role of a teacher, equipping graduates with valuable knowledge and skills that are transferrable across various sectors.

As one of the fortunate individuals accepted into Cohort 9 of STEP in 2015, I could only imagine the vast wealth of knowledge and transformative learning experiences ahead. Beginning each day with the anticipation of learning something new was truly exhilarating for me. The two-year journey proved extraordinary. At IIS, I was provided with a strong academic foundation based on knowledge of historical dynamics, the role of key figures, societal formations, the development of science and literature, and other aspects of the Islamic world – along with foundational theories of education and teaching methodologies learnt at the UCL Institute of Education (IOE). All of this, combined with the development of pedagogical expertise and essential communication skills, has enabled me to grow into a confident teacher and educator and a well-rounded professional with a multifaceted skill set. I was equipped to teach the Secondary religious education (RE) curriculum effectively and was also empowered to engage in meaningful discussions within the professional community and contribute to relevant decisions.



● Picture with STEP students of Gorno-Badakhshan Autonomous Province Region. Image provided by Hamza.

While STEP has a distinct profile and objectives tailored explicitly to the Ismaili community, it also provides a strong foundation, as outlined above, for graduates to expand their careers into broader spheres and on a larger scale, should they choose to do so. Building on this foundation, after years of teaching the Secondary RE curriculum across various locations in Tajikistan and delivering periodic mobile teaching sessions in Afghanistan, I moved on to the United Nations World Food Programme (WFP) as a Social and Behaviour Change specialist. This is a field I found to be closely aligned with the educational background I acquired through STEP. In this role, a strategic approach is essential for fostering positive behaviour change among various population groups, including adolescents – the primary target group of the Secondary RE curriculum. These behavioural change approaches align with WFP's humanitarian mission and focus on key areas such as improving nutritional intake, promoting adherence to healthy eating and hygiene habits, encouraging proper waste management, and advancing climate action. Being responsible for developing strategies and designing interventions, I rely heavily on the knowledge and expertise gained at IIS and IOE, drawing on the theoretical work of the various scholars to whom IOE introduced us.

The activities undertaken through these efforts have led to significant positive outcomes and earned widespread recognition. The community-level interventions I designed have reached nearly 100,000 people, half of whom are schoolchildren, while media-based initiatives have engaged over 2 million people across Tajikistan. The successful implementation of these endeavours led me to attend the 2022 Social and Behaviour

Change Communication Summit in Marrakech, Morocco, where I had the opportunity to share our best practices. Additionally, the media-based interventions I designed – drawing on the knowledge and experience outlined above – will be featured at the upcoming 2025 Behaviour Change Conference, organised by University College London in Lisbon, Portugal.

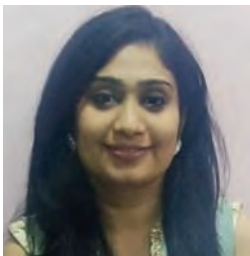
While my professional ambitions are focused on enhancing humanitarian work in roles where I can make the most impactful contributions, my connection to STEP and its vision will always remain strong. As Jamati institutions in Tajikistan face challenges and programmes are put on hold, many alumni are seeking opportunities elsewhere. I am confident that the strong foundation built through STEP will enable individuals to find meaningful ways to apply their skills and capabilities. However, it remains essential to maintain a positive spirit, reflect, and continue making an impact through other avenues.



● STEP Cohort 9. Image provided by Hamza.

IIS Alumni Research Grant Recipients

Amrin Kothia: STEP 2018



Learning a new language is often described as an opportunity to immerse oneself in an entirely new world with unfamiliar cultural nuances and perspectives. My ambition to learn Arabic stemmed from my experience with historical texts via STEP (Secondary

Teacher Education Programme) and from engaging with community prayers, during which I often felt disconnected from the messages being conveyed. This lack of understanding prompted me to seek a deeper connection with the religious texts and my faith's broader historical and cultural context. Thus, I resolved to undertake the challenge of learning Arabic, a decision that marked the beginning of a transformative journey.

Support from the Alumni Research Grant and the Learning and Development Programme at IIS played a pivotal role in bringing my ambition to fruition. My academic journey began with attending Arabic lectures alongside students from the Graduate Programme in Islamic Studies and Humanities (GPISH). This was followed by a month-long language immersion in Jordan, which allowed me to experience the language and culture firsthand. While in Jordan, I deepened my linguistic proficiency and took full advantage of the cultural exposure. I engaged with the local people, read the hoardings in the city, and explored historical and cultural landmarks such as Wādī al-Mujīb, Petra, and the vibrant downtown (Wast al-Balad). Additionally, we visited mosques and dressed in the local attire, which provided me with a very personal connection to Jordanian culture.

Beyond Jordanian culture, I also had the opportunity to explore other Arab traditions, including Egyptian and Palestinian cultures. This exposure included sampling traditional dessert items like the Egyptian Umm 'Alī, a variety of bread-and-butter pudding, and experiencing the rich rhythms of Syrian and Lebanese music, which broadened my appreciation for the diverse cultural landscape of the Arab world. In my view, amid the constant migration of people across

borders and the growing interconnectivity of global societies, the need to learn languages has never been more pressing. Language learning serves as a bridge to understanding and a means of fostering empathy and connecting with the narratives and histories of people from diverse backgrounds.

Balancing this enriching cultural immersion with my work responsibilities and voluntary commitments proved challenging. However, with the unwavering support of IIS, I was warmly welcomed into this experience, which significantly contributed to my academic and personal growth. My time spent learning Arabic, along with the cultural exposure I gained in Jordan, has been instrumental in expanding my linguistic abilities and understanding of the region's people and culture. The experience deepened my connection with the language and broadened my cultural horizons, enabling me to engage with the world in a better-informed and more meaningful manner.

This journey aligns with the teachings of His Highness the Aga Khan IV, particularly his emphasis on the intersection of technology and language as vital components of personal and professional development. I am confident that this has been a crucial step in my intellectual and professional growth. Having completed my first year learning Arabic at IIS, I now possess the confidence to comprehend, read, and write in Arabic with a solid foundation. As I move into my second year, I am eager to refine my speaking skills further and continue advancing in the language. I sincerely thank the Director, the Arabic professors, and the Alumni Relations Unit for their constant support and guidance throughout this journey. Their encouragement has been invaluable in helping me reach this point, and I look forward to continuing this enriching academic and cultural exploration.



● Amrin with GPISH students in Jordan. Image provided by Amrin.

Nisha Keshwani:

GPISH 2010



Almost a decade after completing GPISH, I had an opportunity to re-study the lives and writings of Islamic philosophers with the renowned Professor Paul Walker at the University of Chicago in Spring 2024 while pursuing an MA in

Divinity. Muslim philosophers have always fascinated me, and an immersive course of study spanning an entire quarter term was truly unique. During the same term, Professor Christopher Wild led another course on 'Spiritual Exercises: Giving Form to Thought and Life from Plato to Descartes'. Thanks to an Alumni Research Grant, I undertook a research project that aimed to put Ibn Sina and René Descartes in conversation with each other for the *Engaging Particularities Conference* held at Boston College. Keeping the conference's theme of comparative theology and, specifically, comparative religious ethics, in mind, I presented reflections on how these thinkers' ideas on cognition could enrich ethical reflection.

My first finding was that, through what I call 'the language of the soul', ethical reflection is directed inward for both Ibn Sina and Descartes. Both philosophers have left ample and detailed evidence for a careful examination of their ideas and thinking and the formulation of their theories. Secondly, an analysis of their ideas invites what I call micro-thinking, which also requires us to understand the nature of guidance in a similar way, moment by moment. One cannot offer grand narratives that they are in the state of being 'guided' forever, but they constantly seek and await guidance, and any moment could bring the blessing of guidance.

Third, we need to expand the notion of guidance, and I proposed that theories that refer to 'knowing', such as the Theory of Knowledge with its eight ways of knowing, enable such an expansion since knowing is comparable to guidance. In his 1997 *farman* in East Africa, the late Shah Karim Shah said: 'Don't just



● Portrait of Avicenna (Ibn Sina) [Detail of a manuscript folio]. Metropolitan Museum of Art. Public domain

seek guidance in a formal manner. Seek continuous guidance.' I understand this as Allah always trying to converse with us and guide us. In our daily prayers, we recite *Surat al-Anfāl*, whose 27th verse ends with: *And do not betray your own trusts knowingly*. Lastly, Ibn Sina proposed ideas of 'the movement of the soul' and 'knowledge as emanation', which can be transformative in offering fresh perspectives about concepts such as the intellect, emotions, desire, will, intuition, etc., which need to be reclaimed from their individualistic usage and put into a broader world populated by the living and the dead, the visible but also the invisible, as argued by Amira Mittermaier in her 2011 book, *Dreams that Matter: Egyptian Landscapes of the Imagination*.



Shafaat Saleem: GPISH 2021

The Aga Khan Development Network (AKDN) has been active in Portugal since 1983, leading to several official agreements between AKDN and the Portuguese government,

as well as the establishment in 2015 of Lisbon as the Seat of the Ismaili Imamat. Since then, the Ismaili Imamat has spearheaded various development initiatives in Portugal, with a particular emphasis on cultural heritage, which is viewed as a 'springboard for development'. However, no research has been carried out on AKDN's presence and its growing participation in Portugal's sociopolitical and cultural landscapes, nor on how it shapes discourse on Islam, development, and their interrelationship in Portugal. In response to this research gap, my PhD examines how Islam – and specifically Ismaili values – are put into action and meaningfully translated into AKDN's cultural heritage programmes. In doing so, my research explores how AKDN reshapes and defines the relationship between Islam and development and manifests this relationship in contemporary Portugal.

Last year, I was honoured to receive a generous grant from IIS, which has enabled me to conduct ethnographic research on Azimuth in Portugal. Through this grant, I have actively participated in Azimuth activities, meetings, and fieldwork, which offered a rich process of knowledge production for my work. I have contributed to strategic

planning and school interventions and conducted interviews and consultations with key stakeholders. As part of my PhD research, I am conducting an extensive ethnographic study of AKDN's Azimuth project, a direct outcome of our 49th Imam, Aga Khan IV's emphasis on engaging with diversity to promote pluralism and overcome the 'clash of ignorance' between Muslims and the 'West'. Azimuth seeks to revive the study of Portugal's Islamic heritage within school curricula, thereby fostering pluralism and cosmopolitanism among Portuguese schoolchildren. It also aligns with Portugal's commitment to multiculturalism and religious tolerance, particularly to reverse the damage of Portuguese Orientalism. This project thus weaves a new and evolving relationship between Muslim cultures, AKDN, and Portugal, with significant implications for Muslims in Portugal and Europe more broadly.

I am deeply grateful to IIS, particularly the Alumni Relations Unit, for awarding me this research grant and entrusting me with their expectations. In return, I aspire to produce research that unveils new horizons for studying Islam, the Ismaili Imamat, and development in Portugal. Furthermore, I hope to initiate discussions on other intersecting and relevant topics, such as cultural heritage, its promotion through educational interventions, and the presence of Ismaili Muslims in Portugal.



Farhad Daftary Scholarship Recipients



Muhammad Salim: GPISH 2024

Topic: The Impact of Digital Communication Technologies on the Socio-Religious Experiences of the Nizari Ismaili Muslim Community.

The academic field of digital religion examines the interdisciplinary relationship between religion and digital media. Having started in the 1980s, digital religion scholarship analyses the complex interplay between religion and digital artefacts in relation to the cultural context that shapes this interplay. However, the available digital religion research on 'Cyber Islam' does not fully represent the global Nizari Ismaili Muslim community. Although scholars such as Gary R. Bunt, Rizwan Mawani, and Karim H. Karim have highlighted the online visibility of the Ismaili community, there are no scholarly published works available in the mainstream literature that specifically focus on the virtual activities of the transnational Nizari Ismailis. Contemporary scholarship on Shi'i studies has concentrated chiefly on larger Shi'a tradition, whilst the intra-Shi'i digital interactions – both among and within Shi'i communities – remain understudied.

This research explores the varied impact of emerging communication technologies on the socio-religious

experiences of British and Pakistani Nizari Ismaili communities. By a comparative study of these two different yet inextricably linked Ismaili contexts, this project aims to consider the socio-technical factors that play a crucial role in the socio-religious implications of emerging communication technologies, especially portable device apps. This study also intends to explore the outcomes and challenges associated with adopting digitally mediated interactions by examining the two contexts in relation to the gender, age, and academic background of the users. By comparing the Dawoodi Bohra Ismaili community, in which case the religious usage of these technologies has had a significant impact on the religious authority, with the Nizari Ismaili community, this research aims to investigate a similar kind of impact on the Nizari Ismaili institutional authority – both in terms of facilitations and challenges.

In working towards the above-mentioned aims, this research uses the methodology of virtual ethnographic engagement as employed by researchers in the study of the 'Digital Bible', 'Digital Communities', and 'Religious Apps'. In terms of ethnographic techniques, in this project virtual ethnography involves four methods: immersion in the online setting, participation, observation, and cyberethnographic notes. Likewise, whilst employing the same methodological approach, the research leverages theme-based textual analysis of digital content as put into practice by scholars of digital religion. Moreover, given the aims of this study, virtual ethnography is specifically helpful in exploring what the sociologist of science and technology, Christine Hine, describes as 'Embedded', 'Embodied', and 'Everyday' communication technologies. In addition to addressing the mentioned knowledge gap, the research has the potential to offer valuable insights into the socio-religious implications of the evolving digitally mediated relationship between Nizari Ismailis and their transnational institutions. This study will contribute to the broader field of digital Islamic Studies by placing the Ismaili community in the current technological context.



Guldastasho Alibakhshov: GPISH 2023

Topic: Rebuilding Diasporic Community: Memory and Identity in the Tajik-Ismaili Diaspora in Russia

In the heart of a bustling metropolis, far from the secluded embrace of the Pamir Mountains, Tajik Ismailis strive to hold on to their ancestral roots by creating cultural spaces that resemble traditional homes, performing devotional music as a means of spiritual elevation, and enacting religious and cultural rituals to foster a sense of collective effervescence. Subsuming these experiences under the rubric of collective memory based on pertinent literature, this study aims to explore how Tajik Ismailis foster social cohesion, religious identity, and community ties in diasporic contexts. Employing an interdisciplinary approach combining migration studies, anthropology, and Ismaili studies, this research seeks to study the collective memory of the Tajik Ismaili diaspora as expressed in the Ismaili spaces, practices, rituals, and other cultural manifestations. This study examines how memories are conserved, adapted, and transmitted intergenerationally in the diaspora, considering the susceptibility of memories to the ravages of time and the difficulties associated with their intergenerational transmission within the host culture.

This research uses quantitative and qualitative methods, such as participant observation, life-history interviews, ethnography, and textual analysis, to thoroughly understand how these memories work.

This research has the potential to contribute significantly to contemporary Ismaili studies as well as to the broader field of migration and diaspora studies. By exploring the relatively understudied period of the Tajik Ismaili postcolonial experience, this research will enhance the understanding of the diverse Ismaili experiences of rebuilding communities around the globe. The postcolonial era represents a significant cultural and social transformation for Tajik Ismailis, changing the once-familiar narrative of territorial belonging and identity from local and national to multilocal and international dimensions. It will explore how these changes shape community identity, practices, and beliefs, potentially building a deeper understanding of continuity and change within the Tajik Ismaili community. It will provide valuable insights into how traditions, rituals, and cultural practices are adapted and maintained in the new socio-cultural landscape, enriching the ongoing discourse on religious practice and belief in the modern world. The knowledge gained from my study will have implications beyond Ismaili studies, contributing to broader discussions on migration, diaspora, and transnational communities.



● Aga Khan IV viewing an exhibition during the 1994 Mulaqat celebrations.
Image credit: Ismaili Special Collections. © The Institute of Ismaili Studies, London

Alumni Internship Programme Reflections

The IIS Alumni Internship Programme was launched in 2006 by the IIS Alumni Relations Unit to facilitate the transition of IIS GPISH graduates from student life to professional life, by developing experience within the Imamat and Jamati institutional network.

Iram Shaista Khan: GPISH 2023

Working as an intern with the Aga Khan Development Network's Environment and Climate Change committee was an enriching and exciting experience that allowed me to apply my knowledge to address complex climate change issues and integrate netZero strategies for small and medium-sized businesses (SMEs). I had the privilege of working with Dr Hristo Dikanshi, Climate Change Coordinator at Aga Khan Development Network (AKDN), who generously supervised my work and provided valuable insights into addressing complex environmental and development issues concerning vulnerable regions such as Pakistan, Afghanistan and Tajikistan. Under his supervision for six months, I worked to develop a toolkit and guidelines for the green transition of SMEs mainly supported by Accelerate Prosperity, a global initiative of AKDN in Central and South Asia which offers creative financial solutions and technical assistance to support early-stage businesses. The toolkit aims to help business owners integrate green practices into their business models while maintaining efficiency, cost reduction, and climate action. Following AKDN's pledge to become netZero by 2030, the toolkit aims to help business owners integrate green practices into their business models while maintaining efficiency, cost reduction, and climate action for netZero. In addition to this, I also worked with the Finance department at IIS to devise a Sustainability Strategy 2030 for IIS.

One of the most rewarding aspects of the internship was seeing how research informs policy decisions and how local context influences actionable recommendations. This internship was key in linking my master's in Environmental Protection and Management from the University of Edinburgh with international and practical



work experience, allowing me to cultivate a more global and practical perspective. This IIS Alumni Internship allowed me to apply my academic knowledge to real-world challenges. It allowed me to further enhance my ability to critically assess literature, theories, and other research outcomes to draw meaningful conclusions. It assisted me in acquiring invaluable skills and providing a chance to lead practical work in sustainability and climate action.



Shuja Lakhani: GPISH 2024

I was fortunate to have the opportunity to be granted an internship with the Bioethics Project, which is a part of the Constituency Studies Unit. The project aims to understand how scholars reach their conclusions regarding bioethical issues.

The project has been running for many years, and its current focus is surrogacy. Other team members provide in-depth research on the responses of Muslim theologians and jurists. My role was to focus on Jewish and Christian communities so that we could comparatively analyse the varying responses. Initially, I surveyed general issues related to surrogacy before concentrating on specific issues amongst Jewish and Christian communities. I have had the opportunity to speak to faith leaders from synagogues and churches to understand the practical problems which these leaders face when speaking to their communities. In addition, speaking to leading academics in bioethics has given me valuable experience. I greatly appreciate that this project has given me a chance to gain insights into Jewish and Christian communities, as the research often expands outside bioethical issues.

A key part of my role was to create a suitable categorisation system for the responses to surrogacy. In conjunction with my manager, Rafiq Ajani, we created a system that could appropriately capture the responses

of each faith community and some of its various denominations. This experience helped me to focus on identifying arguments and concisely explaining the key points. Furthermore, the report-writing expertise was very beneficial in helping me understand the importance of organising my data.

Overall, I have been delighted with the internship. I was honoured to speak to many faith leaders, and I hope this collaboration will continue in future projects. I would also like to thank Rafiq Ajani for his mentorship throughout my internship, which has made it a thoroughly enjoyable experience. I would highly recommend that other IIS students take advantage of an internship opportunity. I am confident that the skills and experiences will benefit any future endeavours.

Khalid Ansari: GPISH 2024

I had the opportunity to engage deeply with digital preservation and cataloguing at the Ismaili Special Collections Unit (ISCU). My work involved contributing to the oral history (OH) initiative and cataloguing a physical collection of images. My key responsibilities included quality-controlling transcriptions translated from six languages (Arabic, Burushaski, English, Persian, Shina, and Urdu), translating oral history interviews in my native languages of Gilgit-Baltistan, Shina, and Burushaski, cataloguing and digitising archival materials (photographs), and proposing AI-driven solutions to streamline transcription and cataloguing processes. The internship proved far more dynamic than anticipated, requiring a blend of technical, analytical, and creative skills. I was given the freedom to explore and experiment with AI-driven tools, particularly in transcribing extensive OH interviews. I utilised Python libraries alongside Speech-to-Text technologies, significantly improving transcription accuracy for languages like Arabic, Persian, and Urdu. Additionally, I applied computer vision technologies from Google, Amazon, and Microsoft to automate the tagging of photographs during cataloguing and digitisation. This work extended beyond documentation, prompting me to think critically about digital transformation in cultural heritage preservation within the Ismaili community and the broader research areas of IIS.

One of the most profound aspects of my internship was working with oral history interviews of Ismailis worldwide. Engaging with these narratives provided

a window into the lived experiences of those who navigated change under different Imams, from the era of Sir Sultan Muhammad Shah, Aga Khan III, to that of the late Shah Karim Shah, Aga Khan IV. Following the recent transition to the leadership of the current Imam, Prince Rahim al-Hussaini, Aga Khan V, I find myself reflecting even more on the significance of these oral histories. They capture personal memories and the evolution of a community – its resilience, aspirations, and the enduring impact of the Imam's visionary leadership over time. Listening to the stories of those who witnessed transformation under Aga Khan III, lived through the profound legacy of Aga Khan IV, and now stand at the dawn of a new chapter under Aga Khan V has been a deeply moving experience. It has heightened my awareness of the power of storytelling in preserving history and fostering a sense of continuity within the community.

This journey has reinforced my belief that oral history is not just an academic resource but a crucial bridge between generations. It has the potential to enrich the understanding of IIS researchers, students, and the Ismaili community at large, offering insights into marginalised voices and untold histories. I strongly hope that these interviews may be more widely accessible – at the very least, to GPISH and STEP students and alumni — so they may serve as a source of knowledge, inspiration, and new avenues of research, further complementing the rich intellectual landscape at IIS.



A Stroll Down Memory Lane:

Reflecting on His Highness Aga Khan IV's visits to The Institute of Ismaili Studies (1970s-2000s)

The photo essay below revisits memories of His Highness's visits to the IIS since its establishment. His Highness established The Institute of Ismaili Studies in 1977 as an academic institution to promote scholarship and learning about Islam, and a greater understanding of the intellectual heritage of the Ismailis.

Along with exhibiting photographs from the special collections housed at IIS, this article highlights connections within the special collections and brings to life some fond memories of His Highness's visits to the IIS along with his messages to IIS graduates through juxtaposing excerpts from periodicals housed in the special collections of IIS.

All photographs featured in this article are part of the Ismaili Special Collections Unit. © The Institute of Ismaili Studies, London.

Naureen Ali is a Cataloguer and Collections Management System Officer in the Ismaili Special Collections Unit. Along with collections care, her work focuses on managing the Collections Management System and cataloguing a range of items including rare books, archives, periodicals, photographs, and manuscripts.

1977 Announcing the Inauguration of The Institute of Ismaili Studies

An excerpt from a taliqa presented in a timeline titled 1957-1980: Twenty-Three glorious years of the Imamate of Noor Mawlana Shah Karim al-Husseini, Aga Khan IV featured in the periodical, *Roshni*, dated 11 July 1980.

On the occasion of Mowlana Hazar Imam's birthday, Hazar Imam announced the inauguration of THE INSTITUTE OF ISMAILI STUDIES in London, United Kingdom.

"IT GIVES ME GREAT HAPPINESS TO INFORM MY JAMAT OF THE FORMAL INAUGURATION IN LONDON OF THE INSTITUTE OF ISMAILI STUDIES. AS MY SPIRITUAL CHILDREN ARE AWARE NOT SINCE THE FATIMID PERIOD HAS THERE BEEN IN EXISTENCE A RESEARCH CENTRE FOR ISMAILI STUDIES, MANNED ESSENTIALLY BY OUTSTANDING ISMAILI MEN AND WOMEN SCHOLARS. THIS IS THEREFORE A SIGNIFICANT STEP IN MAKING IT POSSIBLE FOR MY JAMAT TO SECURE THE FRUITS OF ISMAILI SCHOLARSHIP IN THE HISTORY, PHILOSOPHY, THEOLOGY, AND LITERATURE OF ISMAILISM AND ISLAM BY VIRTUE OF AN ACADEMIC INSTITUTION CREATED BY OUR OWN EFFORTS AND RESOURCES.

"... IN TIME TO COME, IT IS MY WISH THAT THIS INSTITUTION SHOULD ASSUME ITS CORRECT POSITION IN MATTERS SUCH AS RELIGIOUS EDUCATION IN THE JAMAT, THROUGH THE PREPARATION OF MATERIAL AND MAN-POWER OF A SUPERIOR LEVEL.

"... IT IS MY SINCERE WISH THAT IN THE FUTURE THE INSTITUTE OF ISMAILI STUDIES WILL BECOME ONE OF THE MAJOR INSTITUTIONS OF MY JAMAT. IT IS MY HOPE THAT FROM ITS MODEST BEGINNINGS THE INSTITUTE WILL GROW INTO AN INTERNATIONALLY RECOGNIZED ACADEMIC CENTRE, AND THIS DAY WILL BE RECALLED WITH PRIDE BY ISMAILIS FOR MANY YEARS FROM NOW."

1979 A Visit to The Institute

His Highness Aga Khan IV signing a guestbook during his visit to IIS in 1979. Part of the Amiral Mamdani Digital Collection.



1981 Visit to The Institute's Premises in Holborn

His Highness Aga Khan IV arriving at the IIS at 14/15 Great James Street with IIS Governer (the late) Amirali Bhatia, Resident Governor Anil Ishani, and Executive Officer Shams Vellani.



The first class of the Wa'ezeen and Teacher Training Programme at the IIS on the day of His Highness Aga Khan IV's visit.



His Highness Aga Khan IV meeting with IIS staff during his visit in 1981.



1998 Visit to The Institute's Premises in Grosvenor Gardens

Excerpts from an article on His Highness's visit to the IIS featured in the March 1998 issue of *The Ismaili* Magazine. (United Kingdom)

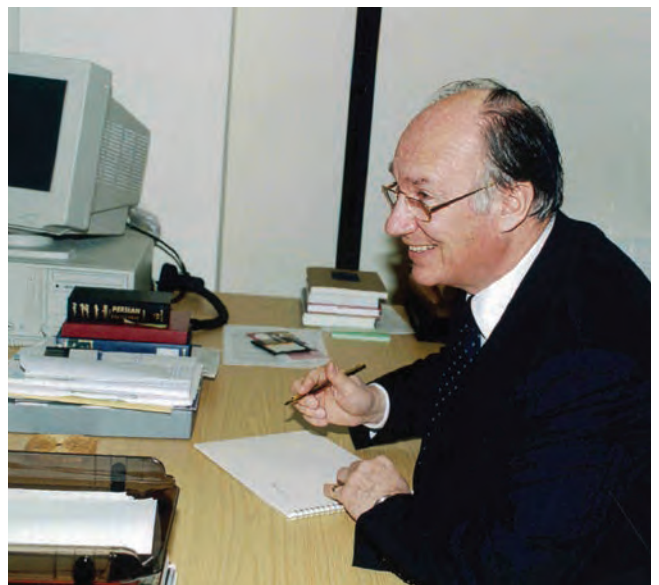
THE
Ismaili
UNITED KINGDOM

Mawlana Hazar Imam visits The Institute of Ismaili Studies

On the 22nd January 1998, Mawlana Hazar Imam, who is Chairman of the Board of Governors of the Institute of Ismaili Studies, made his first visit to the Institute since it moved to its new premises at Grosvenor Gardens in central London; his previous visits to the Institute were in 1979 and 1981.

Hazar Imam also spoke briefly to the Institute's graduate students. He expressed the hope that whatever careers they pursued after their studies, the knowledge they acquired at the Institute would be of immense use to them in their lives. He advised them to share this knowledge with others when they returned to their home countries, and to encourage other students to join the Institute's Graduate Programme. He also urged them to do well in their studies and assured them that he would be taking an interest in their progress.

His Highness Aga Khan IV signing a guestbook during his first visit to the IIS since its move to Grosvenor Gardens, London on 22 January 1998.



2003 25th Anniversary Celebrations

His Highness Aga Khan IV addressing the audience at the IIS 25th Anniversary Graduation Ceremony on 19 October 2003.



His Highness Aga Khan IV and IIS alumni share a moment of laughter at the IIS 25th Anniversary Graduation Ceremony on 19 October 2003.



His Highness Aga Khan IV meeting with IIS staff and students at the IIS 25th Anniversary Graduation Ceremony on October 19, 2003.



2003 25th Anniversary Celebrations

'Word of God, Art of Man: The Qur'an and its Creative Expressions'

His Highness Aga Khan IV delivering the opening address at the International Colloquium titled, 'Word of God, Art of Man: The Qur'an and its Creative Expressions' held in London, 18–21 October 2003, as part of the IIS 25th Anniversary Celebrations.



His Highness Aga Khan IV observing a manuscript up close with Alnoor Merchant and late Dr Duncan Haldane at the exhibition of manuscripts and artefacts titled, 'Illuminating Beauty, Illustrating Harmony', organised as part of the Colloquium.



The Late Professor Oleg Grabar addressing the audience at the International Colloquium titled, 'Word of God, Art of Man: The Qur'an and its Creative Expressions' held in London, 18–21 October 2003 as part of the IIS 25th Anniversary Celebrations.



Meet the New IIS Graduates



Imran Rajan

LLM FT Comparative and International
Dispute Resolution
Queen Mary University of London

Inaara Karmali

MSc Social Anthropology
LSE

Khalid Ansari

MA Digital Asset and Media Management
Kings College London

Madiha Meghani

MSc in Gender, Policy and Inequalities
LSE

Muhammad Salim

MSc Science, Technology and Society
UCL

Naima Kimatshoeva

MSc Environment and Sustainable
Development
UCL

Qays Batada

MSc International Development
and Humanitarian Emergencies
LSE

Shuja Lakhani

MA Middle Eastern Studies
SOAS

Zeerak Kamal

MSc Environment and Development
LSE



Abid Ali | Afreen Tharani | Alfiya Farozova | Armita Reihani | Asina Asanbekzoda | Asma Suleiman |
Dad Muhammad Amani | Dzhonbibi Rustamova | Faridah Bakhsh | Fida Karim | Maryam Hoveida | Mehrullah
Hussaini | Mirwais Hairat | Naail Satani | Nazia Shaheen | Nuriya Nuriddinova | Rahmatnazar Khujanazarov
Rasha Alrasees | Riaz Ahmed | Rumina Ali | Sabah Surani | Saif Ali Hussaini | Sayorakhonim Saidibroimova
Sana Alsayed | Sayed Munir Shah | Shabnam Barkat Ali | Syed Kashif Ali Shah | Uzma Ali | Zaina Zindani

Article by Alum

Education Administration and School Facilities in Afghanistan: Changes, Challenges, and Opportunities

Dr. Yahia Baiza

Education in Afghanistan is in urgent need of attention. Over the past decades of political turmoil and internecine wars, no sector in Afghanistan has seen greater upheaval than education following the political and social shifts brought by the events of 15 August 2021. The exclusion of girls from secondary schools, together with a sharp decline in the quality of education – caused in part by the departure of international and major donor institutions and qualified teachers from the country – means that the potential of millions of youths may remain unrealised, jeopardising not only individual futures but also the broader socio-economic development of the nation.

The landscape of education in Afghanistan has undergone a significant transformation since March 2002. Following the United States-led military and civilian interventions, a concerted effort was made to rebuild Afghanistan's fractured educational system that had suffered decades of war, neglect, and destruction. Between 2002 and August 2021, various reforms were implemented, emphasising access to education for all, particularly for girls. This period saw an increase in school enrolment rates and the establishment of new educational institutions across the country. However, this progress was precarious and often met with resistance from conservative factions within Afghan society.

The abrupt return to power of the current de facto authorities (DFA) in August 2021 marked a critical turning point for education in Afghanistan. The DFA's policies have imposed severe restrictions on access to education and

its content, particularly affecting post-primary education for girls. The implications of these policies have been profound, leading to widespread concerns about the future of education in Afghanistan. As we consider the education landscape, it is essential to examine not only the advancements made post-2002 but also how recent developments since August 2021 have exacerbated existing challenges within the educational framework. By analysing these dynamics, this study offers a better understanding of the current state of education administration and school facilities that directly affect the quality of education and learning outcomes.

The study examines the impact of the August 2021 political shift in Afghanistan on school facilities and the challenges and opportunities it presents for the education sector and national and international NGOs working with community-based volunteers. It asks, 'How has the political shift in Afghanistan since 15 August 2021 impacted the state of school facilities, and what challenges and opportunities does this present for the education sector and NGOs working with community-based volunteers to improve school infrastructure and access in the country?' This research employs a combined qualitative-quantitative research framework and an embedded single-case study design, focusing on five interconnected indicators: security and safety, cleanliness and hygiene, attendance, learning environment, and administration. The study uses purposive sampling to select 100 key informants from diverse backgrounds and 480 schools in twelve provinces across Afghanistan. Data analysis

is conducted using textual analysis and SPSS. The study adheres to high ethical standards, including informed consent and cultural sensitivities. The study provides a comparative analysis of the challenges and opportunities in the education sector during these critical periods.

The research findings revealed diverse data and opinions. On three primary objectives of major differences, changes, and lessons learnt from engagements with the DFA, there are signs of improvement and deterioration. Improvements are reported in educational supervision and school attendance by students, teachers, and school staff. Respondents reported that school monitoring, school visits, and the application of strict rules by district education authorities are making a positive impact. However, the overall educational landscape in Afghanistan has significantly deteriorated since August 2021. This has occurred with the ban on girls' secondary education, which has also affected female educators. Further, the DFA are now requiring international NGOs to transfer rural, community-based education (CBE) programmes to national NGOs. In some provinces, rural education centres previously run by INGOs have been shut down entirely, leaving both girls and boys without access to education. These collective challenges are having a profound impact on the educational landscape in Afghanistan, students' and teachers' mental health, and overall learning outcomes. The future of education remains uncertain, with the potential for long-term consequences for the country's development and stability.

At the same time, the current situation is not without opportunities for innovation and growth. Although the activities and reach of (I)NGOs have been significantly reduced in certain areas since August 2021, these organisations have gained crucial insights, particularly regarding the need for close coordination with authorities, developing flexible strategies to function effectively under the DFA, soliciting community input, and creating a supportive environment for educational initiatives. It is important to recognise the need to maintain a balance between growth and cooperation and coordination, and to this end, developments must not lead to a complete halt of international NGO operations. The research highlights that the authorities need the support of international NGOs in key areas, especially in improving school safety, hygiene, learning environments, and school attendance. This study concludes that a multifaceted approach, including community engagement and policy reform – notably to return educational rights to girls and young women – is essential for achieving a safe and enabling educational environment and securing a bright, prosperous future

for Afghanistan.

The findings of this study demonstrate that without addressing deeply rooted key issues and ensuring that commitments to education are translated into actionable policies, particularly for girls and other marginalised groups, the vision of a safe and equitable educational environment remains unattainable. Addressing these issues requires a multifaceted approach, including increased investment, community engagement, and policy reform to ensure enhanced security and safety, improved hygiene, equitable educational environments, and efficient school administration.

The Ministry of Education (MoE) faces issues such as insufficient resources and accountability mechanisms. The problem has become even more acute following the withdrawal of almost all international organisations and donor agencies. However, the MoE can be credited with identifying and closing some 700 ghost schools, something the previous administration failed to do. Amid mixed feedback on administrative efficiency and educational policy, especially girls' education, the fragile economy and lack of funding are among the key challenges.

Transforming Afghanistan's educational system requires both substantial funding and reform to address access and quality disparities. The future of education in Afghanistan hinges on a multifaceted, multi-stakeholder approach that combines community involvement, accurate data management, enhanced teacher support, robust policy frameworks, and international collaboration. Only in this way will the country tackle the challenges of inefficiency, transparency, and access inequalities. As the country navigates a complex socio-political landscape, prioritising education as a foundation for peace, stability, and progress must be at the forefront of both national and international agendas. Hence, through sustained effort and commitment, it is possible to foster an educational environment that serves all people, empowers women and girls, and ultimately contributes to a brighter future for the nation.

IIS Alumni Profile

IIS Alumni at a glance

Data updated: July 2025

In addition to conducting the triennial survey, the Alumni Relations Unit regularly updates alumni information on employment, chapter group membership, and demographics through various sources, including LinkedIn profiles and alumni portal.

837

Alumni Worldwide



Canada

177



United States

169



United Kingdom

154



Pakistan

119



Tajikistan

54



India

49

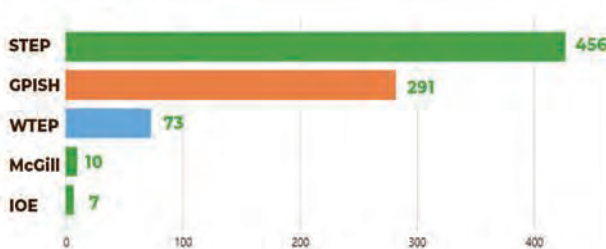


Portugal

14



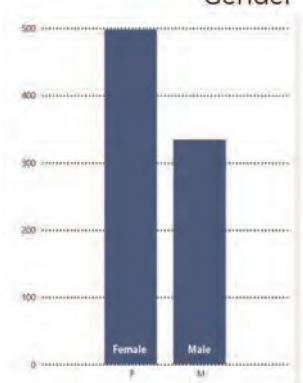
IIS Programmes



Chapter Groups



Gender



Academic Contributions

2021-2024. Data Based on alumni survey 2024

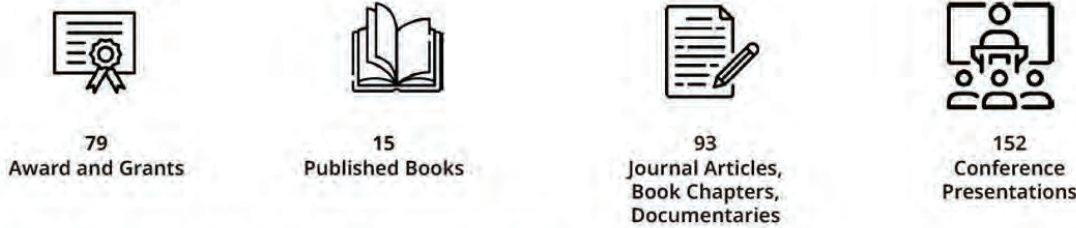
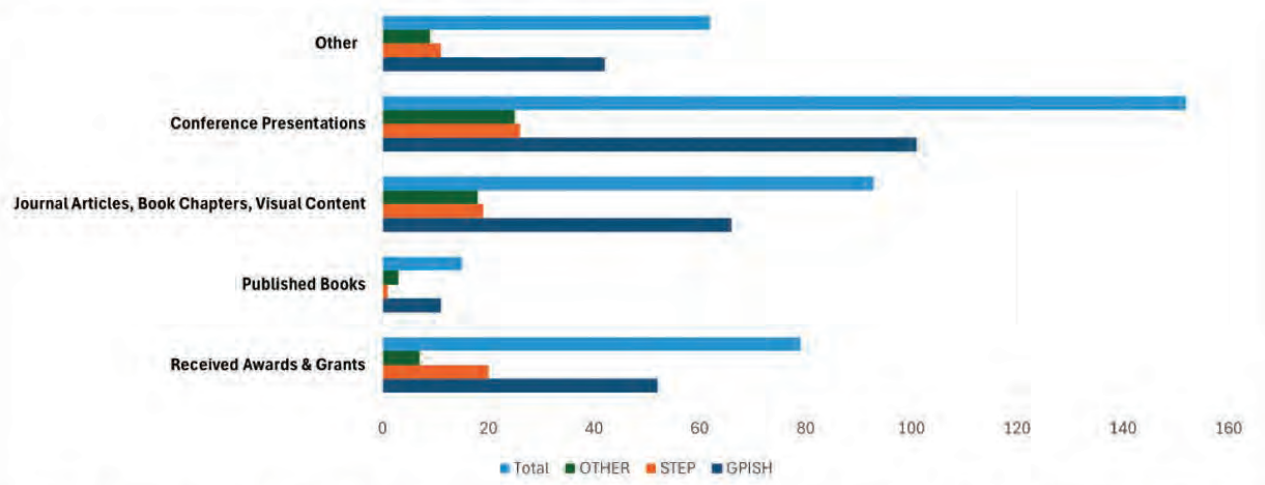
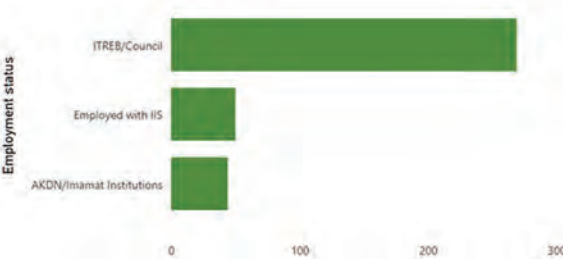


Figure 4: IIS alumni academic contributions since 2021. Data from 2024 profile survey



Other: Blog posts, articles for online newsletters, opinion articles in newspapers, poems, articles for digital libraries, articles for the IIS website, and articles for educators and general public.

Alumni Working with Jamati Institutions



Alumni working outside Jamati Institutions

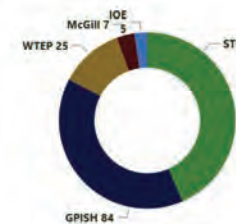


Volunteer Appointments

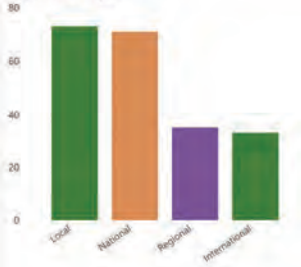
2021-2024. Within Ismaili and AKDN Institutions
Data based on alumni survey 2024



IIS Programme



Appointment Type



Alumni Benefits



Customised Internship Programme sponsored by the IIS for new GPISH graduates



A range of Continuing Professional Development initiatives are in place for STEP graduates, enabling them to enhance their skills and capabilities.



Access to funding of up to £1,000 for research, publication of monographs and articles, presenting papers at conferences, and attendance at courses.



Access to global job opportunities, conferences and events, as well as the international alumni directory via the IIS Alumni Online Community Portal



Free lifetime membership of the IIS Alumni Association



**Access to facilities
at the Aga Khan Centre,
including the Aga Khan
Library, London**



**Opportunities to publish
articles in the annual Alumni
magazine, which features the
academic and professional
contributions of IIS alumni
and much more**



**The opportunity to become
an alumni mentor to
current IIS students and
new graduates through
the IIS Alumni Mentorship
Programme**



**Leadership opportunities
to become a regional
President or Secretary
of the Alumni Chapter
Groups in Asia, Europe
or North America**



**Access to a
customised
Career Support
Programme**

Acknowledgments

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Metropolitan Museum of Art. (n.d.). 'Dancing Dervishes', folio from a Divan of Hafiz. Opaque watercolour and gold on paper, ca. 1480. The Metropolitan Museum of Art. Public domain

Page 3

Professor Zayn Kassam. Director of The Institute of Ismaili Studies (IIS)

Page 4:

Imran Khan. Coordinator, Alumni Relations Unit. Institute of Ismaili Studies

Page 5:

Chapter Group Leaders. Images provided by Shakeel Ahmed Shah, Attiya Rafiq Nathoo, Farah Elaha, Sobia Ibrahim, Nazra Ranmall, Ganjina Samirova

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Portrait of Avicenna (Ibn Sina) [Detail of a manuscript folio]. Metropolitan Museum of Art. Public domain

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Images provided by class representatives of GPISH 2024 and STEP 2024

Page 23:

Infographics provided by Alumni Relations Unit based on the 2024 survey data

Alumni Publications, Papers and Conference Presentations 2024-2025

Ali, A. N. (2025, January 23–25). Emerging Scholar Award. Seventeenth International Conference on Climate Change: Impacts & Responses, Florida International University, Miami, FL, United States. <https://on-climate.com/about/history/2025-conference>

(2025b) *Art and sustainability: The role of art in climate change education* [Conference session]. Seventeenth International Conference on Climate Change: Impacts & Responses, Florida International University, Miami, FL, United States. https://cgscholar.com/cg_event/events/C25en/proposal/74036

Ali, S. S. (2024). Oral traditions in world literature: Analysing the Bhagavadgita and the Ginans. In *Normativity and resilience in translation and culture* (Vol. 6). Berlin, Deutschland: Peter Lang.

Alí-de-Unzaga, Omar. (2024). *On ethics and character traits: An Arabic critical edition and English translation of Epistle 9 of the Ras'ā'il Ikhwān al-Ṣafā'*. Oxford University Press.

(2024b) Alí-de-Unzaga, Omar. (2024, March 14-15). 'Legal ethics and the ethics of the law: On Epistle 9 of the Ikhwān al-Ṣafā''. Paper presented at the international conference *Perceptions of Justice in the Christian and Islamic Mediterranean* (500-1200), Casa Árabe, Madrid, Spain.

(2024c) Alí-de-Unzaga, Omar. (2024, May 23). How much remains to be discovered in Ismaili sources? A hidden treasure: The eight hundred speeches of al-Mu'ayyad fī'l-Dīn (d. 1078). Paper presented at *Study Day on Ismaili Studies: History and Future Directions*, University of Naples.

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(2024b) Dad, A. A. The wall of ignorance. *The News on Sunday (TNS)*. <https://www.thenews.com.pk/tns/detail/1230037-the-wall-of-ignorance>

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Hamid, B. (2024). *Integrating science in religious education using an argument-based inquiry approach in Kampala Ismaili secondary classroom*. In M. Carmo (Ed.), *Education Applications & Developments IX*. inScience Press. <https://doi.org/10.36315/2024eadIX25>

Ibrahim, S. (2024). The politics of Hunza water [Paper presentation]. Rivers, Sacred Values and Environmental Attitudes Workshop, Swedish South Asian Studies Network (SASNET), Lund University, Lund, Sweden.

(2024b) Ibrahim, S. Planning for intergenerational futures [Research project contribution]. School of Geography, Earth and Environmental Sciences, University of Birmingham. <https://www.planning4cyp.com/resources/Intergenerational%20Futures%20BIG.pdf>

(2024c) Ibrahim, S. The politics of climate change and disaster risk response in Gilgit Baltistan [Flash talk]. UKADR Conference 2024, UCL Institute for Risk and Disaster Reduction, London, United Kingdom.

(2024d) Ibrahim, S. Sufism and ecofeminism in Senegal [Paper presentation]. Annual Conference on Muslim Women Religious and Civic Leadership, George Mason

University, Fairfax, VA, United States.

Jamal, A. A., & Motani, H. (2024). Islamic wealth management: Prospects, challenges, and the case of Singapore. *Capital Markets Law Journal*, 19(3), 260-279.

Kanchwala, R. (2025). Keynote speech at the *Growing Sustainable Communities* Conference, Dubuque, IA.

(2025b) Kanchwala, R. Come along for the ride [Play]. Presented at the Atlas INTERSECTIONS Festival, Washington, DC.

Karim, K. H. (2024). Tackling Hindu-Muslim conflict at the interstices of faith. *Georgetown Journal of International Affairs*. <https://gjia.georgetown.edu/2024/02/09/tackling-hindu-muslim-conflict-at-the-interstices-of-faith/>

(2024a) Karim, K. H. Foreword. In M. Ladha, *Aga Khan: Bridge between East & West*. East-West Publishing.

(2024b) Karim, K. H. Growing up Khoja in Kisii. In D. Manohar & G. Madhusudan (Eds.), *Kisii Indians Diaspora* (1898-2024).

(2024c) The Aga Hall Project. *Simerg*. <https://simerg.com/2024/07/22/i-concerns-about-the-aga-hall-project-in-mumbai-and-ii-sad-observations-by-a-canadian-ismaili-visitor-to-india/>

(2024d) Karim, K. H. Examining pluralism at the interstices of faith: Hindu-Muslim conflicts and confluences [Conference session]. Boniuk Institute Spring Convening on Religious Pluralism, Rice University, Houston, TX.

(2024e) Karim, K. H. Book discussion with Haroon Siddiqui, author of *My Name is not Harry* [Panel discussion]. Ismaili Centre, Vancouver.

(2024f) Karim, K. H. Panel: Realising the social conscience of Islam through institutional action - AKDN and its global impact [Panel discussion]. College Program on Islam, ITREB USA, Emory University.

Karmali, A. (2024). *A life of service: Major Abdulla Jaffer Lakhpatri* [Documentary film].

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Khan, A. W. (2025). The transformation of Maldarai (pastoralist livelihood) in Yarkhun Valley, Chitral, Pakistan: Impacts of neoliberalism, school education

and climate change. *Nomadic Peoples*, 29(1), 118-143. <https://doi.org/10.3828/whpnp.63837646691068>

Khan, M. B. (2024, April 3-5). Ismaili Muslim refugees from Afghanistan: Their settlement and identities. Paper presented at *Historical and Contemporary Migrations of Central Asian Muslims: History, Culture and Identity*, The Institute of Ismaili Studies, London, UK.

Khamis, A. (2024). *A holistic approach to the Sustainable Development Goals* [Conference session]. The 10th International Annual Conference, School of Education & Lifelong Learning, Kenyatta University, Nairobi, Kenya.

(2024a) Khamis, A., & Amrhein, C. One faith community's reassertion of itself in space and time: The case of the Ismaili Muslims in diverse contexts. In S. Brunn (Ed.), *Geography of time, place, movement and networks* (Vol. 3). Springer. https://doi.org/10.1007/978-3-031-58033-8_9

(2024b) Salim, Z., Khamis, A., Cassum, S., Kurji, Z., & Petrucka, P. Covid-19 lockdowns: A catalyst for rethinking assessments in skill-based nursing courses. In T. Betts & P. Oprandi (Eds.), *From lab to laptop: Case studies in teaching practical courses online* (Chapter 8). Active Learning Network. <https://openpress.sussex.ac.uk/fromlabtolaptop/chapter/chapter-8-covid-19-lockdowns-a-catalyst-for-rethinking-assessments-in-skill-based-nursing-courses/>

(2024c) Fumbuka, R., & Khamis, A. Exploring the impact of animated videos on students' understanding and retention of mathematics concepts [Conference session]. The 10th International Annual Conference, School of Education & Lifelong Learning, Kenyatta University, Nairobi, Kenya.

(2024d) Khamis, A. A holistic approach to the Sustainable Development Goals [Conference session]. The 10th International Annual Conference, School of Education & Lifelong Learning, Kenyatta University, Nairobi, Kenya.

(2024e) Khamis, A., & Mugendawala, H. Transforming Uganda's education system – A sub-national, evidence-based analysis towards improving learning outcomes [Conference session]. Foundations for Learning, Kampala, Uganda.

(2024f) Khamis, A., & Wachira, F. A pathway to sustainable development and digital literacy through integrating coding and robotics in early childhood education [Conference session]. 21st Conference on Mathematics, Science and Technology Education in Africa (COMSTEDA 21), Nigeria.

(2024g) Khamis, A., et al. Socio-emotional learning – A response to adversity [Conference session]. Investing in

Early Childhood: Building Human Capital along the Life Course, AfCEN, Dar es Salaam, Tanzania.

(2024h) Nyamanya, S., & Khamis, A. Bridging the gaps: Developing a gender and ECD course to enhance caregiver and frontline worker engagement in early years [Conference session]. Investing in Early Childhood: Building Human Capital along the Life Course, AfCEN, Dar es Salaam, Tanzania.

(2024i) Onsongo, W., Khamis, A., & Abubakar, A. Integrating socio-emotional learning in Kenya's competency-based curriculum: Building school and community partnerships for 21st century learners [Conference session]. The 10th International Annual Conference, School of Education & Lifelong Learning, Kenyatta University, Nairobi, Kenya.

(2024j) Otieno Okura, J., & Khamis, A. Bridging the gap between theory and practice: Evaluating the competency-based curriculum implementation in STEM education in Nyando Constituency [Conference session]. The 10th International Annual Conference, School of Education & Lifelong Learning, Kenyatta University, Nairobi, Kenya.

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Pak-Shiraz, N. (2025). Representing Muhammad: The prophet on screen. *Material Religion: The Journal of Objects, Art and Belief*, 21(1), 74–106.

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(2025c) Pak-Shiraz, N. Seed of the Sacred Fig by Mohammad Rasoulof [Guest contributor]. In *Sunday Morning Live* [Television broadcast]. BBC One.

(2024a) Pak-Shiraz, N. Television series as propaganda: The populist discourse in Aghazadeh. *British Journal of Middle Eastern Studies*, 51(2), 280–296.

(2024b) Pak-Shiraz, N. *Freedom of movement: A cinematic analysis of gender and space in Iranian culture* [Conference presentation]. The Institute for Advanced Studies in the Humanities, University of Edinburgh, Edinburgh, United Kingdom.

Penwala, A.-A. (2025). *Exploring Arab and Middle Eastern Communities in Canada Through Film* [Study guide]. National Film Board of Canada. Retrieved March 31, 2025.

Qurboniev, A. (2024). *Communities of Jurists in Muslim North Africa: Malikis, Ibadis, Hanafis and Ismailis* [Conference paper]. Muslim Group Formation in the Abbasid Period Workshop, AKU-ISMC and QMU, London, UK.

(2024b) Qurboniev, A. (2024, September 26). *Stylometric approach to the Epistles of the Brethren of Purity* [Conference paper]. DAVO Congress, Gottingen, Germany.

(2024c) Qurboniev, A. *Nizari Historiography Near the End of Time: A Reconstruction of the Alamut Library* [Conference paper]. IIS conference Nizari Ismailis and Spiritual Resurrection, London, UK.

Saleem, S. (2024, November). *Religion and Development: Faith Based Organisations (FBOs) in Pakistan* [Conference presentation]. American Academy of Religion Annual Meeting, San Diego, CA.

Saleh, A. (2024). *Kaleidoscope: An anthology of illustrated children's stories*. Indus Valley School of Art and Architecture, Continuing Education Programme. <https://www.cep.ivs.edu.pk/>



The Institute of Ismaili Studies

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