CHAPTER II

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Before embarking upon research, it is highly required to locate, study and evaluate the related researches, published material and reference books. Education yearbooks, encyclopedias and research abstracts are also important. This gives an adequate familiarity to the researches with the material of his interest moreover; it shows what has been already done previously. The researcher has to build up his work upon the accumulated knowledge of the past. This gives a lot of information plus hints, which provide material for future research.

The survey of related literature enables the researcher to know the means of getting to the threshold of his own research. Unless he has learnt what others have done and what still is left behind to be done, he cannot go with his own study that may contribute something to the stone of knowledge existing in his field.

Such a study makes him alert to possibilities and save him from going astray. It saves pointless repetition and add contribution to his general scholarship.

Al – Qur’an (Arabic Text)

This is the primary source of this research. The Quran is revealed in Arabic, its original text exists in Arabic. It is printed all over the world in Arabic. The government of Saudi Arabia every year distributes lacs of copies of the Arabic text and translations to pilgrims coming over there to perform Haj. The king of the state who is also the custodian of the Two Holy Mosques of Mecca and Madinah has established a complex for the printing of the Holy Quran at Madinah. The researcher followed a copy from the same complex.
The present arrangement of the Quran comprises in thirty parts, bound together, each with a demarcation. These are called as ‘Juz’ or ‘Para’. Every ‘Juz’ contains some Surahs (Chapters) short or lengthy. There are such one hundred and fourteen chapters, each beginning with ‘Basmalah’, which reads as ‘In the name of Allah, the most Gracious, Most Merciful’. However, the ninth chapter does not begin with a ‘Basmalah’. In each chapter verses have been appropriately numbered. Moreover, there are sections in the lengthy chapters, may be more than one, called as ‘Ruku’.

All the copies of the Quran contain the same text along with the same arrangement. There is no matter where it is printed or published from.

The chapter’s posses names, symbolically, it has nothing to do with its content. The names of persons, places, prophets and even the names of some animate objects are given, simply to provide a clue to the content.

Prophet Mohammad was born in Mecca and was appointed as a prophet over there, so revelations made over there are given the title ‘Meccan’ i.e. revealed at Mecca. When he migrated over to Madinah, the revelations made over there are subsequently called as ‘Medinan’. As such eighty-eight of the Surahs were revealed at Mecca and twenty-six in Medinah.

The commentators also believe that several Surahs are composite, containing revelations received at Mecca and Madinah. A Surah does not deal with a particular subject; it refers to a number of topics like signs in the universe, injunctions, admonitions, commandments and invocations. The verses on scientific topics do not contain in one surah but are scattered over various surahs. They have to be pieced together to obtain a complete picture.

"Tafheemul Quran", is basically in Urdu, it is a translation and commentary upon the Holy Quran by the great Muslim Scholar Syed Abu'l Aala Maududi.

The present study is primarily based upon the verses of the Holy Quran therefore the researcher has been much benefited from
this work. This is a simple, impressive and enlightening commentary upon the Quran. The author has dealt with every chapter specially by giving complete historical detailing of its revelation. He has tried very well to decide the time and existing state of affairs at the time of its revelation.

Wherever the scientific ideas are expressed he had taken a keen note of them and gave its relevance appropriately. Being a man of modern times, he has dealt with the verses very appropriately by explaining them fully. He has reached to the conclusion that lot of verses of the Holy Quran deal with science in order to create an attitude of enquiry in human mind so that it could try to reach its creator and recognize his master. This work is in six volumes, published from time to time since its first writing.

"Holy Quran", meaning and commentary in English by Abdullah Yusuf Ali. It is a famous work from the learned scholar famous for its elegance and superior style. He has translated the verses by keeping himself very near to its Arabic text. He has given introduction in the beginning to every chapter and tried well to reproduce its list. It is commenting notes are abundant and explanatory.

He has given nice explanation to the verses containing scientific ideas. He has given a right treatment to them as signs of God in the Universe. The meanings of the verses have been clarified in a way to convey the right idea obtaining from the verses. Satisfactory explanatory notes are spread through out the book, which are very helpful in understanding the ideas.

Lot of verses speaks about rains, winds, fruits, creeps, animals and natural phenomenon. The researcher has benefited in depicting science in the Holy Quran with the help of this work.

The study was designated to highlight the role of different types of educational institutions in the cultural development of ancient India from the early Vedic period to the Kushan period.

The sources of study were the Vedas, Upanishads, Jain and Buddhist literature, the epics etc.

Main findings: 1) Religion was the most important factor influencing Indian society, therefore educational institutions laid stress on imparting religious education.

2) The educational institutions were mainly concerned with the preservation of the original form of the religious texts and only Brahmins were considered fit for the task so only Brahmins were provided educational facilities.

3) The educational institutions, afterwards, started paying attention to the education of kshatriyas and Vaishyas also, consequently, attention was paid to education in techniques for warfare, medicine, music and different branches of science.

4) In the post Vedic period education of the masses got interest and stress was given to character building and social service.

5) Educational institutions were managed by individuals, under the patronage of well to do and chieftains. There was no organized net work of state control.


The study aimed analyzing the system of education in medieval India (1526-1761 A.D.) It is a historical and descriptive study.

Major findings:

1) Primary education was initiated with a ceremony called "Bismillah Khani", to seek the blessings of the elders.
2) In the beginning, simply reading of the text of the Holy Quran was taught to acquaint with religion, moral and ethics to mend their future life.

3) Maktab was the place for elementary study and was attached to mosque or some convenient place.

4) Teachers were required to be particular about five things daily, namely i) identification of a verse; ii) identification of words; iii) knowledge of verse; iv) knowledge of a poem; and v) recapitulation.

Secondly education included teaching of Persian literature and elementary Arabic. The students were expected to come to the class fully prepared and to put questions and discuss subject matter during lectures. Oral and written examinations were held. At higher level, medium of education was Arabic. Teachers enjoyed complete freedom and used to prepare syllabus, educational schemes etc. They were institutions by themselves commanding highest esteem.


Objectives : to study how did the Britishers framed the educational policy and practice in India.

Major Finding :Primary Education I) Earlier the British observed a policy of non-involvement in education which slightly changed later.

ii) "Down ward filtration", policy was highly criticized because there were countries experimenting mass education while British were thinking of the education of the elite.

iii) The British Government laid down the principle of secular education.

iv) With the recommendations of Lord Ripon began the process of decentralization of education in India.
v) Curriculum changes at the elementary stage were influenced by British policies.

vi) British policy also brought strict state control over education.

Secondary Education:

i) The transplantation of secondary schools was introduced on the recommendations of wood’s dispatch.

ii) Examination system was introduced.

iii) The Hardinge Resolution (1844) attempted to link education with employment.

iv) Scholarship scheme and state control came up.

University Education:

i) Wood’s dispatch not only suggested the setting up of universities but presented a model for planning for them.

ii) Universities under British policies, effected the following:

   a) Began to award degrees.

   b) Introduced practicals in Sciences.

   c) Instituted middle class examination.

   d) Observed elections.

   The system of grant-in-aid was drawn, entirely, on the model existing in England. Some principles regarding rules, fees, specific purpose, grant, local role, payment by results, etc. which were being followed in England were adopted in India too.

   Ray K.L. “education in Medieval India (1200 – 1707 A.D.)


The objectives of study were:

i) to examine the contribution of the ruling class in Education.

ii) to survey Muslim education at primary, secondary and higher secondary stages.
iii) to compare the Muslim system of Education with the Hindus system of Education.

iv) to make a comparative study of women's education in the Muslim and Hindu systems.

v) to bring out the special features the education of royalty, and

vi) to examine the development of libraries and calligraphy under the Muslim education system in India.

Historical method was adopted for study:

Major findings:

1. Muslim rulers, generally were reluctant to take up anything from the Indian context.

2. Maktabs and Madarsahs, though imparted religious education but there was an arrangement for imparting knowledge in the 3 R's. Calligraphy was generally encouraged along with painting, singing and sculpture etc.

Maktab education was elementary in nature. Only a limited number of children received higher education with individual effort and patronage, famous seats of learning were created in most cases.

The education of Princes was not neglected. Women education could not thrive because of Purdah system and early marriages. The benefit for Hindu Society was that Maktabs and Madrasa were thrown open to them also. An important result of mutually reciprocal understanding was the creation of a new language, namely Urdu. A large number of libraries came into existence.

The Muslims in the medieval period were under the dominating influence of theology. The democratic spirit of Muslim education became even more democratic when it threw its doors open to Hindus. Secular subjects could find a place in the curriculum. Education was free of charge. "Modern reconstruction of education in India pursues both intellectual and technical education as was in the Muslim period. Diversification of courses of studies
and diversion of students to technical education is the object of Muslim education. Muslim education was suited to the prevailing conditions of the country and the requirements of students. The cultural unity of India was an important achievement of Muslim education."

"Saath Aasman Our Unki Bulandiyaar" is a good effort from Mohammad Eesa Azmi on the topic of Astrophysics specially dealing with the solar system, galaxies and the seven firmament of the skies. He has presented, almost, accumulated at one place a number of verses upon topics like, the earth, the Skies, the heavenly bodies including the galaxies and quasars etc. He has collected information from a lot of sources and their pursuit did well to give explanation to various verses. He has collected concrete material, specially that we generally find in American atlases and world Atlases along with coloured photographs of the planetary bodies. The book contains relevant and concrete information on the subject and gives satisfactory explanation. He has proved with the help of forty four verses of the Quran that there exist life on the other worlds as it does on earth. Apart from this he has covered the topics like the creation of the universe. The height of the Skies, the galaxies particularly our own galaxy and our own solar system. He has given full detail upon every planet of the solar system and about various other stars. The book seems to be encyclopaedic in coverage, scholarly in description and depict a fine picture of the scientific verses revealed in the Holy Quran. He has supported his work with relevant appendices and takes heavy knowledge upon the subject which makes the Quranic verses comprehendible.

"Quranic Ayat Our Scienci Haquaeg" by Dr. Haluke Noor Bauqui, is a unique work intended to give scientific explanation to a number of the Quranic verses in the light of Modern data.

The writer is a learned man and well versed both in the Quranic knowledge and an information on modern. He has been largely benifitted by the scientific and technological progress of the day. He has tried his level best to match a host of the Quranic verses, specially those related to Physics. He has selected fifty
verses of the Holy Book and showed well how they do contain the
grains of modern data explained in old terms so as to enable the
people of that time to comprehend them. In doing so, he has
matched the verses in the light of available stock of knowledge and
proved well that the verses had disclosed, these facts, so many
centuries before. The matter related to Physics and Astrophysics
seem to be harder for the sake of comprehension, but a good
explanation is supportively used for understanding. At some places
for example, the explanation related to the discovery of petroleum is
never, appeal to the reader. But he has finely proved the
presentation of science in the Holy Quran, concretely.

"How to teach Science?" by V.K. Kohli is a popular work on
the teaching of the subject. He dealt with the nature of science
furnishing definitions of renowned scientists. He has explained well
as to what the science stands for? He has explained nicely various
ideas related to scientific field and described the various concepts
involved therein. The impact of science upon human life, the values
of science and the social obligations to be observed by science has
been discussed. As the present study is related to scientific
concepts, the researcher, made an easy access to this work in order
to include the ideas in his own work. Basically the book is meant for
university students of the faculty of education, the researcher being
an educator in the same field found the work highly useful and used
the relevant matter frequently as the work is correlative to the
introduction of science.

"Tazkera-e-Haywanat" a book on the animals of the Quran by
Dr. Mir Gauhar Ali Khan. The writer is struck by the occurrence of so
many animals in the Quran, like the camel, the horse, the fleece, the
monkey, the elephant, the dog, the donkey, the cow, the fish, the
snake, the frog, the pig and the Ostrich. Then insects like the spider,
the fly the bee, do also exist. There is a special mention of the birds
like the crow, the Hud hud with a reference to their flight and
migration. In a sense, there is a reflection of the versatility of the
Quran that apart from being a book of guidance it touches a variety
of subjects. The writer has dealt in detail, covering some relevant
scientific aspects of these animals proving the worth of the content related to science in the Quran. The book restricts itself to observing some specific features of the animals related to human being. But the main emphasis is the bearing of the subject in the Quran. The author also has touched some edible products from the animals and elucidated upon their legitimacy.

He has given how the residents of Arabia, had been provoked to observe and study the creatures present around them. A lively example of the camel suiting to the desert environment, has been dealt when the Quran diverts attention towards its construction and structure as to how it has been designed to adapt itself to the hot climate of Arabia. Likewise, the writer from a totally scientific point of view considered the life and habitat of so many animals. The study supported the researcher to build upon it his own study.

"Ahadith main Muzkoor Nabatat, Adviya our Ghizaen" penned by Dr. Ishaetedar Husain Farooqui, an scholar and expert of economic botany. He describes the plants, medicines and food appeared in the 'Traditions' of the Prophet Mohammad.

Prophet Mohammad, the torch bearer of the Holy Quran innovated many things by his own insight and practice in the light of the Quran. People used to go to sorcerers in his days. Medical knowledge and treatment was missing. People used to take treatment as an uncecclesiastical procedure against faith. But the Prophet not only suggested the people but himself used to take medical treatment whenever he was ill. It is a fact, well accepted by historians like Duglas Guthene. It has been explained well in the book. Guthene believed that the deep interest and the expansion of medical science was due to the instructions and admonitions of the Prophet, so much so that there exist a medical branch known as "Tibbe Nabvi", that is the medicinal practice of the Prophet.

The writer did well to comprehend the words and practice of the Prophet in the light of modern medical science. He says, "The fast expanding development in science have strengthened the faith of the believers that the Quran and the traditions of the Prophet are totally in consonance with the medical science.
The writer has taken a review of the plants, medicines prepared by them and their practitioners. Accordingly food and its effects are also a topic proving the researcher’s hypothesis of the contribution of the Muslims in early days.

*M.N. Roy* in his *“Historical Role of Islam”*, Renaissance publications, New Delhi (1981) has taken a good account of the role played by Islam in the world scene. He was a Staunch Communist and a veteran political leader. His work is a beautiful treatise on the fascinating chapter of human history.

He has dealt with historical and political factors leading to the propagation of Islam. He appreciates the role model of Prophet Muhammad and gives full credit to the prophet’s personality being the embodiment of the virtues proposed by The Qur’an. But he mistook the monotheism of the prophet by assessing it as a means for removing small idols to install a big one i.e. Allah to establish his oneness. The monotheism is an essence of the teachings of the prophet and is evident through the scattered signs of the creator in the universe.

He has given full credit to the teachings of the prophet that created a social and moral revolution in the world of humanity.

*“Tareekhe Tibb”*, is a good work on medical science of the Muslims by Agha Ashraf (Mehboob Book Depo., New Delhi). He has dealt with the development of medical science from the Greek period to medieval times. He has given how medical science came into existence.

The Islamic workers based their earlier studies on the work of the Greeks but developed it so much so that they devised and developed their own system.

The Qur’an had given enlightenment to them and the teachings of the prophet had inspired them to conduct service to mankind by providing medical care and assistance but this required a sound knowledge of medicine.

The author himself being a practitioner could deal the subject at length. Meanwhile he has given a good account of the medical
stalwarts of medieval times showing the progress and innovations of the Muslims in their period.

"Ahde Islami main Technology", is basically a work of Ahmed Yusuful Hasan and Donald Hill but it has been abridged and rendered in Urdu by Asrar Ahmed Khan and Dr. Zaki Kirmani.

The book takes a good review of the progress of Technology in Islamic period. They have proved the good additions in technology by Muslims and have also showed that before the awakening in Europe, their was scientific and technological development in Arabia, China and India. also. They have shown that the Muslim countries were fully progressive upto 16th century.

To begin with the progress of technology in Islamic period is discussed with reference to its bases upon Greek work. They have dealt the works in mechanical engineering, Civil engineering, Military engineering, Shipping, Tannery, Textiles, etc. There is a good amount of pictures and photographs of original things increasing the worth of the book.

As the researcher has selected historical survey method therefore studying "The Muqaddimah", of the father of history, "Ibne Khaladun", was a must. Basically it is in Arabic, English rendering by Rosenthall and Urdu by Maulana Raghib Rahmani Delhvi from Etequad Publishing House, Delhi is available. This introduction to history is written when the learned historian was passing his last days in the fort of Ibne Salama, in the last quarter of the 8th century.

Ibne Khaladum, observes in it through his vision and insight the history of humanity. He has taken into account the ups and downs of time in the life of the nations of the world.

He observed that the nations rise and fall on the basis of their morality and spirituality. Apart from history, Ibne Khaladum has discussed a host of subjects like economics, education, spirituality. He has written history in twelve volumes and meanwhile he got the insight which finds its expression in Muqaddimah. Rosenthall has translated it into three volumes. Muqaddimah proves that history is
the record of not only man’s evolution on Earth but an account of his deeds, good or bad.

"Islam and the West", is a master piece from the pen of great Islamic Scholar “Syed Abul Hasan Ali Nadvi”. It has been, owing to its worth, translated into many languages of the world like Urdu, English, Persian, and Turkish. Basically it is in Arabic.

The book is very relevant from the point of view of this study as it studies the state of world before the advent of prophet Muhammad. Starting from 6th century, the author has taken a review of the Roman and Persian civilizations and their decline. He has given an account of the Jewish and Christian world also. Then after the advent of prophet Muhammad and because of his revolution in the human society the changing conditions are studied. The change in the Social; Economical, Moral and Spiritual world is observed. The third chapter deals with the Islamic leadership and the developments because of it. A special chapter is written on the influence of the Islamic contributions on the World, wherein, it is shown how change could be engineered because of Muslims. The contribution of Islam is freely expressed.

In a niceway, these influence upon humanity as a whole is observed. Europe was a beneficiary of this, is evident in the content clearly.

"Ancient Indian Education", is a master piece on the subject by Radha Kumood Mukerji.

The book takes the review of educational activities the involving philosophy and practice during Vedic and Brahanamanical period at length. A mention to Vedas, Upanishadas and other important works is freely given. A detailed study of the Philosophy and practice of the Buddhistic period is also given.

The author has referred primary sources frequently and a sound information is provided on the basis of authentic works.

How education flourished in Vedic period and the procedure and methodology of gurukula system is clearly brought to notice.
Meanwhile the basic tenets of Hinduism, basic rituals and formalities observed by the society is discussed.

The teacher-taught relationship, the importance given to teachers in those days, the piety and righteousness observed by them is analysed and appreciated and recommended.

As the present study required a reference of ancient period, the book proved very much useful in getting a picture of that.

"A History of Indian Education" by P.L. Rawat, is a work upon the history of education in the country. The author has covered vital topics of Indian history going back to ancient times.

He has referred to Vedic and post Vedic periods touching to education in the age of Sutras and epics. He has given the underlying philosophy along with the procedure followed by both the teachers and taughts.

He has taken a review of Brahmanical and Buddhistic education showing their aims and objects, system of education and ancient seats of learning.

Part II is reserved for Medieval education. He has given an account of the Muslim rulers for the patronage, they showed for education. The subjects of study and curricula is also mentioned.

Then in part, three he has observed the progress of education in modern period. How did the Britishers make an advent and how could they shape and frame the system of education is put forth, authentically. The present study could get a base provided by this work.

"A students History of Education in India", by Syed Nurullah and J.P. Naik is an authentic and systematic treatise on the theme. The learned authors have based their work on the educational records and Gazettes available with the Government and have carved out a very dependable work.

As the present study assumes that it were the Britishers who gave a concrete scientific base to Indian education, is proved authentically with this work.
The Religious educational practice in India is given a diversification by these foreign rulers, but it was on the option of the people of the land also. The work taken into account ranges from 1800 AD to 1965 AD.

The researcher didn't want to touch this subject in depth as a passing reference was required. The book provides very important clues that are responsible in the course of history for the erection and modification of Indian education. The various events responsible for the framing of a policy, the governments intention of educational responsibility, the missionary efforts, all have been taken into account. The researcher has based mostly his work upon this treatise owing to its authenticity and strength of its references.

"Some renowned Scientists' Comments on the Scientific Miracles in the Holy Quran" are down loaded instantly.

The following comments of scientists\(^1\) on the scientific miracles in the Holy Qur'an have been taken from the videotape entitled The Truth. In this videotape, the scientists while giving the following comments, expressed themselves.

1) Dr. T. V. N. Persaud, Professor of Anatomy, Pediatrics and Child Health, and Professor of Obstetrics, Gynecology, and Reproductive Sciences at the University of Manitoba, Winnipeg, Manitoba, Canada. when asked about the scientific miracles in the Qur'an stated the following:

"The way it was explained to me is that Muhammad was a very ordinary man. He could not read, didn't know [how] to write. In fact, he was an illiterate. And we're talking about twelve [actually about fourteen] hundred years ago You have someone illiterate making profound pronouncements and statements and that are amazingly accurate about scientific nature. And I personally can't see how this could be a mere chance. There are too many accuracies and, like Dr. Moore, I have no difficulty in my mind that this is a divine inspiration or revelation which led him to these statements."

\(^1\) Source - www.islam-guide.com
Professor Persaud has included some Qur'anic verses and sayings of the Prophet Muhammad in some of his books. He has also presented these verses and sayings of the Prophet Muhammad at several conferences.²

2) Dr. Joe Leigh Simpson the Chairman of the Department of Obstetrics and Gynecology, Professor of Obstetrics and Gynecology, and Professor of Molecular and Human Genetics at the Baylor College of Medicine, Houston, Texas, USA. also the president of the American Fertility Society, studied the following two sayings of the Prophet Muhammad.

'In every one of you, all components of your creation are collected together in your mother's womb by forty days...'

'If forty-two nights have passed over the embryo, God sends an angel to it, who shapes it and creates its hearing, vision, skin, flesh, and bones....'

He studied these two sayings of the Prophet Muhammad extensively, noting that the first forty days constitute a clearly distinguishable stage of embryo-genesis. He was particularly impressed by the absolute precision and accuracy of those sayings of the Prophet Muhammad. Then, during one conference, he gave the following opinion:

The two hadeeths (the sayings of the Prophet Muhammad) that have been noted provide us with a specific time table for the main embryological development before forty days. Again, the point has been made, I think, repeatedly by other speakers this morning: these hadeeths could not have been obtained on the basis of the scientific knowledge that was available [at] the time of their writing ....... It follows, I think, that not only there is no conflict between genetics and religion but, in fact, religion can guide science by adding revelation to some of the traditional scientific, approaches, that there exist statements in the Qur'an shown centuries later to be

² Ibid
valid, which support knowledge in the Qur'an having been derived from God."³

Dr. E. Marshall Johnson, Professor Emeritus of Anatomy and Developmental Biology at Thomas Jefferson University, Philadelphia, Pennsylvania, USA, in 1981, during the Seventh Medical Conference in Dammam, Saudi Arabia, said in the presentation of his research paper:

“The Qur'an describes not only the development of external form, but emphasizes also the internal stages, the stages inside the embryo, of its creation and development, emphasizing major events recognized by contemporary science.”

Also he said: "As a scientist, I can only deal with things which I can specifically see. I can understand embryology and developmental biology. I can understand the words that are translated to me from the Qur'an. As I gave the example before, if I were to transpose myself into that era, knowing what I knew today and describing things, I could not describe the things which were described. I see no evidence for the fact to refute the concept that this individual, Muhammad, had to be developing this information from some place. So I see nothing here in conflict with the concept that divine intervention was involved in what he was able to write."⁴

4) Dr. William W. Hay is a well-known marine scientist. He is Professor of Geological Sciences at the University of Colorado, Boulder, Colorado, USA. After a discussion about the Qur'an's mention of recently discovered facts on seas, he said:

"I find it very interesting that this sort of information is in the ancient scriptures of the Holy Qur'an, and I have no way of knowing where they would come from, but I think it is extremely interesting that they are there and that this work is going on to discover it, the meaning of some of the passages." And when he was asked about

³ Ibid
⁴ Ibid
the source of the Qur'an, he replied: "Well, I would think it must be
the divine being." 5

5) Dr. Gerald C. Goeringer, Course Director and Associate
Professor of Medical Embryology at the Department of Cell Biology,
School of Medicine, Georgetown University, Washington, DC, USA.
During the Eighth Saudi Medical Conference in Riyadh, Saudi
Arabia, stated the following in the presentation of his research paper:

"In a relatively few aayahs (Qur'anic verses) is contained a
rather comprehensive description of human development from the
time of commingling of the gametes through organogenesis. No
such distinct and complete record of human development, such as
classification, terminology, and description, existed previously. In
most, if not all, instances, this description antedates by many
centuries the recording of the various stages of human embryonic
and foetal development recorded in the traditional scientific
literature. 6

6) Dr. Yoshihide Kozai is Professor Emeritus at Tokyo University,
Hongo, Tokyo, Japan, and was the Director of the National
Astronomical Observatory, Mitaka, Tokyo, Japan. He said:

"I am very much impressed by finding true astronomical facts
in [the] Qur'an, and for us the modem astronomers have been
studying very small pieces of the universe. We've concentrated our
efforts for understanding of [a] very small part. Because by using
telescopes, we can see only very few parts [of] the sky without
thinking [about the] whole universe. So, by reading [the] Qur'an and
by answering to the questions, I think I can find my future way for
investigation of the universe." 7

Professor Tejatat Tejasen is the Chairman of the Department
of Anatomy at Chiang Mai University, Chiang Mai, Thailand. During

5 Ibid
6 Ibid
7 Ibid
the Eighth Saudi Medical Conference in Riyadh, Saudi Arabia, Professor Tejasen stood up and said:

"During the last three years, I became interested in the Qur'an.... From my study and what I have learned from this conference, I believe that everything that has been recorded in the Qur'an fourteen hundred years ago must be the truth, that can be proved by the scientific means. Since the Prophet Muhammad could neither read nor write, Muhammad must be a messenger who relayed this truth, which was revealed to him as an enlightenment by the one who is eligible [as the] creator. This creator must be God. Therefore, I think this is the time to say La ilaha illa Allah, there is no god to worship except Allah (God), Muhammadur rasoolu Allah, Muhammad is Messenger (Prophet) of Allah (God). I have gained not only from the scientific point of view and religious point of view but also the great chance of meeting many well-known scientists.

These are the authentic reports of the world scientists on the topic of science in the Qur'an and the researcher has incorporated this in his work feeling it relevant.

As the present study is based on the Holy Qur'an the researcher didn't find any reference to it in the early three surveys of M.B. Butch. Similarly, there don't exist any references upon this topic in the next three surveys of education conducted by N.C.E.R.T. Delhi. Therefore the researcher consulted a lot of works of which only some are mentioned here. It is not the case that the researcher was to proceed independently. Lot of the works, which were found useful, consulted according to the objectives of the study.

However, the researcher is successful in acquiring a sound foundation on the works of these learned authors. But the difficulty was to consult so many works related to Qur'an, science, history of education and to the general topics. Similarly information super highway was also a dependable source whose references occur in the study frequently.

*Ibid*