TOWARDS EDUCATION REFORM IN BANGALDESH: INTEGRATION PERSPECTIVES

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BACKGROUND

- Bangladesh, established in 1971, by a separation from Pakistan, is a south-Asian country comprising of 91.04% (150 millions) Muslims out of a total population of 163 millions.
- BD people do not understand and practice Islam as a comprehensive way of life due to the country's dominant secular character.
- Secular and anti-Islamic concepts have developed in academic programs at all educational institutions in Bangladesh.
- These have been producing the graduates who have opposing the Qur'anic worldviews, Muslim lifestyles and Islamic Identity.
- As a result, the country is losing many of the traditional norms, local customs and ethical values and is plagued with materialism, violence, intolerance, corruption and other moral degradations.

BACKGROUND

CONT…

- The University of Dhaka, established in 1921, is considered as pioneer public university which produces the leaders and professionals for the national and international arena.
- The University of Dhaka was a political gift by the British to the aggrieved Muslims of the then East Bengal
- This Establishment broke the conservative outlook of Muslims with regards to English education
- the University project was designed by the British and its educational planning was made by the Hindus of West Bengal under the supervision of Calcutta University.
- Consequently, the curriculum was influenced by their secular ideologies (i.e. Greek Roman Political Theories and philosophies, the rise of Renaissance and reformation and British pattern of politics etc included)

BACKGROUND

CONT…

- In Pakistan era (1950-1960), there was a small effort to introduce some Islamic elements by the few Muslim academics.
- In post-independance period, it turns back to secular ideology. (i.e. American pattern of Politics, Globalizations and neo-liberal issues have included to the curriculum).
- The relevancy of Islam has totally been Ignored in every aspects of educational curriculum .
- Therefore, a well-balanced and integrated personality is needed in order to save the country in particular and to promote a nation with Islamic Identity in general. This could be achieved through reform in the education system.

CONCEPT OF EDUCATION

- Education is a dynamic process that transferring a man into human, social, moral and spiritual being.
- There is a lot of discussion and debate with Liberal education and Islamic education system.
- Western philosophers claim that, Liberal education plays a vital role to prepare a good citizen by unlocking his/her immense potentialities that enable individuals to develop their skills and abilities and become capable of leading satisfying and worthwhile lives.
- Islamic philosophers argue that education in Islam is not merely the transmission of knowledge but is essentially to maximize the human potentials in an integrated manner. (Ref. Al Attas/ Ali Ashraf)

CONT…

CONCEPT OF EDUCATION

- Education should aim at the balanced growth of the total personality of Man through the training of Man's spirit, intellect, rational self, feelings and bodily senses. The training imparted to a Muslim must be such that faith is infused into the whole of his personality and creates in him an emotional attachment to Islam and enables him to follow the Quran and the Sunnah and be governed by the Islamic System of values willingly and joyfully so that he may proceed to the realization of his status as *Khalifatullah* to whom Allah has promised the authority of the universe.

{Ref. Syed Muhammad al-Naquib al-Attas, (ed.), Aims and Objectives of Islamic Education, Jeddah: King Abdul Aziz University, 1979, pp. 158-9}.

EDUCATIONAL DUALISM IN THE AGES

- A disturbing legacy of the colonial rule in Muslim countries is educational dualism (Rosnani, 2004)
- The objectives of the imported modern educational system are aptly described by the British Viceroy Lord Macaulay‟s famous education minute of 1835 which says-

> We must at present do our best to form a class who may be interpreters between us the millions whom we govern; a class of persons, Indian in blood and color, but English in taste, in opinions, in morals, and in intellect. To that class we may leave it to refine the vernacular dialects of the country, to enrich those dialects with terms of sciences borrowed from the Western nomenclature, and to render them by degrees fit vehicles for conveying knowledge to the great mass of the population (Lees, 1871: 102).

ORIGIN OF EDUCATION IN WESTERN CIVILIZATION

Greeks laid the foundations of modern education, aiming for wisdom and virtue (Kalos K'agathos)- wise & good man

Greek education system, rooted in philosophy, influenced higher education globally through works of Socrates, Plato, Epicurus, and Aristotle.

The fundamental aspect in the curriculum of the University of Paris 12th century is theology, as reflected in its tradition of liberal education.

The Paris model has been emulated by the Oxford and Cambridge universities in England, as well as Harvard college, Boston, USA.

FOCUSED ON RELIGIOUS THOUGHT

University of Paris (established 12th century) served society through the church.

Theology played a central role in the curriculum of the University of Paris.

Oxford, Cambridge, and Harvard followed the Paris model.

Harvard University (founded 1636) also had a theological foundation in its curriculum.

CONT.(FOCUS SHIFTED TO RATIONAL THOUGHT)

Universities of Halle and Berlin (17th century) shifted focus from theology to socio-religious transformation, emphasizing free inquiry, scientific thinking, and rationalism.

Halle University aimed to prepare students for employment rather than preserving religion or nurturing awareness of God's presence.

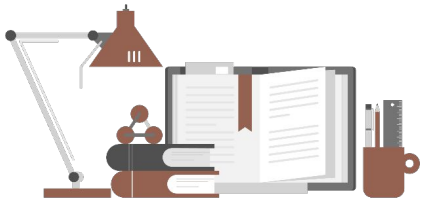
This era marked a turning point with religious wars/crises, leading to dissatisfaction with religion and the separation of state and church.

CONT.(FOCUS SHIFTED TO ECONOMIC THOUGHT)

European universities in the 1970s shifted to serving the economic order.

The University of Phoenix, established in 1976, focused on skills rather than religion.

Education aimed at democratic citizenship, critical thinking, and communication skills.



FOCUS SHIFTED OF WESTERN EDUCATION

- Focused on Theological / Religious Thought
  - 12th Century – The University of Paris: To serve the society through the church.
- Focus Shifted to Rational Thought
  - 17th Century – The University of Halle: Scientific thinking and rationalism.
- Focused shifted to Economic Thought
  - 19th Century – Employment (Skill focused graduate).
- Transformative (Life long learning)
  - 20th Century onward – Social, Moral and cognitive aspects of life.

PHILOSOPHICAL FOUNDATION OF WESTERN LIBERAL EDUCATION

Major Philosophies	Metaphysical Status	Implication to Educational curriculum
Idealism	Proclaims the Suprime nature of Human being and Universe. Reminiscence of Latent ideas by which human being recalled the Truth	Morally excellence people who acted by the reason.
Realiasm	Objective order of reality that exist independent of and external to our minds. Duality in human Involve scientific methods	Exercise reason to guide his/her ethical conduct /political behavior
Thomism	Scholasticism(the body of philosophical doctrines articulated by religious scholars) Synthesis of Greek rationalism and Christian Doctrins.	Reconciliation of reason and faith
Pragmatism	Truth was a tentative assertion derive from human experience. Human situtation was not to transcend experience but to solve human probelms.	Reshaping our thinking and schooling Problem-solving activities

Harvard scholar Harry Lewis criticized universities for neglecting education and society's decline.

(Ref: Excellence without a soul: How a Great University Forgot Education, 2006)

ORIGIN OF EDUCATION IN ISLAMIC CIVILIZATION

Islamic Higher Learning Institutions emerged and flourished from the 7th to 13th century under Muslim scholars and rulers (Ulama and Umera).

Islamic civilization thrived in various Muslim lands like Andalus, Cordoba, Bagdad, and Egypt during this period, contrasting with the Medieval Dark Age in Europe.

In the early 12th century, Nizam al-Mulk introduced the Madrasah as a higher education institution focused on Islamic law (shari'ah).

This limited curriculum became the standard for Islamic education worldwide, whether private or community-based, seen in institutions like Al-Azhar (970 AD) and Qarawiyun (859 AD).

Islamic Higher Learning Institutions, guided by Muslim Scholars and Rulers (Ulama and Umera), emerged and developed from the 7th Century, serving Allah

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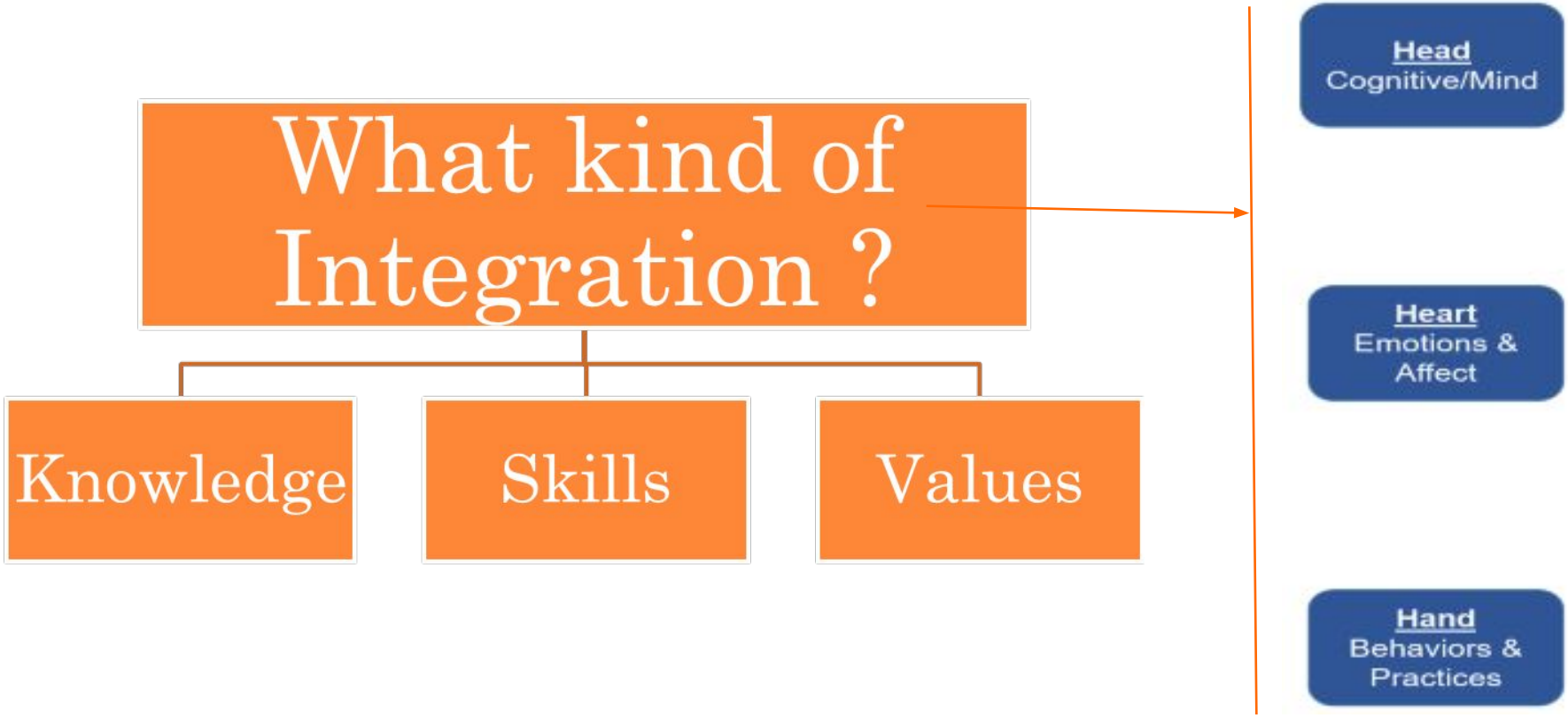
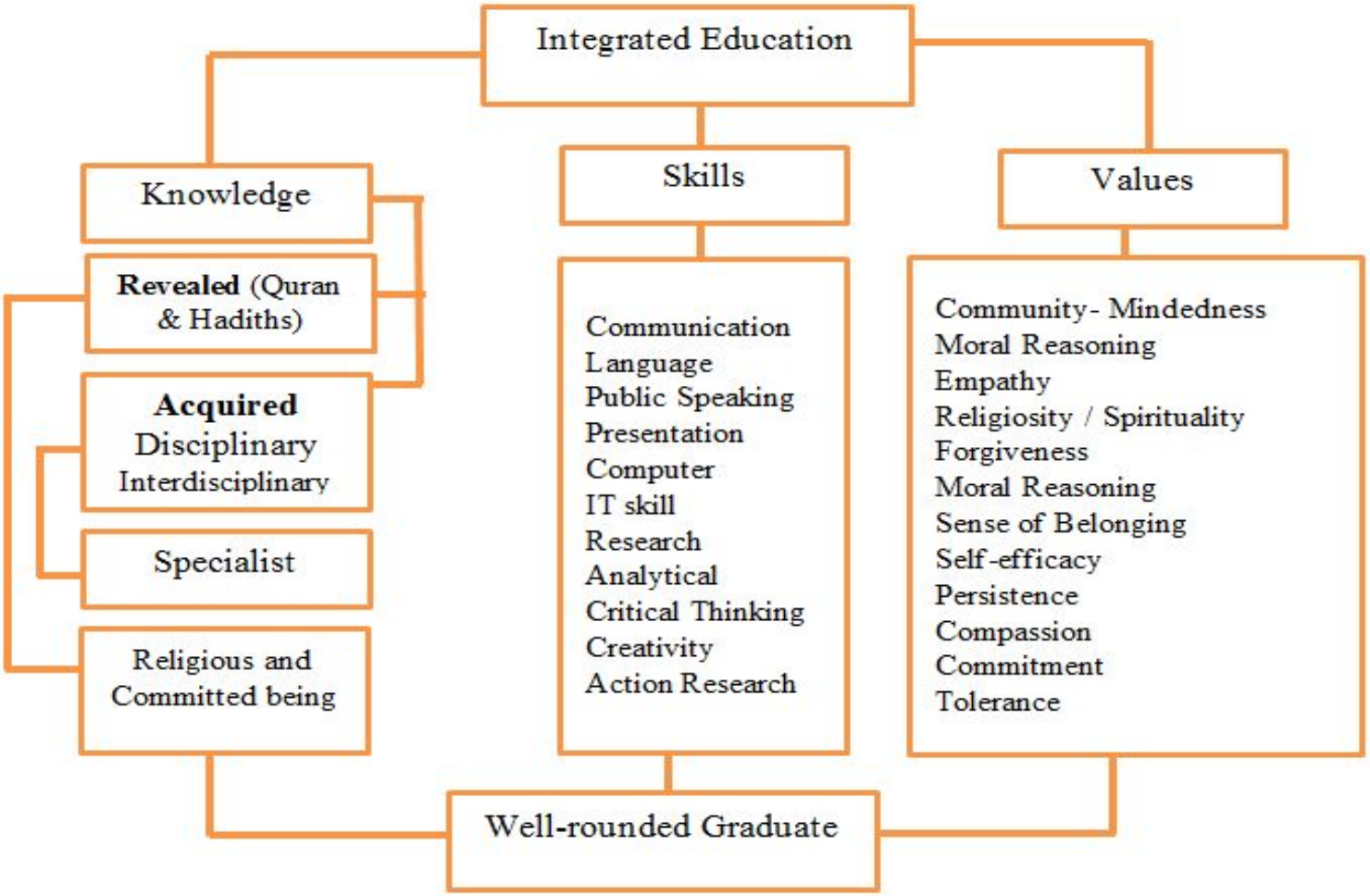
PHILOSOPHICAL FOUNDATION OF INTEGRATED ISLAMIC EDUCATION

Major Areas	Metaphysical Status	Implication to Educational curriculum
Ontology (Theory of Human Nature)	Man is distintive being, created purposely by the Almightly Allah. Man is bestowed with dual subsistance (philiscal and spiritual component)	Islamic worldview
Epistemology (Theory of Knowledge)	Man needs to seek knowledge in order to disciplines his body, mind and soul. All knowledge comes from Allah SWT.	Unity of Knowledge
Theology (Theory of Belief system)	Key component is Allah who determine the purpose of man's life as servant and vicegerent of HIM.	Responsibilities to fullfil the Mission of Khilafa'
Axiology (Theory of Value system)	All values are absolute and independent from man's thought and action. Source of Islamic values is the Holy Qur'an.	Good man with good character.

INTEGRATION (IOK) AS ALTERNATIVE SOLUTION





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KNOWLEDGE

Revealed knowledge (naqliah)
(knowledge to manage self)

Quran & Hadith (ullum naqliah)

Acquired knowledge (aqliah)
(knowledge to manage system)

Nature and Aql (ullum aqliah)

SKILLS

Employability Skills?

Employability skills are those skills necessary for getting, keeping and being successful in a job. They are the skills and attitudes that enable employees to get along with their colleagues, to make critical decisions, solve problems, develop respect and ultimately become strong ambassadors for the organisation. **{1}**

{1} https://www.skillsyouneed.com/general/employability-skills.html

Language Skills?

Native Arabic English

Basic Skills	Higher Order Thinking Skills	Affective Skills and Traits*
Oral Communications (speaking, listening)	Problem solving	Dependability/Responsibility
Reading especially understanding and following instructions	Learning skills, Strategies	Positive attitude towards work
Basic arithmetic	Creative, Innovative thinking	Conscientiousness, punctuality, efficiency
Writing	Decision making	Interpersonal skills, cooperation, Working as a team member
		Self-confidence, positive self-image
		Adaptability, flexibility
		Enthusiasm, motivation
		Self-discipline, self-management
		Appropriate dress, grooming
		Honesty, integrity
		Ability to work without supervision

VALUES

values
hope
education
values
forgiveness
empathy
values
empathy
community mindedness
emotional regulations
HUMAN
DEVELOPMENT
sense of belonging
meaning making
values
empathy
forgiveness
sense of
belonging
hope
empathy
empathy
gratitude
education
forgiveness
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meaning making
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values
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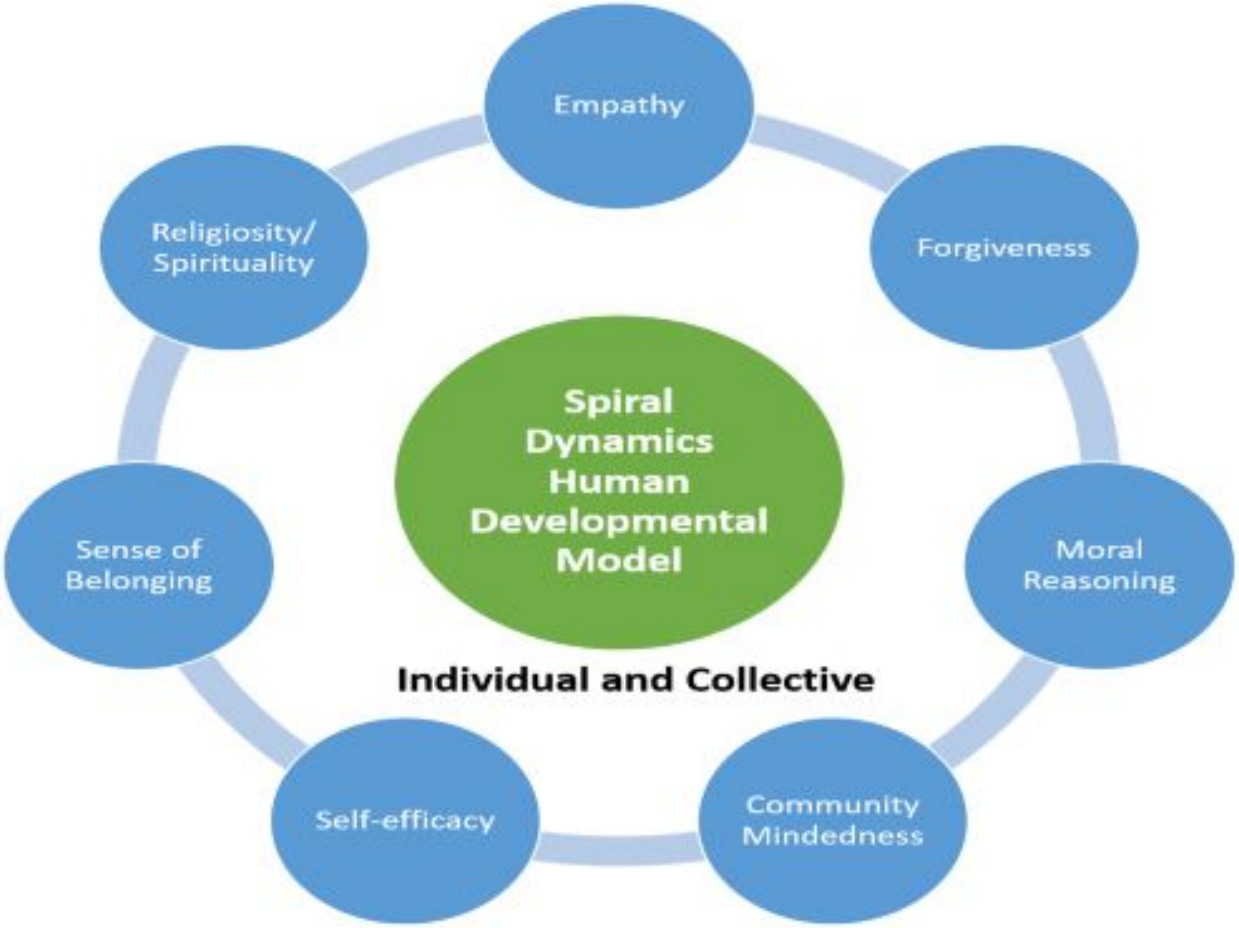
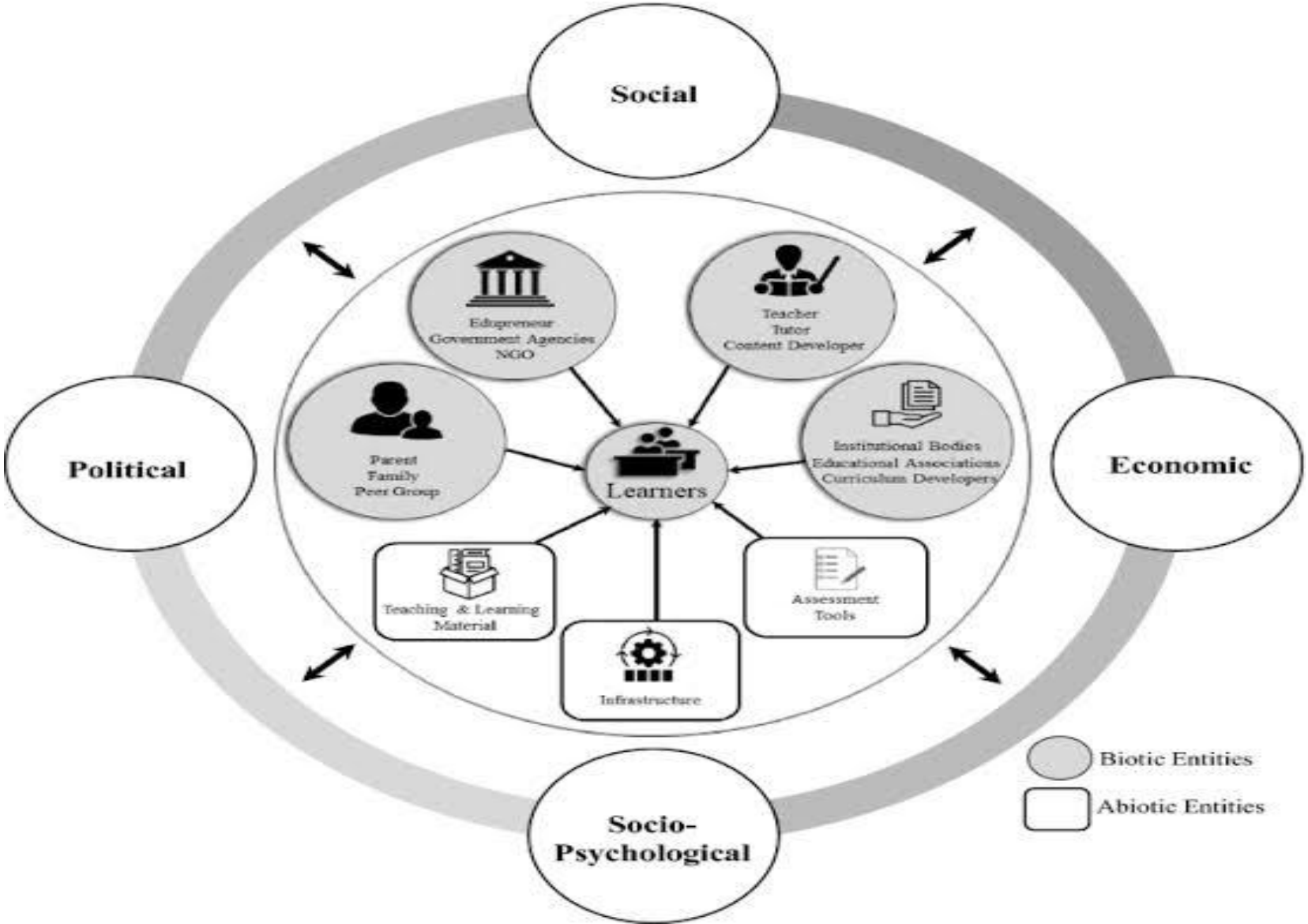
hope
empathy
sense of belonging
values

VALUES.. (CONT)


Empathy
Forgiveness
Moral Reasoning
Community Mindedness
Self-efficacy
Sense of Belonging
Religiosity/ Spirituality
Spiral Dynamics Human Developmental Model
Individual and Collective

HOW THE EDUCATION ECO SYSTEM WORKS?



HOW THE EDUCATION ECO SYSTEM WORKS?. CONT.

- Learners are at the center of the ecosystem, surrounded by multiple supporting entities.
- The biotic entities (represented in light gray) directly interact with the learner
- Parents/Family/Peer Group: Influence learners' social and emotional development.
- Teachers/Tutors/Content Developers: Deliver education, guide learners.
- Institutional Bodies (Educational Associations, Curriculum Developers): Design and implement curricula and educational policies.
- GO's, NGOs: Provide structural and regulatory support.
- The abiotic entities refers to the infrastructure Facilities like classrooms, technology; teaching & learning materials: Textbooks, digital tools that aid learning.

20TH CENTURY GLOBAL EFFORTS BY THE MUSLIM SCHOLARS

- 1st world conference on **Concepts and Theories** at **Macca (1977)**
- 2nd world conference on **Curriculum Development** at **Islamabad (1980)**
- 3rd world conference on **Textbook Development** at **Dhaka (1981)**
- 4th world conference on **Specific Subjects** at **Jakarta (1982)**
- 5th world conference on **Teachers Training** at **Uganda (1984)**
- 6th world conference (Follow-up workshop) at **Cape Down, South Africa (1996)**

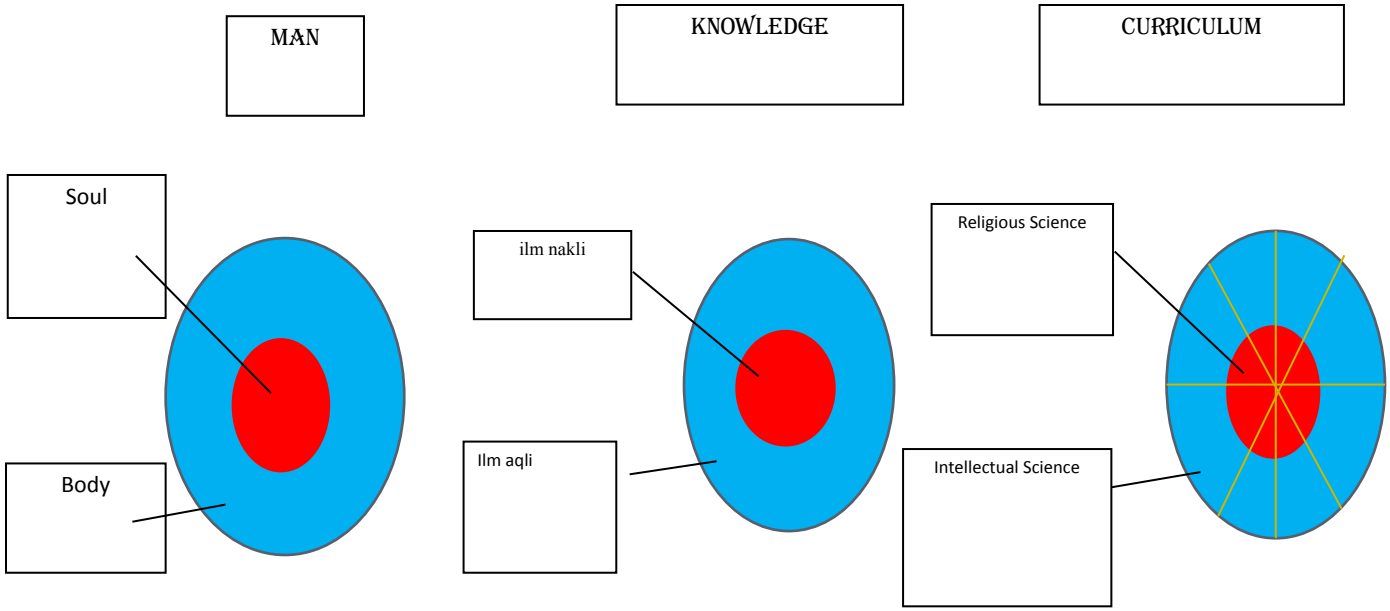
- King Abdul Aziz University at Jeddha
- Islamic Academy at Cambridge
- AMSS, USA
- IIIT, USA

Islamization of Education / Integration of knowledge

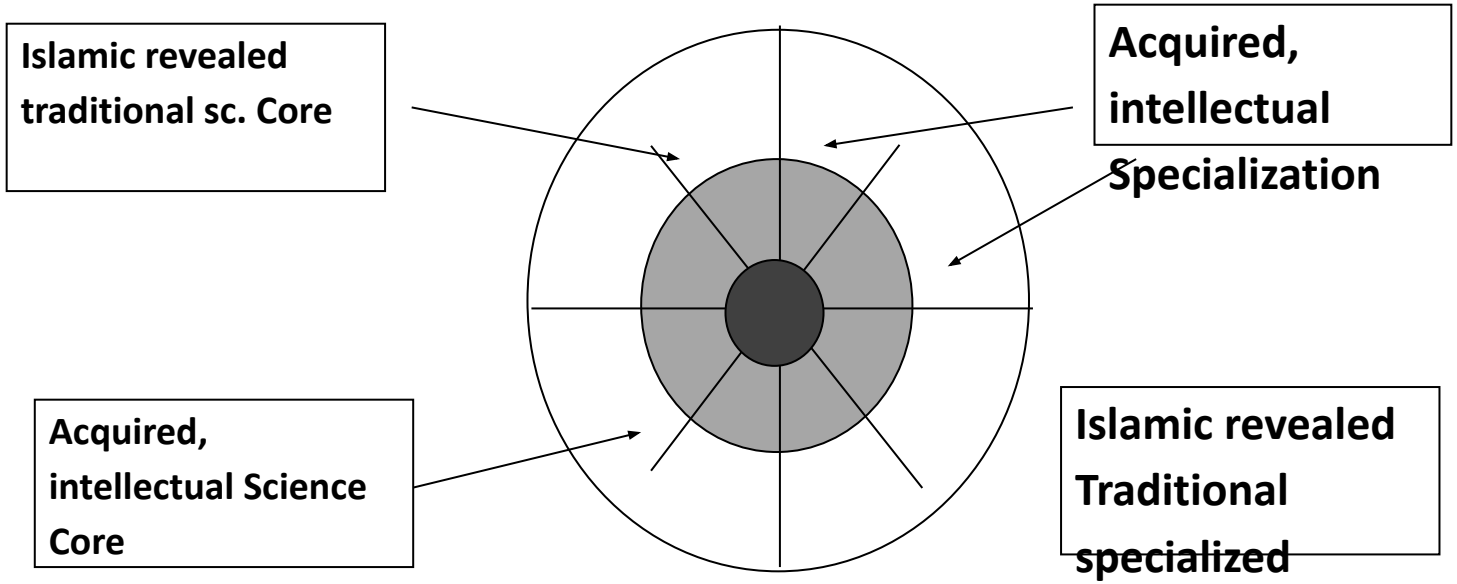
FIRST WORLD CONFERENCE ON MUSLIM EDUCATION (FWCME – 1977) MODEL (CONFERENCE BOOK 1977, KING ABDUL AZIZ UNIVERSITY)

Perennial Knowledge	Acquired Knowledge
Al-Qur'an Recitation (Qirah): Memorization (Hifz); and Interpretation (Tafsir), Tradition of the Prophet (Sunnah), History of the Prophet (Sirah) which covers the early history of Islam **Tawhid** (The concept of the unity of God): Jurisprudence (Usul Fiqh and fiqh **Qur'anic Arabic** **Ancillary subject** **Islamic Metaphysics** **Comparative Religion** **Islamic Culture**	**Imaginative (Arts):** Islamic arts and architecture, languages, literature. **Intellectual sciences:** Social Studies (Theoretical); Philosophy; Education; Economics; Political Sciences; History; Islamic Civilization; Geography; Sociology; Linguistics; Psychology; and Anthropology. **Natural sciences (Theoretical):** Philosophy of Science; Mathematics; Statistics; Physics; Chemistry; Life Sciences; Astronomy and Space Science. **Applied Sciences:** Engineering and Technology; Medicine; Agriculture and Forestry. **Practical:** Commerce; Administrative Sciences; Library Sciences; Home Sciences; and Communicative Sciences.

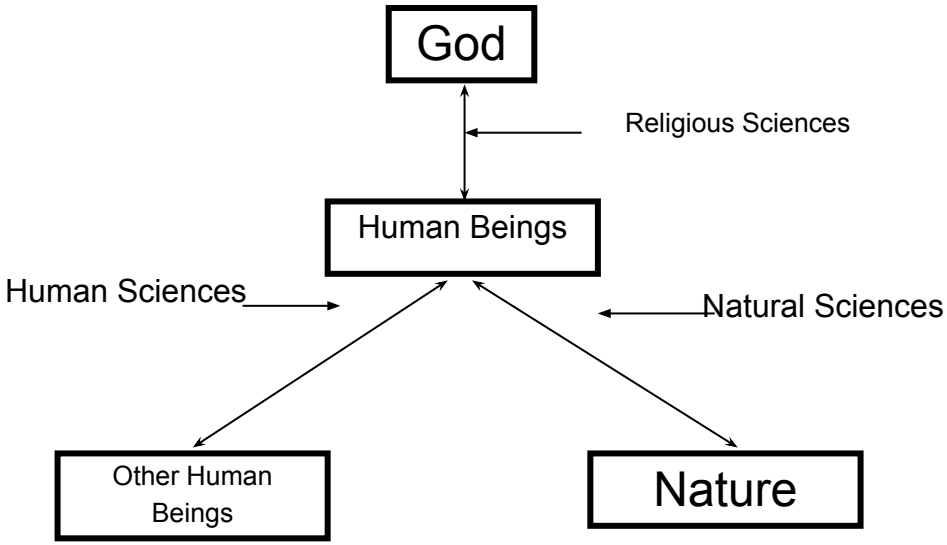
THE RELATIONSHIP BETWEEN MAN, KNOWLEDGE AND THE CURRICULUM (ROSNANI, 2004)



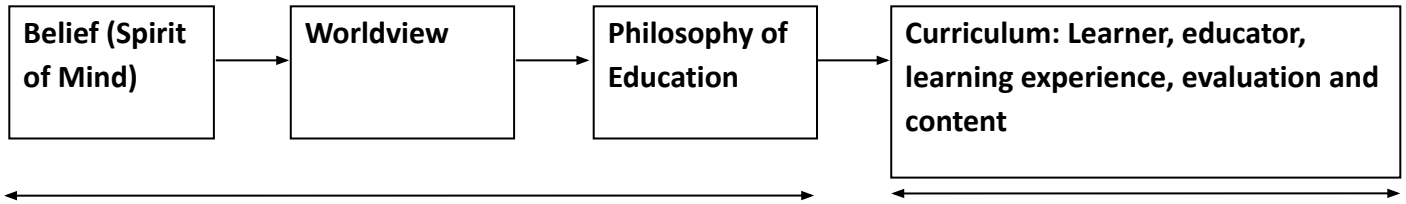
CURRICULUM MODEL OF ROSNANI HASHIM (2013)



ALI-ASHRAF'S FAITH BASED CURRICULUM MODEL



CURRICULUM INTEGRATION (MAKSOUD AND SUHAILAH, 2016)



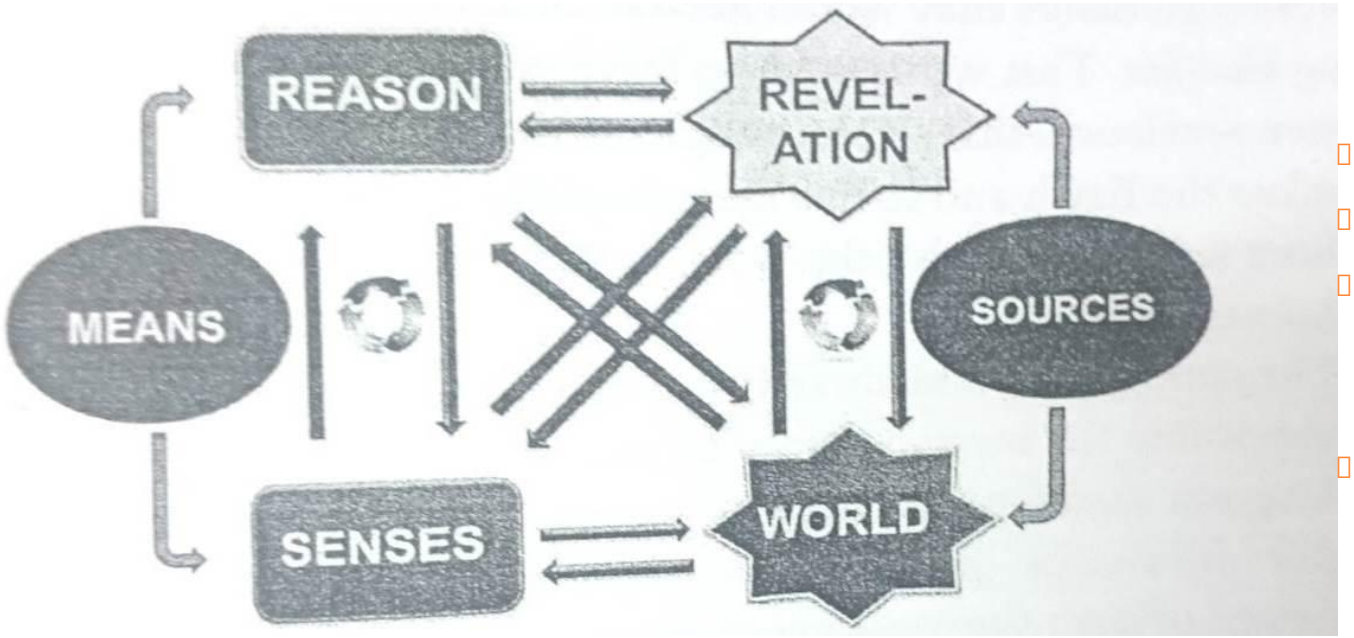
Foundations

Curriculum Components

The figure shows that the equation is divided into two parts, the first being the foundations—belief (spirit or mind), worldview, and the philosophy of education; and the second are the curriculum components.

The equation thus contributes to curriculum integration by preparing a learner who possesses high moral standards, is excellent at socializing, and is capable of achieving an elevated level of well-being.

EPISTEMOLOGICAL INTEGRATION



Fathi Malkawi's Epistemological Integration

- Ontology
- Epistemology
- Theology-Axiology
- Methodology

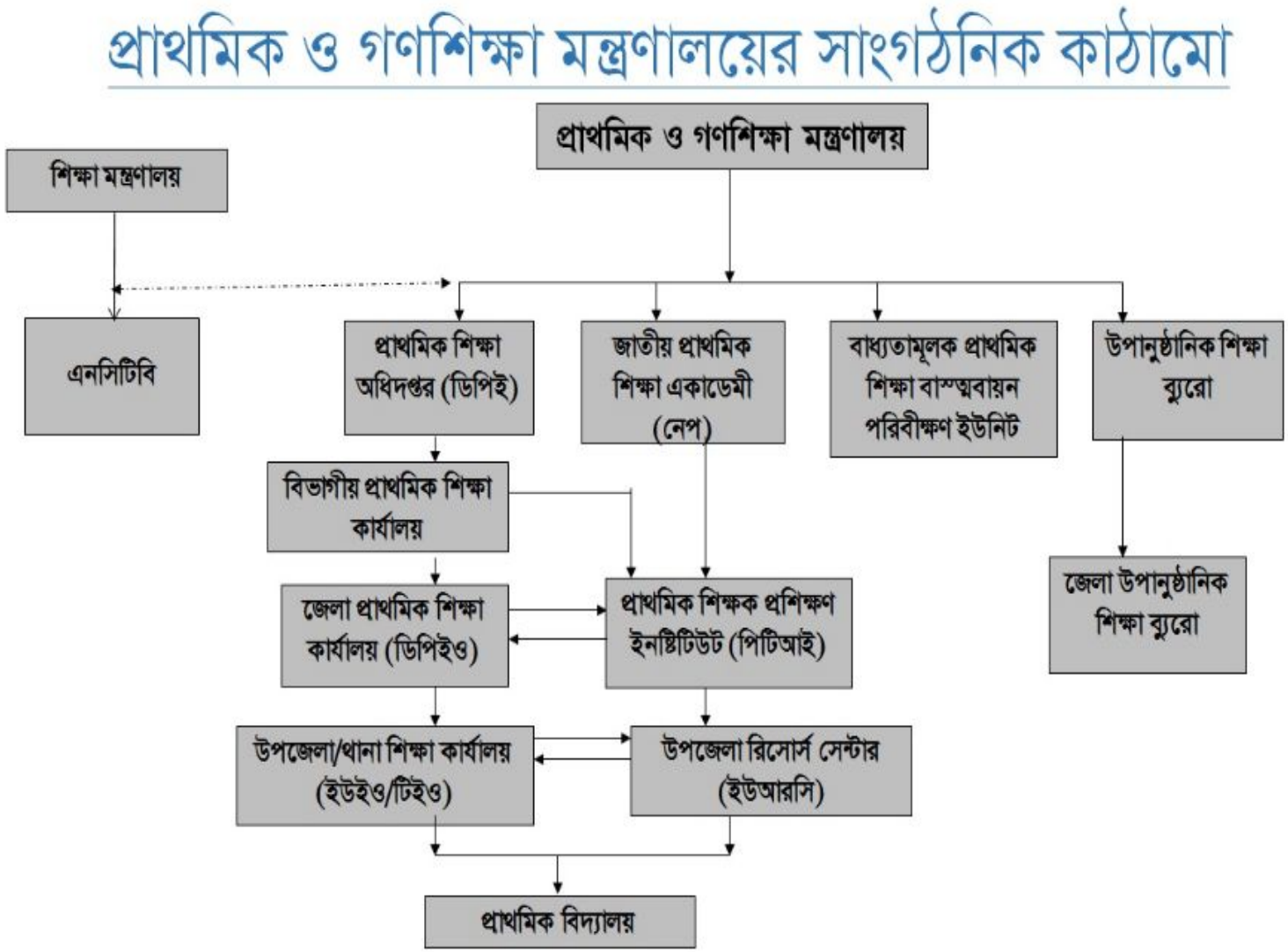
NATIONAL EFFORTS BY THE BD GOVT.

- Establishment of Islamic foundation Bangladesh
- Establishment of Islamic university Bangladesh
- Establishment of the institute of Islamic education and research
- Organization of the 3rd world conference on Muslim education
- Islamic amendments to the country's constitution
- Framing Islamic Educational Policies
- Establishing Islamic-Arabic University

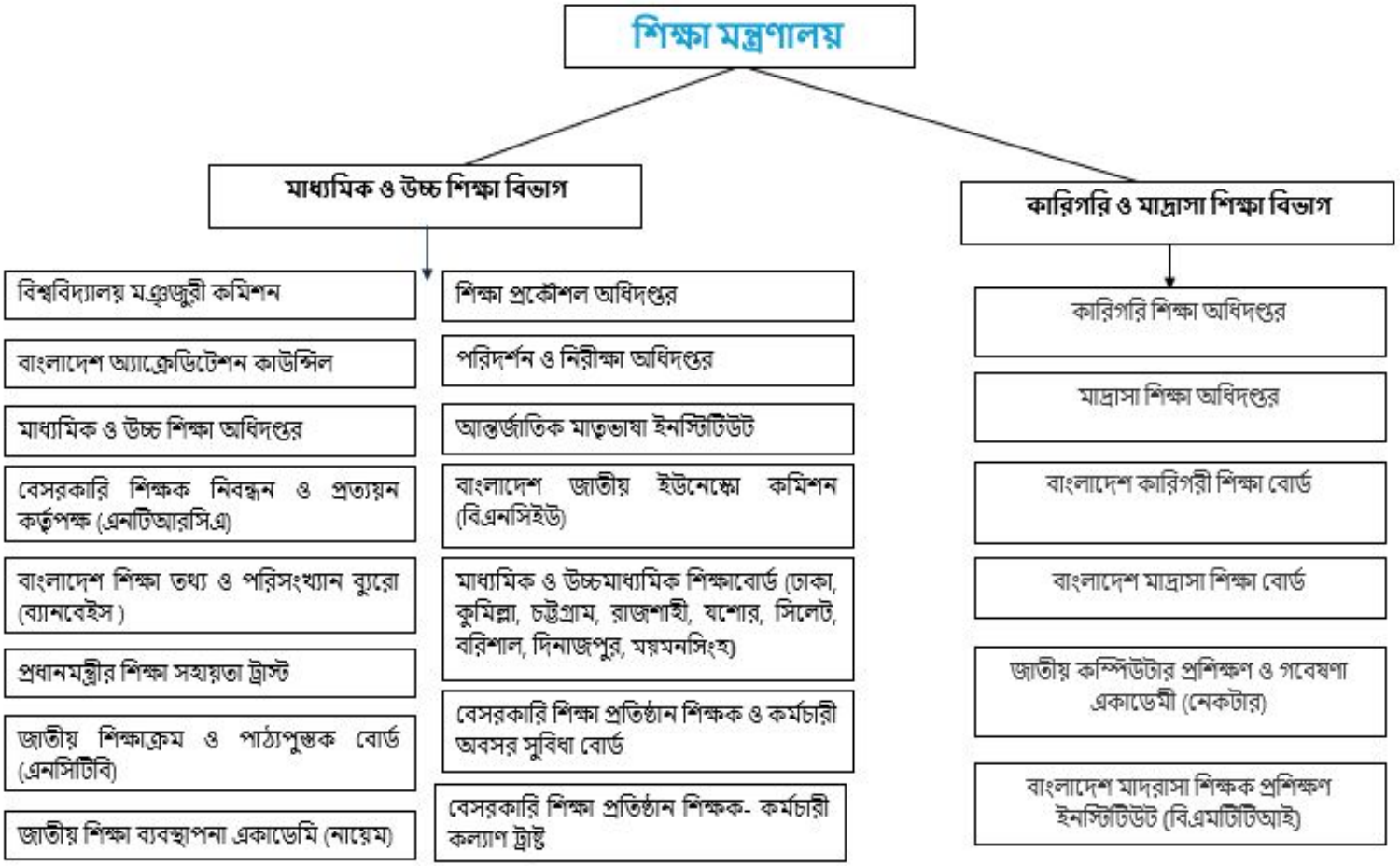
PRIVATE SECTOR EFFORTS

- Establishment of private universities (DIU,IIUC, MIU, AUB, BIU)
- Establishment of Think-Tank, Research Organizations
- Establishment of Islamic publishing houses

ORGANIZATIONAL STRUCTURE OF GOVT.



ORGANIZATIONAL STRUCTURE OF GOVT.



GAPS IN THE PREVIOUS EDUCATIONAL INITIATIVES

- Educational reforms in Bangladesh have often been driven by the ruling authorities' agendas.
- Local contexts and cultural values are frequently overlooked in reform efforts.
- National education policies lack clear vision, mission, and specific objectives.
- NCTB textbooks do not adequately reflect the education policy and core value of ummahs.
- Implementation of reforms is always hindered by unskilled teachers, poor infrastructure and systemic corruption.
- Education is consistently given low priority in national development strategies.
- While the Muslim majority desires education rooted in ethical and moral values from religious teachings, secular pressures push for detachment from religious-based moral education.
- The misalignment between the educational programmes + curriculum and job market demands has resulted in a high number of unemployed graduates.
- Despite this, industries in Bangladesh are compelled to hire a significant number of employees from neighboring countries due to a lack of commitment & locally skilled workers.

NEW REFORM INITIATIVES

- On 5 August 2024, a new interim government took power, sparking hope for meaningful education reform.
- There is now optimism that the education system will be reformed to produce graduates who are values-driven, socially responsible accordingly knowledgeable, and professionally skilled.
- Recently, six reforms committees were formed, but no educational reform committee was formed yet
- Recent NCTB textbook refrorm comimittees were formed by the govt. , but do not include any Islamic academic-educationalist or Ulemas in that committees. Later on the committee has terminated due to the mass protest.
- However, Ngo's/institutions are very vocal to reform education.

THE ROLE OF BIIT TOWARDS REFORM OFAND EDUCATION AND INTEGRATION OF KNOWLEDGE

- Developing Islamic academic (4500 + Faculty)
- Re-designing and developing the curriculum-(350+)
- Writing textbook-(APL 30+)
- Compiling Islamic resource (academic) materials- (85+)
- Publishing research journals- (IJIT/BJIT)
- Translating the major books of major scholars of the world-(BP 100+)
- Continued Teaching/training on professional courses
- Library service (5+)
- Networking & Collaboration (40+)

Integrated University Curriculum (IUC) model (Aziz 2018)

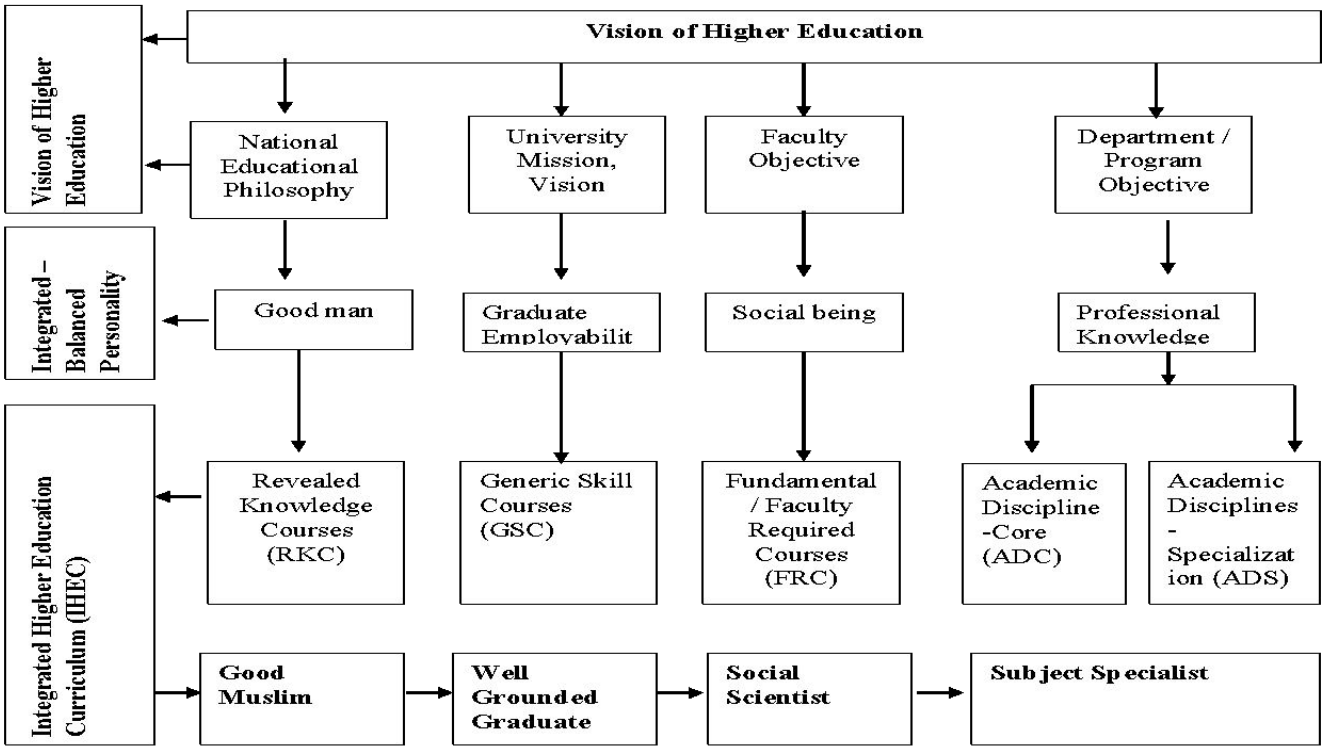


Figure 4.15- Integrated Higher Education Curriculum (IHEC)

CRITICAL PEDAGOGY MODEL FOR INTEGRATED EDUCATION

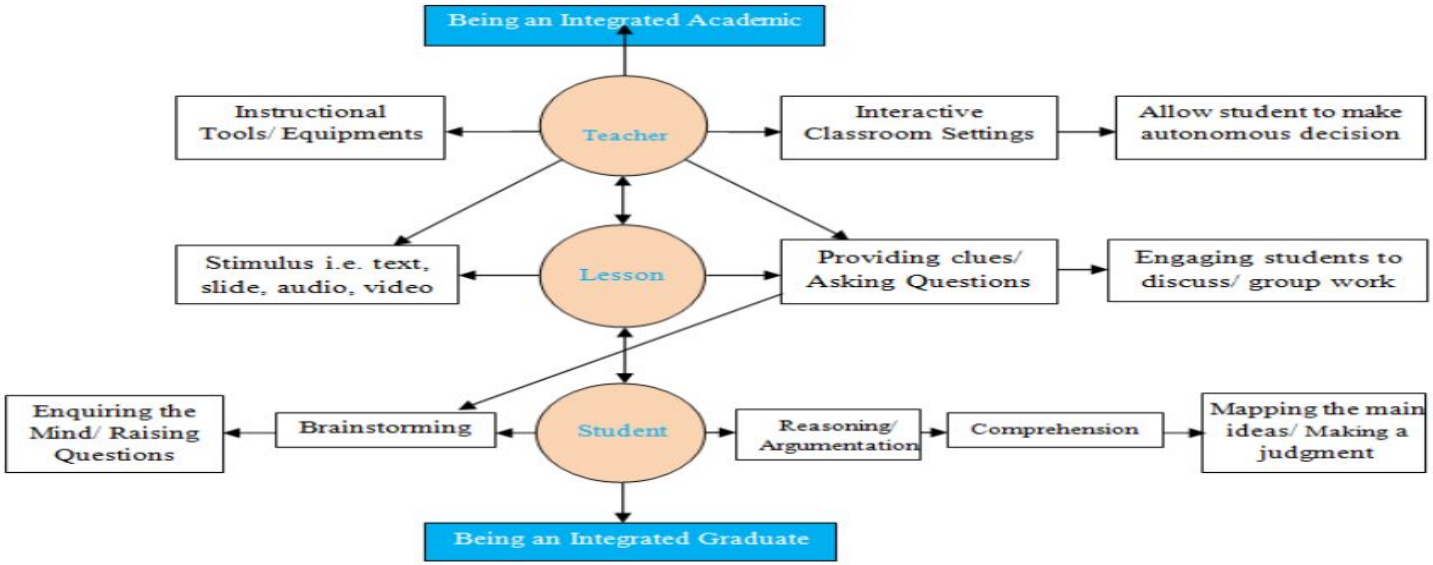
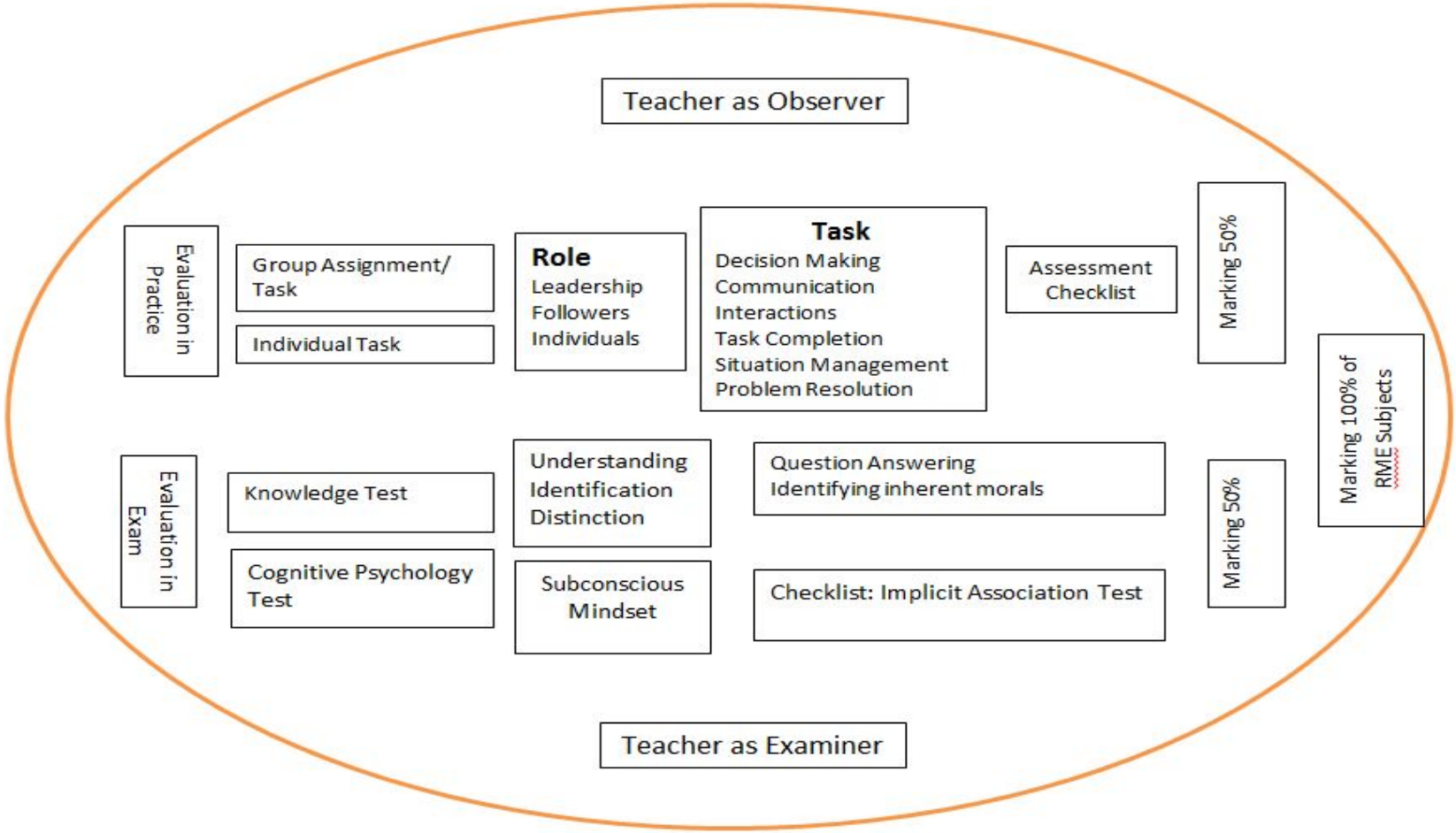


Figure: Integrated Teaching Model (Aziz, 2020)

REVIEW/ EVALUATION/ASSESSMENT MODEL FOR INTEGRATED EDUCATION



STUDENTS' EVALUATION SYSTEM

Areas of Distribution	Percent
Disciplinary Knowledge	50%
Specialized Knowledge	20%
Internship(Skills & Innovation) at Laboratory/Industry	10%
Attitudes/Values Practices in the Campus Life	10%
Volunteerism at society/rural area	10%

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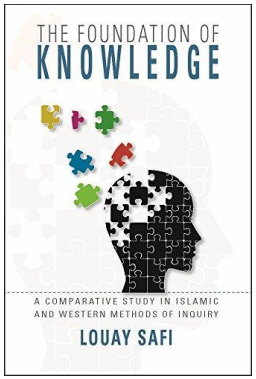
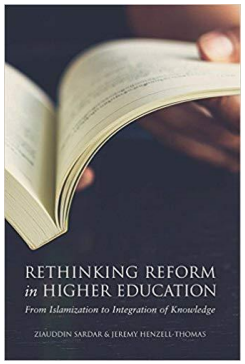
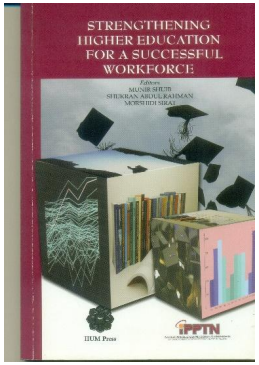
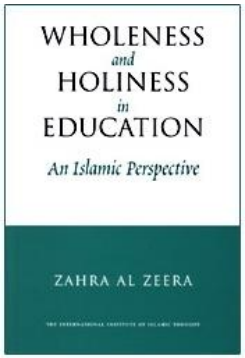
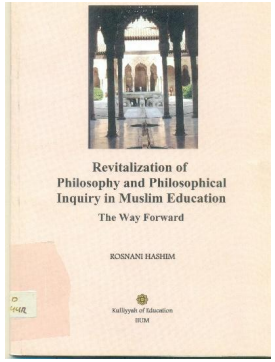
MAJOR PUBLICATIONS TOWARDS INTEGRATION (IOK)

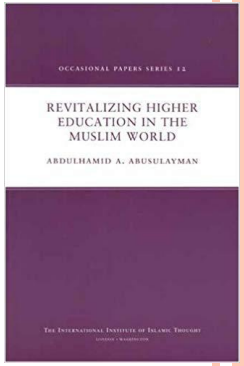


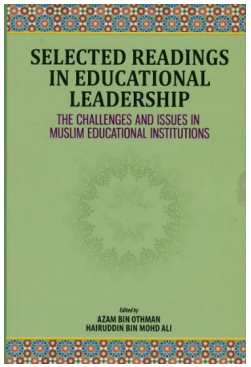


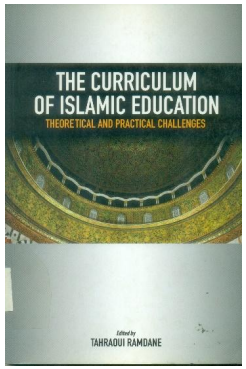


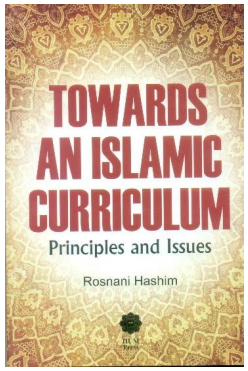


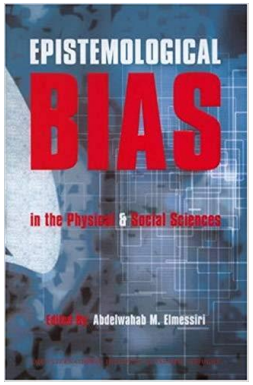












Subsidiary Organizations/Institutions

সেন্টার ফর এডুকেশন রিসার্চ এন্ড ট্রেনিং (সিইআরটি)

প্রকাশিত বইসমূহ

দ্য অ্যানালেক্টেল মিরাকলস অব দ্য কুরআন
ইউসুফ আল হাজ্জ আহমাদ
প্রকাশকাল : ২০২৩
মোট পৃষ্ঠা : ৩৬০
মূল্য : ৭৫০ টাকা

আল কুরআনে পৃথিবী ও মহাকাশের বৈজ্ঞানিক বিস্ময়
ইউসুফ আল হাজ্জ আহমাদ
প্রকাশকাল : ২০২১
মোট পৃষ্ঠা : ২৮৮
মূল্য : ৪০০ টাকা

কুরআনিক পিকচার অব দ্য ইউনিভার্স :
ইসলামী সৃষ্টিতত্ত্বের শাস্ত্রীয় ভিত্তি
ড. ওসমান বকর
প্রকাশকাল : ২০২৩
মোট পৃষ্ঠা : ১৮৪
মূল্য : ৫০০ টাকা

স্বধর্মত্যাগী
জোরাম ভ্যান ক্লুযাভেরেন
প্রকাশকাল : ২০২৩
মোট পৃষ্ঠা : ১৮০
মূল্য : ৩০০ টাকা

চার ইমামের মতৈক্য ও মতপার্থক্য
ইমাম ইবনে হুবাইরা
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মোট পৃষ্ঠা : ৩৬৮
মূল্য : ৫০০ টাকা

ইসলাম ইটস মিনিং এন্ড ম্যাসেজ
খুরশিদ আহমদ
প্রকাশকাল : ২০২৩
মোট পৃষ্ঠা : ২৭২
মূল্য : ৫০০ টাকা

শাসক সাহাবিদের সোনালি ইতিহাস
মাহমুদ আহমদ গজনফর
প্রকাশকাল : ২০২৩
মোট পৃষ্ঠা : ৪০০
মূল্য : ৫০০ টাকা

শুভ শেষ পরিণাম
মুফতি মুহাম্মদ ওয়াইবুল্লাহ খান মিফতাহি
প্রকাশকাল : ২০২১
মোট পৃষ্ঠা : ১৪৪
মূল্য : ২০০ টাকা

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আবদুস শহীদ নাসিম
প্রকাশকাল : ২০১৪
মোট পৃষ্ঠা : ৯৬
মূল্য : ১০০ টাকা

বিশ্বনবীর চুক্তি ও ভাষণ
আবদুস শহীদ নাসিম
প্রকাশকাল : ২০১৫
মোট পৃষ্ঠা : ১১২
মূল্য : ১২০ টাকা

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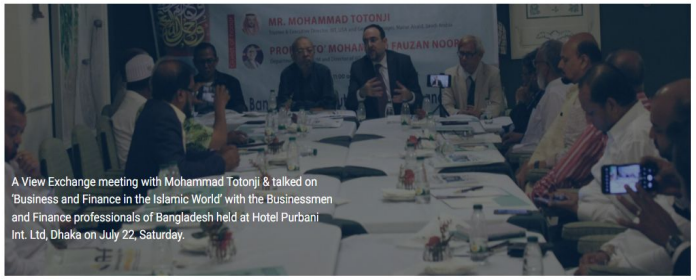
A View Exchange meeting with Mohammad Totonji & talked on 'Business and Finance in the Islamic World' with the Businessmen and Finance professionals of Bangladesh held at Hotel Purbani Int. Ltd, Dhaka on July 22, Saturday.

A seminar entitled 'Islamic Social Finance' was held Thursday on 21st September, 2023, at the Conference Hall of BIIF. The keynote speaker of the seminar was prominent international economist Professor Dr. Mohammad Kabir Hassan.



A View Exchange meeting with Mohammad Totonji & talked on 'Business and Finance in the Islamic World' with the Businessmen and Finance professionals of Bangladesh held at Hotel Purbani Int. Ltd, Dhaka on July 22, Saturday.

BIIF has held a grand orientation program on Professional Certificate Course in Islamic Banking (PCCIB) for the newly enrolled students of the 1st batch at the Conference Hall of BIIF on Saturday, October 7, 2023.

Course Accreditation by

IIBI Institute of Islamic Banking and Insurance

Know more

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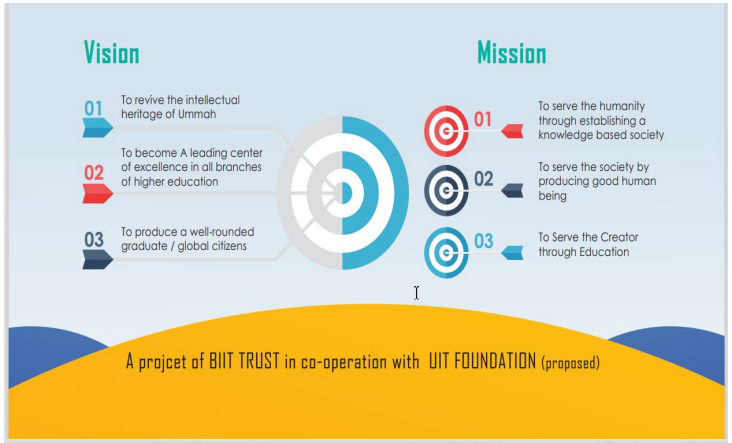
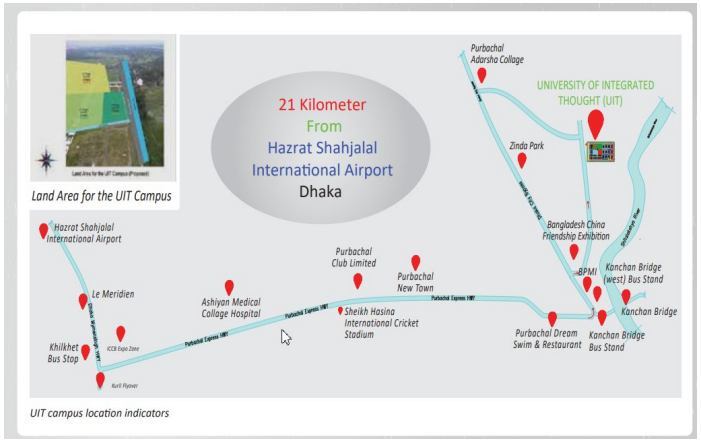
SUBSIDIARY ORGANIZATIONS/INSTITUTIONS

University of Integrated Thoughts

(In Progress)





RECOMMENDATIONS

- Critically **review the National Education policy 2010, NCF 2021 an HESP 2018-2030** in line with the recommendations of the six world conferences on Muslim education
- To **set up the vision mission** aims & objectives of education in line with Islamic Philosophical Foundation.
- To include six subjects (Intro to Bangladesh, History & Civilizations, Social Science, and Religious Education) as core in all branches of (General, Madarasa, Kawmi, Vocational) education.
- Learning Three languages (Bangla, English and Arabic) should be compulsory to the national curriculum.

- Redesigning the Curriculum:
  - The **Fundamentals of Islam** should be the compulsory courses in all branches of Private and Public higher education
  - **Islam for a specific disciplines** course should be included in the respective department/ program

RECOMMENDATIONS… CONT.

- Establishing **a teaching university or national graduate training institute** for conducting the pre-service and in-service intensive training for teachers on IOK, pedagogy and methodology
- Preparing the **Modules and Text books** with an integrated manner.
- To **develop the strong networking** and collaboration with international agencies (ICESCO of UNESCO, IRTI of IDB etc.), International Islamic research institutes and Reputed Islamic Universities all over the world.
- Critically **review the Dhaka University Order- 1973** to *refrain from politicizing* the issues and factors that happened in the University of Dhaka.

RECOMMENDATIONS… CONT.

- Heads of educational institutions at all levels must have a degree in (Educational Management and Leadership) from a recognized university.
- To implement all educational plan irrespective of Urban-Rural differences.
- Some universities should be transformed into fully research-based university, while others should be developed into a balance of teaching (60%) and research (40%).
- Social interest must be prioritise rather than corporate interest (by excluding unnecessary subjects)
- Kawmi Education Board need to be reformed & empowered like other educational boards.
- 'Education Service Commission' (EMC) should be formed in lines with JSC, PSC by regular govt.
- Education Reform Commission should be formed immediately.

Thank You

Jazakumullahu Khairan