

Introducing the Book

The education system of the Islamic World needs almost a thorough change. It is because the education-contents and machineries are still infested with foreign thoughts and elements. Plagiarism and piracy to confuse the Muslim Ummah have also been getting upper hand in it slowly and cunningly.

Also a studied glance over present education content and system of world as a whole now horribly exhibits that 'Education' instead of becoming back-bone of a nation has been assuming the appearance of 'Death-Penalty' on Man on the Universe.

To get rid of this, the entire Muslim-world has recently awoken from slumber and till now it has held "Three World Conferences on Muslim Education" in Makka, Islamabad and Dhaka in the years 1977, 1978 and 1981 respectively.

The present work has been designed to publish some critical articles with a view to help the educationists and the scholars discriminate the thoughts and findings of these conferences along with some rarequality of essays and writings of the reputed thinkers published in different monthlies, weeklies and periodicals time to time. The aim is, in other words, to help promote and achieve the unity of thoughts and actions among the Islamic Scholars, Researchers and Educationists of the globe in attaining reality and spirit in reformation-work in the field of Islamic education and research.

However, it is sure that the Third World Conference of Muslim Education would have a profound bearing upon the on-going system of education in Muslim countries provided its recommendations especially on Curriculum get fair play and sincere opportunity for implementation by the unhyprocritic Muslim Governments having profound faith in Almighty Allah's grace, help and bliss.

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An Analytical Look into Modern and Islamic Education

1. Defining Education

Education is an effective instrument for bringing about changes of a man, a society and of a people to the direction determined by a state's authority. It is, according to American celebrated educationist *A.N. Whitehead*, 'a continuous process' through which an individual's manner and attitude, thought and intellect are being conditioned to serve the purpose of a nation's material and ideological objectives and needs.

Famed Egyptian scholar *Muhammad Qutb* holds the view that "education itself reflects specific concepts in the minds of a specific group in society consisting of social leaders, guides and education-teachers." However, etymologically it means 'to lead' the pupils 'to draw out' their latent talents. To *John Stuart Mill* education is a means to help us 'attain perfection of our nature'. *John Milton*, the celebrated English poet, interprets it as a device "to fit a man to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war." *Prof. Niblet*, an American thinker, believes that most important function of education is 'to make right action natural' which implies religiousity as well as morality. This is more clear in *Prof. Herman's* remark that runs as follows :

'that education is the eternal process a man has to go through for attaining proximity to God', etc, etc.

2. Analytical aspects of the Definitions

However, all these definitions and interpretations made by the famed scholars show it apparent that 'education' should not be treated in isolation apart from human life and his environment- private, family, national, nay the international in its all comprehensive sense, thought and reality; though the study of *God or Religion* is presently found not so much exclusively stressed upon by them all. All these definitions have more or less the bases of Modern, more specifically Western Education that has made 'God' and His Religion wilfully foreign and optionally entertainable to curricula and syllabuses of the present education generation. Consequently, the entity of Soul with its power and spirit has lost its divinity and dignity because in the words of metaphysical philosopher *Descarte* 'human mind or heart is merely a thinking substance'. His such doctrine has made man to be treated as a living organ having no trait of feeling or appreciating 'Soul' as a reality. Thus man in his opinion explains his life and living in terms of godless 'isms' like Pragmatism, Experimentalism, Naturalism, Utilitarianism, Hedonism, Epicuranism, etc, etc.

As a result, Logic and Science, Reasoning and Intellect are now the arms of modern education to teach human being about his life and the world in which he stays. However some astrayed thinker use to believe something as God or Nature not as necessity but as the last resort to psychologically (not spiritually) cheat or pacify his crazy or sick mind- which is when no more felt remaining as 'the thinking substance'. Thus modern educationists have made education divorced from Religion or God along with its moral values, spiritual cravings. Thus the past golden glories and heritage have been waning away especially because these elements are no more treated concrete rather than abstract and hence they cannot be made subject to logic, science and experiment to prove them pragmatically useful to mankind.