
The Undergraduate Political Science Curriculum in the University of Dhaka: A Critical Analysis from Integration Perspective

M. Abdul Aziz¹

Abstract

It has been evident that the primary objective of university education is to deliver graduates with integrated personalities who will have the full combination of values, rational, humane, and generic skills. The curriculum always plays the most significant role in building graduates' personalities. In exploring the outcome of the undergraduate program in political science at the University of Dhaka, this research has examined its' curriculum based on a theoretical framework titled 'the Islamic Integrated University Curriculum model (IIUC).' The IIUC model accommodates national philosophy and vision to serve the nation by preparing well-round graduate with four characteristics: the good man, general employability, expertness in discipline, and as a social being. The key criteria for review included the university vision and mission, the program objectives, the structure of the program, the content of the courses, and selected readings of the political science department, which were analyzed in terms of comprehensiveness and contemporary challenges.

Keywords: University of Dhaka, Political Science, Curriculum Integration

A. Introduction

The creation of the University of Dhaka was stated by Amena Mohsin (2016) as a response to Muslim resentment of the decision to annul the partition of Bengal in 1911. It was both 'compensation' and 'a way to pull the East Bengali Muslims' out of their depressed state. However, there was an equally universal quest for liberty and justice and a political quest that was not limited to Hindu-Muslim relations. Such bold conceptual foundations were paired with the ambition to become the most advanced university in India and beyond. Yet it was not all about following a secular educational path or a particular university model (Iftekhar Iqbal, 2016).

The Department of Political Science at the University of Dhaka was established in 1938 as the pioneer department for political science education in the country during the British colonial rule in the Indian sub-continent. Since then, it has played a significant role in delivering national political leadership, policymakers, and policy specialists. The department is regarded as the oldest and most enriched due to institutional engagement and alumnae affiliation to significant national process, events, records, and developments, i.e. national policy processes, the national liberation war and democratic movements.

The curriculum of this department was planned and designed following merely the western different university; however, it rarely prioritizes the national contexts and philosophies. As part of the colonial legacy, most of the courses offered in the undergraduate program are western-secular in nature. The urgency of Islam or other religious education in the Bangladesh context has been completely overlooked in each course of the program and every aspect of the

¹ Director General, Bangladesh Institute of Islamic Thought and Associate Professor, University of Islamic University of Technology, Bangladesh

curriculum, especially in the content and references, teaching methodologies, and the evaluation process used in the curriculum. The employability and the social norms and values were less prioritized considering local context, while it followed the approaches strategies from the western orient.

As a result, it prepares students with secular minds, no specific employability, and an average understanding of the discipline, which is not appeared to be productive in a Muslim multicultural society like Bangladesh. Hence, there is a need for the political science program at the University of Dhaka to be reformed so as to incorporate religious knowledge, social spirit, and employability skill.

However, the study reviewed the Department of Political Science curriculum in the University of Dhaka, applying document analysis. The author also interviewed the faculties, students, and educationists to get a comprehensive overview of the study materials, teaching techniques, and reading materials for Undergraduate students.

The research is clearly seen as the milestone for the reformation and reorganization of the political science curriculum. Since the curriculum is the core of an education system, the integrated political science curriculum (IPSC) contributes to producing an integrated personality. As most of those universities follow or adapt the curriculum of the University of Dhaka, this reorganization and adaption would contribute by assisting students to be better able to face the 21st-century challenges of the modern world.

B. Methods

The article is a part of PhD dissertation, conducted under the International Islami University of Malaysia (IIUM). The study is an analytical, qualitative research applying three approaches of educational research, namely philosophical, historical and curriculum criticism. Among them, the curriculum criticism was particularly applied for this article, which will be used to determine the meaning and make judgement of the selected curriculum. This approach allows us to investigate problems in the curriculum. Ross (1990) defines curriculum criticism as a study or research conducted to find the meaning of and make judgment of curriculum using a multidisciplinary approach.

The strength and weaknesses of the undergraduate political science program of the University of Dhaka were investigated by analyzing its' course outline, aims and objectives, course content, reading materials, and so on. In doing so, it developed a theoretical framework titled the Islamic Integrated University Curriculum model. The secondary sources are official documents, journals, articles, especially the books and articles of modern and contemporary scholars.

In addition, a brief interview was conducted to understand contemporary perceptions based on purposive sampling. Selected important stakeholders, such as political scientists of the country, faculty members, and department students, were interviewed face to face in the University of Dhaka Campus. The teachers were selected in consideration of senior-junior, male-female, and designators. Since the researcher himself is a political science graduate from this department, senior faculty members are familiar with him. Accordingly, five faculty members were selected with the rank of Distinguish Professor (T1), Professor (T2), Professor-female (T3), Associate Professor (T4), and Assistant Professor (T5), including the then Head of the Department. Five students were selected based on their interest in the issues raised in the

interview questions. Among them, two of them (S1, S2) are undergraduate students while the rest are (S3, S4, S5) are graduates. The study used a self-constructed interview protocol for interviewing the selected teachers and students of the department.

Theoretic framework

American Liberal Arts University Curriculum Model

The study examined the Liberal Arts curriculum model in the USA where the curriculum goals of the university are translated into its curriculum structure (Figure 1).

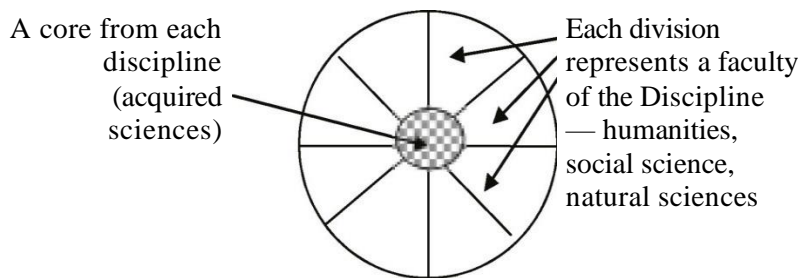


Figure 1 The American Liberal Arts Curriculum Model (Source: Rosnani, 2013)

The Figure demonstrates that there is a core which is comprised of representative courses from various divisions of knowledge: natural sciences, social sciences and the humanities. Hence, even if one majors in agriculture, one still has to study a course in history or economics or philosophy.

Al-Attas Model

The FWCME model also contributed in developing a strong educational curriculum as suggested by Prof Dr Syed Naqib Al-Attas, a Malaysian born philosopher (see Figure 2).

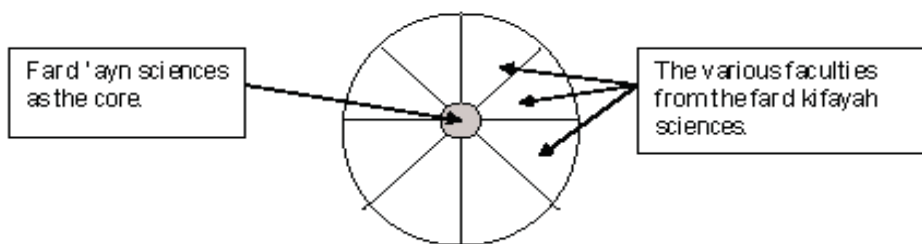


Figure 2 Al-Attas' Curriculum Model of an Islamic University

According to him (1993), the university reflects the nature of knowledge and the nature of man in Islam. Therefore, it is crucial to understand the relationship between Man and knowledge within the spirit of an Islamic worldview. The model is an attempt towards an integrated curriculum but it has its shortcomings. Students are not exposed to the various ways of acquiring knowledge, especially scientific methods to enable them to possess a scientific mind and aptitude.

Rosnani Hashim's Model

Prof. Dr. Rosnani Hashim, an educator and curriculum expert has revised the idea of Al-Attas. To construct an Islamic Integrated curriculum with educational goals and subject content, Rosnani (2007) attempts to improvise Al-Attas' model and build upon the western curriculum model. In this

model (see Figure 3), she extends the core to beyond Islamic Revealed sciences to include courses that represent other divisions.

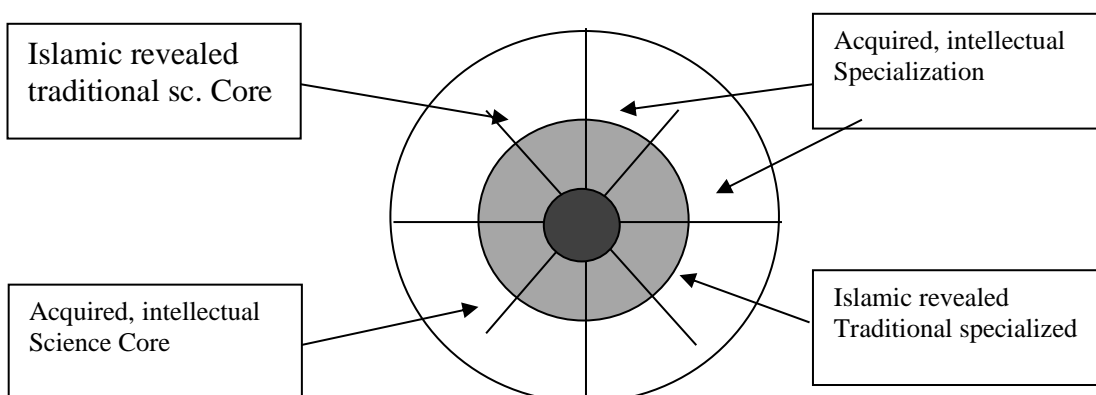


Figure 3 The Curriculum Model of Rosnani Hashim. (Source: Rosnani, 2013)

The study after rigorous analysis shows that, Rosnani’s model is more specific and aims to build a well-rounded graduate. Hence, it is easily applicable to countries where Islam is most influential at state level, like Malaysia, Indonesia, Brunei and Maldives. In the case of state-declared secular Muslim countries like Bangladesh, it needs to be more strategic in using Islamic terminology. More specifically, the researcher thinks that ‘Islamic revealed traditional-specialization’ as proposed by Rosnani for higher education, should be a requirement for Islamic disciplines only. It is not necessary for general disciplines like political science or other social or natural sciences. Rather, it may be replaced by the word ‘fundamental or related discipline knowledge’ with an Islamic perspective in the outline of the courses.

In summary, it has been apparent that the primary objective of the above-mentioned curriculum models' is to prepare a well-rounded graduate capable of meeting the real-life challenge of maintaining their respective outlooks. However, all the curriculum models here have shortcomings. The USA liberal arts did not include moral education. In contrast, the Al-Attas model included only religious discourse, and Rosnani Hashim incorporated revealed and acquired knowledge, which is comparatively comprehensive but not at all. Following these shortcomings, the author developed the IIUC Model.

Developing the Islamic Integrated University Curriculum (IIUC) Model

Considering the cross-cultural and secular Muslim dominance in higher education institutions in the Muslim world, the researcher attempts to provide a model of Islamic Integrated University Curriculum (IIUC) as shown in the Figure (4). The framework will be used for analysing the undergraduate curriculum of the political science in the University of Dhaka in this research.

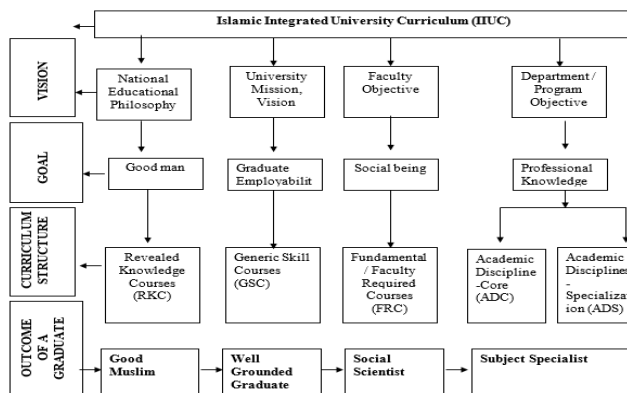


Figure 4 Islamic Integrated University Curriculum (IIUC)

The Islamic Integrated University Curriculum (IIUC) model has mainly four sections: Vision, Goal, Curriculum Structure and Outcome. However, here, the outcome is explained in the section of curriculum structure, mentioning specific values and skills and their implications.

1. Vision and Mission

It is always expected to have a true representation of national educational philosophy, university vision and mission, and faculty objective in a particular curriculum. The IIUC contemplates all in a single framework. Thus, the author believes that achieving the national goal: good man, university goal: employable graduate, faculty goal: social being and the disciplinary goal: a professional expert will come true. In most cases, if it is heterogeneous, it becomes complex in reaching the actual destination.

2. Goal

Students who graduate from the university are expected to master not only in its distinct discipline knowledge, but also in pedagogy, other related subject knowledge, religious knowledge, and have generic employable capabilities. It is believed that student’s objectives in pursuing education in each department vary. Some may want to be department experts, some may want to pursue essential Islamic values, some may want to study to obtain a higher education qualification for jobs in non-academic sectors, and others may have different reasons for studying the program.

3. Curriculum Structure

Professional or Discipline Knowledge

Professional or Discipline Knowledge section relates to how curriculum may be adjusted so students can master discipline knowledge, professional skills, and workplace environments and attitudes upon completion of their studies in their individual department. Each department has a responsibility to ensure that students have mastered adequate skills to become those professionals so that they are able to perform their tasks professionally and effectively.

Hammerness and Darling-Hammond (2007), argue that there are three significant approaches to educating students to become professional teachers: the apprenticeship of observation; the problem of enactment; and the problem of complexity. The apprenticeship of observation refers to the learning that occurs and experiences that students have during their study time. In a pedagogical sphere, educating students to be teacher educators may be achieved through teaching and learning strategies which are empowering and allow students to experience the real teaching life (Thomas & Beauchamp, 2007).

The specialist knowledge in the discipline is immensely needed for professional qualified teachers who possess qualifications that enable them to interact with students as well as with the community to manage their teaching and learning activities. Teaching and learning, and its instruction at a university should be developed to achieve such requirements.

Faculty Required Inter/ Multi-disciplinary Knowledge

Each discipline in the university level of education has a particular faculty. i.e. Political science is under social science, botany under biology and literature under arts faculty. So, the student will be required to acquire knowledge on their related faculty disciplines as it is believed as the comprehensive part of knowledge. No discipline is considered the isolated discourse, rather involved with a large variety of other disciplines.

Faculty required course prepares students for different purposes, i.e. social science offers students a variety of knowledge on politics, culture, society, economy and so on. Thus, a graduate with the comprehensive knowledge domain could become socially responsible and committed being. Simultaneously, he/she shall be introduced with national vision, mission and objectives in addition to historical records, which enhances the sense of commitment among citizens in the long run.

Generic Graduate Capabilities

Generic capabilities, regarded as significant competences that undergraduate students can master after completing their degree, have gained increased focus from numerous higher education institutions throughout the world. Siefert (2012) argues that, to enhance students' success, education should emphasize knowledge as transferable skills and abilities, such as the ability to communicate effectively, and think critically and creatively, as well as to access, assess, and utilize information to achieve a specific goal. Others argue that providing significant generic skills will assist students to survive in today's highly competitive job market (Barrie, 2006; Hess, 2010; Karseth, 2004; Laird & Garver, 2010; Oliver, 2010, cited in Rahim, 2014). The term 'generic outcomes' refers to graduate attributes, graduate employability, core or key skills, and generic skills (Barrie, 2007).

However, concisely, the thinking skills, language (English, Arabic and Local) skills, communication skills and problem-solving skills are significantly important to achieve the goal of graduate employability.

Revealed Knowledge

Even though the department's primary objective is to train students to be civil servants or lecturers at colleges and universities, it is also responsible for providing them with a basic religious education. The IIUC emphasizes intellectual and spiritual development. Spiritual development focuses on *akhlaq* which is regarded as a core process in purifying a human's ethical morals. Having better *akhlaq* as a soft skill might enable people to possess social intelligence that affects the way they act during social interactions and on other formal occasions.

For Muslim students, Revealed knowledge includes, a Quranic worldview, revelation from the Quran as sources of knowledge, Islamic Civilization and Muslim heritage, Islamic Ethics & morality, Usul al Fiqh, and *Maqasid al Shariah*. For non-Muslim students, they will have fundamental religious courses of their own respective religion.

In sum, by integrating knowledge, skill, and values as mentioned earlier in the curriculum, the Universities of the Muslim world shall be able to produce well-rounded graduates without compromising their job opportunities and marketability. In this research, the author analyzed the undergraduate political science curriculum at the University of Dhaka based on this framework, focusing on curriculum outcome preparing graduates with an integrated personality.

Brief Introduction of the University of Dhaka

The University of Dacca (currently ‘Dhaka’) was founded on the 1st of July 1921. The vision and mission of this university is not clearly mentioned in any official documents of the University of Dhaka. Different studies found that the establishment of the University of Dhaka in the then East Bengal had a “political origin”. It was a political gift to the aggrieved Muslims of East Bengal. The former viceroy of India, Charles Hardinge, while on a visit to Dhaka in 1911 asserted the significance of education for the salvation of the ‘Bengali Muslims’ who were lagging behind other communities, especially in terms of development (Rahim, 1981).

Referring to a report by the Calcutta University Commission (Nathan Commission) in 1917, Rahim asserts that the chief determining factor in government decision to make Dacca the location of a university, “was doubtless, the desire to accede to the demand for further facilities for the Muslim population who form a vast majority in Eastern Bengal”.

However, it is evident that the primary objective of the University of Dhaka was to provide higher education with an emphasis on Islamic and comprehensive learning for Muslims and the eastern population.

Department of Political Science

The Department of Political science was established in 1938. At present it is one of the largest departments in the faculty of social sciences at the University of Dhaka. The Department offers BSS (honours), MSS, M Phil and Ph.D programs intending to specialize in various fields of political science. The Department continues to maintain a congenial academic atmosphere for encouraging teaching commitment and research activity. It has also been keeping up its research tradition. The major areas of interest of the scholars of this Department are political thoughts of Plato and Aristotle, political problems in Bangladesh, women in politics and socio-political and constitutional issues of the country.

The Undergraduate Political Science Curriculum of the University of Dhaka (2012 to 2017 Academic Year)

The BSS (Honours) program is a four-year duration study, divided into eight semesters. Each year is divided into two semesters. Students are required to take 32 courses of 128 credit hours and to obtain 3200 marks in four years. Each full course consists of 4 credits. The details of the syllabus/outline of the courses are shown in table 1.

Table 1 Semester-Wise Course Distribution

Semester	Course
First Semester	PS 101 : Ancient and Medieval Western Political Thought
	PS 102 : Political Theory and Organization
	PS 103 : Government and Politics : UK, USA and France
	PS 104 : Principles of Sociology
Second Semester	PS 201 : Modern Western Political Thought
	PS 202 : Principles of Economics
	PS 203 : Socio-Political and Constitutional Development in British India (1757- 1947)
	PS 204 : Public Administration in Bangladesh
Third Semester	PS 301 : Oriental Political Thought
	PS 302 : International Politics : Theory and Practice

	PS 303 : Socio-Political and Constitutional Development in Pre-Independent Bangladesh (1947 – 1971)
	PS 304 : Qualitative Approaches to the Study of Politics
Fourth Semester	PS 401 : Quantitative Research Methods in Political Science
	PS 402 : Local Governance and Rural Development in Bangladesh
	PS 403 : Principles of International Trade and Finance
	PS 404 : Military and Power in Comparative Perspective
Fifth Semester	PS 501 : Political and Constitutional Development in Bangladesh 1971 – till date)
	Ps 502 : Politics, Power and Corruption
	PS 503 : International Politics since World War II
	PS 504 : Government and Politics in Middle East
Sixth Semester	PS 601: Political Economy of Bangladesh
	PS 602 : Democracy and Democratization
	PS 603 : Gender and Politics in Bangladesh
	PS 604 : Government and Politics in South Asia
Seventh Semester	PS 701 : Geopolitics and Bangladesh
	PS 702 : Research Methodology in Political Science
	PS 703 :Political and Development issues in Asia, Africa and Latin America
	PS 704 : Politics of Identity : Ethnicity, Religion and Nationalism
Eight Semester	PS 801 : Globalization, Regionalism and International Financial Institutions
	PS 802 : Non-Traditional Security Issues : Environment and Migration
	PS 803 : Human Rights and Political Violence
	PS 804 : Public Sector Management in Comparative Perspective

Source: Prepared by author based on Syllabus/Outline of the Courses, Bachelor of Social Science (BSS Honors), Session: 2012-13 To 2017-2018, Department of Political Science, University of Dhaka

Bachelor of Social Science (BSS Honors) Program under Semester System - Four Years duration divided into 08 (eight) Semesters consisting of 32 courses for a total of 3200 marks equivalent to 128 credit hours (Department of Political Science 2021).

Document Analysis

1. Aim/Objectives of the Program

The aim of a curriculum is determined by societal and also learner needs. Rosnani (1996) stated that goals are broad statements that indicate the outcome of a student's education. She advocates clearly defined objectives because without it there will be no sound basis for the selection or design of instructional materials, content or methods.

The Political Science Department of the University of Dhaka enrolls some 250 students every academic year for its undergraduate program. The Department's objective of undergraduate education across all specialties of the discipline is to provide training that will enable its students to make professional contributions in their future careers. With that in mind, a four-year honours syllabus has been designed which is now in effect.

The aim and objectives as mentioned above is very general. It seems fuzzy due to the use of idealistic terms. This makes it difficult to translate the objectives into something practical and manageable. Aims can be made clearer by breaking it into more specific behavioural objectives that are measurable.

The goal of national economic development is important for our well-being but it should not override the goal of becoming a good man with excellent morals or integrity. Commodification of knowledge should not be the only yard stick to determine the courses that universities should offer even if it is a private institution of higher learning.

There is an argument that the objectives of a neo-liberal university in terms of pedagogy should include new market oriented courses, vocational learning, and mode of learning, defined necessarily be a good man. Unfortunately, the programs related to our contemporary philosophy of education, are driven by utilitarian and pragmatic aims rather than Islamic educational goals.

2. Offered Courses

Table 2 shows that there is no mention about core, elective, specialization or any other classification of the courses in the program structure, all courses are compulsory. However, the researcher has classified the program structure into FIVE divisions based on the nature of the existing courses and his proposed model of the Islamic Integrated University curriculum (Figure 4) as prescribed in the previous chapter. The divisions are as follows: i) Political Science courses-core (PSCC); ii) Political Science Courses-specialization (PSCS); iii) Fundamental or Faculty required courses (FRC); iv) Generic skills courses (GSC) and v) Revealed knowledge courses (RKC). The Tables 2, 3, 4, 5 and 6 illustrate the details of this divisions.

Table 2. Departmental Courses-Core (DCC)

Course Code	Name of Course	Credit Hour
PS 102	Political Theory and Organization	4
PS 101	Ancient and Medieval Western Political Thought	4
PS 201	Modern Western Political Thought	4
PS 301	Oriental Political Thought	4
PS 302	International Politics : Theory and Practice	4
PS 602	Democracy and Democratization	4
PS 704	Politics of Identity : Ethnicity, Religion and Nationalism	4
Ps 502	Politics, Power and Corruption	4
PS 803	Human Rights and Political Violence	4
PS 203	Socio-Political and Constitutional Development in British India (1757- 1947)	4
PS 303	Socio-Political and Constitutional Development in Pre-Independent Bangladesh (1947 – 1971)	4
PS 501	Political and Constitutional Development in Bangladesh 1971 – till date)	4
PS 701	Geopolitics and Bangladesh	4
PS 702	Research Methodology in Political Science	4
PS 204	Public Administration in Bangladesh	4
		Total 60 CR

Source: Prepared by author based on Syllabus/Outline of the Courses, Bachelor of Social Science (BSS Honors), Session: 2012-13 To 2017-2018, Department of Political Science, University of Dhaka

Table 3. Departmental Courses- Specialization (DCS)

Course Code	Name of Course	Credit Hour
PS 103	Government and Politics : UK, USA and France	4
PS 503	International Politics since World War II	4
PS 504	Government and Politics in Middle East	4
PS 604	Government and Politics in South Asia	4
PS 703	Political and Development issues in Asia, Africa and Latin America	4
PS 402	Local Governance and Rural Development in Bangladesh	4
PS 404	Military and Power in Comparative Perspective	4
		Total 28 CR

Source: Prepared by author based on Syllabus/Outline of the Courses, Bachelor of Social Science (BSS Honors), Session: 2012-13 To 2017-2018, Department of Political Science, University of Dhaka

Table 4. Fundamental or Faculty Required Courses (FRC)

Course Code	Name of Course	Credit Hour
PS 104	Principles of Sociology	4
PS 202	Principles of Economics	4
PS 403	Principles of International Trade and Finance	4
PS 601	Political Economy of Bangladesh	4
PS 802	Non-Traditional Security Issues : Environment and Migration	4
PS 801	Globalization, Regionalism and International Financial Institutions	4
PS 104	Principles of Sociology	4
PS 202	Principles of Economics	4
PS 603	Gender and Politics in Bangladesh	4
		Total 36 CR

Source: Prepared by author based on Syllabus/Outline of the Courses, Bachelor of Social Science (BSS Honors), Session: 2012-13 To 2017-2018, Department of Political Science, University of Dhaka

Table 5. Generic Skill Courses (GSC)

Course Code	Name of Course	Credit Hour
PS 304	Qualitative Approaches to the Study of Politics	4
PS 401	Quantitative Research Methods in Political Science	4
		Total 8 CR

Source: Prepared by author based on Syllabus/Outline of the Courses, Bachelor of Social Science (BSS Honors), Session: 2012-13 To 2017-2018, Department of Political Science, University of Dhaka

Table 6. Revealed Knowledge Courses (RKC)

Course Code	Name of Course	Credit Hour
-	-	-

Total

0 CR

The study found that there are 15 courses of 60 credit hours for departmental core including 1 course of 4 credit hours for religious and Asian political thoughts, 7 courses of 28 credit hours for departmental specialization, 9 courses of 36 credit hours for faculty required courses, 2 courses of 8 credit hours for methodology courses which can be considered generic skills courses. The major features of this curriculum that draws immediate attention are as follows.

3. Content/Outline of the Selected Courses

The focus of the Political Thought courses taught at the University of Dhaka is on classical theories of state and leadership. It ranges from classical Greek thought of Plato and Aristotle, Roman-Greco philosophers, Christian theologians and jurists to pragmatic politics of Machiavelli. All are concerned with western philosophical and epistemological foundations of knowledge. There is no comparison between western and Islamic political thoughts in the subsequent periods. For instance, the philosophies of Socrates, Plato and Aristotle are different from an Islamic view on matters concerning politics, the state, the government, citizenship, the economy, ethics, participation, leadership, education programs, justice etc. Al-Farabi, Ibn Rushd have contributed their theories in some ways, but their contributions are not included in the respective courses. The Department provides only one subject (4 credit hours) of Oriental Political Thought comprising of Muslim and non-Muslim religious thought in its four-year undergraduate program. This situation has provided a great setback for Muslim students as the curriculum contradicts the spirit of the establishment of the University.

4. Reading Lists of the Selected Courses

Reading lists are very important for any of the courses taught at educational institutions. In the case of higher education, required or recommended readings indicate the sources of knowledge whether it is concerned with western or Islamic epistemology. With regards to Islamic integration in curriculum, it is necessary to examine the sources of the references. The references for the three courses above are targeted for further analysis and discussion.

The Analysis shows that eighteen books are included in the reading list for the Ancient and Medieval Political Thought course (PS 101). All are written by western scholars and modern secular thinkers who base their thoughts and work on western philosophy. There is not a single book written from the perspective of Islam, even by classical or medieval Muslim scholars. Similarly, for the Modern Political Thought course (PS 201), fourteen books have been included in the reading list, but also nothing on Islamic political thought or any work by modern Muslim Scholars. The Oriental Political Thought course (PS 301) is slightly different from the previous two courses. This course has recommended eighteen books on the list and seven books are written from an Islamic perspective by reputable Muslims/western scholars. The remaining eleven books recommended have been written by western secular scholars. Thus, we can see that, most of the references or reading recommended are euro-centric which promotes western epistemology rather than Islamic epistemology.

Interview Analysis

In addition to the document analysis, the author interviewed five teachers and five students of the department of political science at the University of Dhaka (Details are given in the methodology part). Then, for convenience in analysis, the author divided the collected interview data into several parts; the **first part** focused on the vision and mission of the University, when the **second part**

discussed about the aims/objectives of political science program as practiced by the Department. The **third part** talked about the curriculum structure including the courses offered and its content. The **fourth part** focused on the selected readings as required or recommended for each the courses. The **fifth part** was related to the methods of teaching and evaluation, especially whether the methods employed in teaching the Islamic political theories course, encourage critical thinking or provide any assignments/projects with an Islamic worldview. The **sixth and last part** discussed about the respondents' overall comments and suggestions. The analysis of the interviews is as follows:

Part 1: The Vision and Mission of the University of Dhaka

The University of Dhaka (UD) is arguably 'the highest echelon of academic excellence' of the country. However, it does not express such a statement, as it does not have a clear vision and mission. The webpage of the UD reveals its main purpose is knowledge creation in new areas and the involvement of its students to disseminate this knowledge in society. The advancement of learning and promoting research in all fields of knowledge is the University's prime activity. As result of the lack of mention and specification of the vision and mission of the university, there is a divergent view among the teachers and students with regards to what the mission and vision are. The interviews reveal this fact. When replying to first part of the questionnaire, no one mentions the word 'Islamic' in the vision and mission of the university while every two interviewees use the words 'nationalistic' 'secular' and 'other' in their respective answers. According to interviewee T4, UD has failed to run by its mission and vision. T4 states,

“Once the UD mission was to ensure qualitative higher education and it could be before independence but now its vision has been turned to produce partisan based cadre as the students' supporters who belong to the opposition have no chance, even to stay in campus. In my consideration, there is no scope for a IIICE or a Nationalistic or Secular approach.”

Interviewee T1, a distinguish professor and celebrated political scientist of the country, clearly states,

“The mission and vision of the UD is secular. It does not give provide space for Islamization or integration (revealed knowledge and acquired human knowledge)”.

Interviewee S1 does not comment on the vision and mission of the UD while interviewee S2 states,

“The mission and vision of University of Dhaka is to make skillful and good citizens who lead to build an enriched country. It encourages secularism. I think, it doesn't give space for Islamization”.

However, S3 argues that the vision and mission of the University of Dhaka have been largely influenced after the liberation war of Bangladesh. During the origin of the Pakistan state in 1947, it was based on religion. However, in 1971, the secular force was mainly on track with the political process. Subsequently, that reflects in the atmosphere and goals of the university.

S4 and S5 do not make any comments, as they did not find anything written about the university's vision and mission.

Part 2: The Aims and Objectives of the Political Science Program

In the close-ended questionnaire, two interviewees (T2, T3) chose employability or a good job as the department's aims and objectives while others provided descriptive answers that posed

different opinions. Interviewee T4 finds a clear difference between theory and practice when it refers to the aims and objectives of the department. In T4's words,

“Theoretical aims and objectives of the Department are to produce conscious students who would be able to lead the country in terms of socio-political aspects but in practice, they produced graduates who are not very talented because the quality of some faculty members are tremendously inferior in terms of academic excellence due to political appointment in all regimes. Most of the graduates, are still searching for jobs after their graduation and some have been successful but other are still searching.”

Interviewee T5 thinks that the aims and objectives of the department should be “to keep abreast political events and political discourse. To produce graduates with versatile knowledge regarding national, international and regional politics and public policy. The graduates enjoy complete freedom to choose their business.”

According to interviewee T1, the aims and objectives of the department are “to offer courses on different aspects of political science and to produce graduates with knowledge of different aspects of political science”

T1 finds that graduates chose teaching positions in colleges or jobs in public administration and some pursued legal professions. According to S1, S3, the aims and objectives of the department are enhancing the student's intellectual capabilities while S2 elaborates on two points:

“i. to make good citizens; and ii. to make good leaders who lead in every area of the country.”

Therefore, iii. ‘Preparing policy expert and political personality’ is added by S3 and S4.

In addition to that, S5 oughtn't to say anything, as nothing is mentioned on the university website.

S2 states that after graduating some graduates work in administration, some are teaching in universities, and some are involved with politics.

Part 3: Curriculum Structure Including the Courses Offered and it's Content

Several questions were asked to find out the views of teachers and students regarding the current curriculum structure of political science and its contents. Regarding the system of core (University core/faculty core/departmental core) and elective courses, Interviewee T1, T2 and T3 provided negative answers to this question while interviewee T4 and T5 gave affirmative answers. However, they mentioned that;

‘It is provided in a limited scale; only one course in the entire syllabus has Islamic content’.

In case of addressing the Islamic and western perspectives of political concepts and theories, majority of the teachers viewed that it does not address Islamic perspectives, and only taught western perspectives of political science concepts and theories. However, interviewee T2 differed in his/her view and gave an affirmative reply to this question.

In terms of accommodating the political thoughts and Institutions of Islamic legacy, Interviewees' T2 and T4 replied negatively while interviewees' T3 and T5 replied positively to this question. Interviewee T1 found a limited scope for addressing Islamic perspectives. He mentions that;

‘It only touches Muslim political thinkers- Al-Farabi, Ibn Rushd, IbnKhalidun, Imam Ghazali and Ibn Sina’.

Concerning the space to equip students with the knowledge, both from Revealed (Qur'an-Sunnah) and Acquired (Human intellect) sources, all unanimously agreed that there is inadequate space to equip students with knowledge from Revealed (Qur'an-Sunnah) and Acquired (Human intellect) sources.

In terms of contributing the current curriculum to students to become wise Islamic leaders (role model of the society) of the nation, all unanimously agreed that the current curriculum does not help students to become wise Islamic leaders (role models of the society) of the nation.

Regarding the nature of program, T2 and T3 state that the nature of the political science program is traditional, and uses scientific knowledge which is similar to American programs. Interviewee T4 and T5 see the political science programs as a mixture of various aspects, both national and international. To some extent, the US and UK systems are followed while interviewee T1 sees the programme as quite similar to the British system. Interviewee T5 states that;

“the nature of the programs is to disseminate knowledge of the state, government, public policy, national and international politics etc. students are given theoretical knowledge only”.

S1 states that the nature of the political science program is standard, and requires students to be conscious about world politics. S2 states,

“The nature of the political science programs are very much similar to American programs. The programs produces valuable knowledge such as- the present condition of world politics, how do we improve our condition, how do we play role in international world politics etc.”

S3 figured out the very interesting facts over the political science program; as he said,

“This program follows the curriculum of the universities from the developed world but rarely construed the concept with the local context. So, the concept ideas remain always ambiguous to the students.”

Therefore, S4 praised the curriculum structure, pointing to the same curriculum followed by the universities from the US UK, which facilitates their higher education journey. However, S5 said about his appointment to the curriculum, as he believed that the curriculum mostly concentrated on the ancient political theory and practices, while it gives less focus over the most relevant ideas to the present world. He has emphasized the inclusion of oriental political thought, which has much more relevancy in this Indian subcontinents than the Greek political thought.

In terms of integration of revealed and acquired knowledge in the political science programs, T2 rejected the idea whereas T1, T3, T4 and T5 contended that there was enormous scope for designing a curriculum for the department which integrated revealed and acquired knowledge. Both S1 and S2 think that it is necessary to provide integrated political science programs. According to S1, this is because students of the department are learning many things except Islamic knowledge. S2 argues that as a Muslim country and a developing nation we have to improve our conditions; we have to play a role in removing challenges for the Muslim ummah. S3 emphasized the reformulation of the curriculum, as it requires much relevancy with the Muslim society. S4 did not comment, while S5 said about the inclusion of religious viewpoint, as he thinks the politics is an interdisciplinary course of religion.

Part 4: Selected Readings as Required or Recommended

Regarding the reading materials as used in the courses, Interviewees' T2 and T3 asserted that there were no reading materials or references with an Islamic worldview written by Muslim/non-Muslim scholars. Interviewee T4 declines to answer while Interviewee T5 says there are sufficient references and Interviewee T1 says that;

Aziz

“There are many reading materials and references with an Islamic worldview written by Muslim/non-Muslim scholars. Although these references are related only to the oriental political thought course, not any of the other courses.”

However, S1 and S5 could not specify the names of Islamic readings and references covered in various courses. Therefore, S3 has pointed out a course titled ‘Oriental Political Thought,’ which includes the religious discourses, i.e., Islam, Buddhism, etc. But the problem is the reading materials written by the Muslim scholars are not sufficiently included. S4 has commented that the university should be liberal, not focused on any particular religion or ideology. Therefore, in Bangladesh, in the name of secularism, the liberal view of religion is always checked. That’s why we have seen one kind of discomfort nowadays is grown up among the faculty and curriculum body regarding religious contents. S2 did not agree to comment on this point.

Part 5: Method of Teaching and Evaluation

The following issues were raised in the interview to identify the Islamic integration in methods of teaching and evaluation-

In terms of encourage to quote any evidence/references from Qur’an or Hadith or Muslim scholars beside western scholars, all opined that students/teachers were not encouraged to quote any evidence/references from Qur’an or Hadith and other Muslim scholars besides western scholars.

Concerning the assignment/project to the students that require research/studies in Islamic history/politics/shariah/Islamic worldview, it is found that majority of the current faculty members (75 percent) have not given assignments/projects to students that require research/studies on Islamic content.

In the space for critical thinking or critical pedagogy in teaching and learning, majority of the teachers view that the teaching methods encourage students to be critical. However, interviewee T1’s view differs and his opinion is that “the present teaching method does not encourage students to be critical”.

All students agreed upon the importance of redesigning the teaching module and setting a unitary evaluation system. S1 said that the teaching is mainly lecture-based, while S2 gave importance to the participation of the students in the class actively. He argued that the teacher while offering a lecture, does not get enough time to take responses from students. But, if it follows the active learning approach, the student can join the class and their teacher. Thus the way, the class will be much more effective. However, S4 didn’t agree with an active learning approach, as he believed that the conceptual discussion might be ambiguous due to a variety of opinions if it is open to discussion for all. Then, no conclusion could be reached after the class. S5 here accorded with the opinion of S4 as he also believed that the diverse opinion is good for a certain level, but not always.

Part 7: Additional Comments or Suggestions made by the Interviewees

In terms of over all comments on the major strength, weakness and further improvement, Interviewees’ T2 and T4 declined to answer. Interviewee T5 consider the curriculum as “comprehensive” while interviewee T1 find the curriculum as “equipped students with a western perspective of political science”. Interviewee T3 found that:

“there is no weaknesses in the structure as it was aligned and up to date with modern curriculum being taught in developed countries”.

Interviewees’ T2 and T4 did not comment anything. Interviewee T5 stated that “students’ socioeconomic context and the job market should be considered when it comes to developing curriculum”. Interviewee T1 recommends to “incorporate Islamic concepts of state, sovereignty,

economics etc. into the compulsory part of future curriculum”. Interviewee T3 expresses her pleasure with the present curriculum as it is updated with current global standards and methods are also continuously being improved.

In sum, it is evident that the Political Science Department of University of Dhaka is neither inter-disciplinary nor multi-disciplinary, neither a truly residential, nor a research university in nature.

The current education system of the University of Dhaka has failed to instil Islamic values into the Muslim students. The effect of this failure has resulted in the ultimate aim of education at the university changing from the production of a good man to helping him/her attain decent employment with a decent income. Materialism has become widespread amongst the graduates of the university. Since the Department does not offer any course with Islamic heritage, there is no scope to be political scientists with grounded Islamic traditions.

C. Findings and Discussion

The research reviewed the undergraduate curriculum of political science at the University of Dhaka based on the IIUC model. The key criteria of the review were vision and mission, the program objectives, the structure of the program, the content of the courses, and selected readings of the political science department. Besides, it analyzed the interview data and finally reached on particular findings given in Table 7.

Here, the findings are briefly figured out in the table, and the details are given below here

Table 7. Findings at a Glance

Component	University of Dhaka
Mission/Vision Statement	There is nothing mentioned in the documents of the university regarding its vision and mission.
Aims & Objectives of the Program	To provide training that will enable its students to make professional contributions in their future careers.
Program Structure	Four years, divided into 8 (eight) semesters.
-Duration	128 credit hours. Each course consists of 4 credit hours. Total courses-32
-Credit Hours	There is no Core, Specialization or any other classification of courses. All courses are compulsory
-Type/nature	
Course Content	Euro-centric and Neo-liberal influence
Readings/references	Secular-western source of references
Rankings	In the global university rankings, it has never secured a respectable place.

A Step-by-Step/Gradualist Approach is Missing in the Design of the Curriculum

For instance, the very first course PS 101: Ancient and Medieval Western Political Thought is offered in the first semester without offering any introductory course on the political science discipline like ‘Introduction to Political Science.

There is also another course named PS 702: Research Methodology in Political Science offered in semester seven for undergraduate students while the curriculum of Master's program contains a course with the same title PS 908: Research Methodology in political science. It is also not clear how a Master's level program is different from an undergraduate program. In addition to this, two specific modes of research courses named PS 304: Qualitative Approaches to the Study of Politics and PS 401: Quantitative Research Methods in Political Science are offered in Semester 3 and 4 respectively. Despite offering three courses, a foundation or basic course on 'Research Methodology (in general)' is absent which is a clear indication of a missing step by step/gradualist approach.

Neo-Liberal Influence

Under the dominance of a neo-liberal setting, education is now a new business that must try to focus on creating markets. With this in mind, education has evolved as a "transaction between consumers and service providers". Apart from suggesting financial schemes along with governance issues, it reflects the curricula and courses offered at tertiary level. For instance, the undergraduate curriculum also contains a course on the PS 403: Principles of International Trade and Finance. The contents of the course are similar to those taught in business studies and are epistemologically and ontologically different from the original discipline of political science. It is, however, evidence that the curriculum is multidisciplinary, but without linking with the study of trade and finance to politics. Endeavouring to make the discipline of political science job/market oriented might have motivated the department to incorporate these courses.

In recent studies, Tanzimuddin (2015) observed that there is a recent trend emerging at University of Dhaka regarding curricula and course development. Taking advantage of the inbuilt structural flexibility, NGOs are now making inroads into academic affairs of the university. For instance, the Management and Resources Development Initiative (MRDI), an NGO, lobbied to incorporate a course on 'Corporate Social Responsibility (CSR)'. It was successful in obtaining approval of their course outline by the Academic Council for its future incorporation as a separate course of study in the Institute of Business Administration and in the Faculty of Social Sciences. This proposed course on CSR was not tabled by the Course Committee of respective departments for discussion. It begs the question of how a business course fits the epistemological and ontological features of a social science discipline.

Apart from suggesting financial schemes along with governance issues, it reflects the curricula and courses offered at tertiary level. While suggesting academic curricula and courses, the SPHE finds liberal arts and even pure science incompatible with market demands. According to them, those departments have "little linkage with the available job market or real-life situations".

The Course Curricula do not Formally Reflect the Learning/Teaching Objectives

At the university, objectives are grouped into courses. In most cases, their objectives are written as learning outcomes which are measurable. Each curriculum requires an objective to determine whether it has been achieved. A good objective helps students to organize and plan their own efforts towards accomplishment of these objectives. Rosnani (1998) argues that assessment, tests and evaluation can only be done or test items selected when the instructional outcomes have been made explicit. Rosnani further characterized good objectives that are related to intended outcomes rather than the process for achieving those outcomes. They should be specific and measurable rather than broad and intangible and are concerned with students and not teachers.

With regards to the curriculum of the University of Dhaka, Tanzimuddin (2016) observed that the experiences of the departments of the social science faculty with regards to curriculum-design demonstrates how the absence of fixed academic goals impacts their academic activities. The situation gets more precarious in this neoliberal age of higher education when the university authority is not sure what kind of knowledge they seek to offer to the students or what kind of knowledge the public university aims to produce.

The common feature that draws attention is that none of course curricula of the political science department formally address the learning/teaching objectives. In the absence of any officially declared learning/teaching objectives for the students, the academic departments remain at an absolute liberty to decide the content of the curriculum. What will prevail is how keen the university colleagues are to develop quality content and whether they have any vested interests (if any). There are no required or recommended readings

The reading lists of the respective courses are too long and there are no core reading and supplementary reading lists specific to the topic to be taught in different courses offered at undergraduate and postgraduate levels. For example, the reading list for the course PS 701: Political and Constitutional Development in Bangladesh (1971 till present) contains as many as sixty items that includes books, book chapters and articles. Similarly, Bangladesh Politics Issues and Priorities offered to Masters students has 85 items on its list of reading materials/references.

There is also a course named PS 601: Political Economy of Bangladesh. But its reading list does not include a single book written on Bangladesh or by a Bangladeshi author. The same applies to the reading list for the Geopolitics and Bangladesh course. The scope for the course of PS 703: Political and Developmental Issues in Asia, Africa, and Latin America are also too broad.

In summary, the reading list for each course demonstrates that the academic staff are not familiar with Islamic literature. There is a conscious attempt to ignore Islamic reading materials. However, there is an effort to constantly update their reading lists. The reading list is supplemented by additional reference materials provided during the lecture periods. All are euro-centric liberal western thoughts.

Lack of Appropriate Teaching Methods

Lecturing is the only teaching method chosen by most of the teachers because of the limited budget available. Generally, there are no seminars, no discussions, no simulations, no practice and no reading assignments. Lecturing as the only way to teach cannot inspire the students to broaden their vision. This is a major problem in a developing countries such as in Bangladesh and Indonesia, where priority is usually given to economic growth, an expanding labour market, eradicating poverty etc. Teaching Islam at a tertiary level receives less priority. There has also been no official assessment on teaching and learning at a tertiary level during the last fifteen years. A comprehensive survey should be carried out, if we intend to improve the situation and a new policy should be adopted.

Specialization Courses are very Limited

Compared to other public universities, specialisation within the political science course is very limited because there are only three departments in the University of Dhaka, namely the Department of International Relations, the Department of Public Administration, and Department of Peace & Conflict Studies which are basically specialization courses of political science.

Faculty Required Courses are Reasonable

A reasonable number of courses are offered as faculty required courses or related subjects such as sociology, economics, environment and law etc. This is a good sign as it helps to produce well-rounded citizens for the state.

Basic Skills Course/Transferable Job Skills Courses are not Offered

Although two methodology courses offered by the department can be considered as generic skill courses, there are no basic skill courses like language courses, ICT courses, thinking or analytical or problem-solving skills courses.

Revealed knowledge/ Fundamental religion

It is always essential to grow up intellectual and spiritual domain for maintaining harmonious development. So, the respective fundamental religious education for Muslim, Hindu, Buddhist, Christian are necessary to be included. However, unfortunately, these are fully ignored and having no such discourses on religious education.

Content and Reading Lists

It is always expected that the university will provide a precise content outline and reading materials in against of the course objectives. However, the content in this curriculum is too general, apparently seems not well researched before designing. Similarly, the same condition is also appeared in the reading list, where it is found mostly full of irrelevant and unnecessary referenced sources.

Curriculum Structure

The distribution of the curriculum does not maintain any sequence or pattern and in most cases, it is found haphazard distribution of the courses. There was no specific allocation focusing on outcomes, which is expected from the graduate.

The Curriculum does not manifest the Spirit of Integration

The Department does not offer courses with focusing on comprehensive outlook of integration. It does not have course on revealed knowledge, and on generic skills. Mostly, it has prioritized the disciplinary knowledge and faculty required knowledge. From that sense, it fails to deliver some key feature of integrated personality among its graduates, i.e. good man and employable graduates. Many studies indicated the necessity of having a focus on religious education for morality development among graduates and some urge on vocational training for getting employable graduates. However, the political science curriculum of the University of Dhaka did not address these issues.

Recommendations

A university becomes great not merely because of its high-impact teaching, the employability of its graduates or the research and publications it has produced, but also by the way it shapes an active community of thinkers and reformers who improve society. The University of Dhaka is not an exception in this regard. Hence, the study suggests the followings.

1. The University should introduce the 'Fundamentals of Islam' as a compulsory subject/course for Muslim students in all the departments or program. Those who believe in Christianity, Catholicism, Hinduism or Buddhism (religions which are officially recognised by the Government), have to study their own respective religions.
2. Resolution of educational problems requires empirical research and in-depth analysis of real experiences of the past and present. Very specifically, the relevance of Islam in acquired sciences is recommended to solve the problem of secularization in higher education curriculum.

3. The University authority may introduce a course on 'Islam for a Specific Branch of Science (ISS)' in all levels of higher education programs. This is aimed to link Islam to any branch of acquired science.
4. The implementation of the IIUC requires a strong understanding, motivation and commitment among the faculty members. Hence, the department is requested to train their faculty members on Integration of Knowledge in general and Integration of political science curriculum in particular.
5. This study recommends that the IIUC should be carried out with corresponding textbooks where an Islamic worldview can be presented. The department or its faculty members should proceed with this writings. They can take help from Islamic research centre at home and abroad.
6. Therefore, the Ministry of Education or UGC is advised to grant the required fund for the research on curriculum development and assessment.
7. The University should advocate and create networking sessions with scholars and professionals including curriculum experts from other Islamic educational institutions and think tanks who advocate Islamic education at a national and international level.

D. Conclusion

As the IIUC model offers, the primary objective of university education should be offering higher education with the full combination of values, rational, humane, and generic skills. The fundamental prerequisite for the effective and overall transformation of the Ummah is the transformation of its education system. The curriculum of the University of Dhaka was formulated by following Calcutta University and Western curriculum by preferring merely corporate interest and political purposes. However, it always fails to accommodate a comprehensive knowledge and skills domain, enabling the graduate to cope with the challenge of the real-life and upcoming world. In this circumstance, the study recommended following the IIUC model to map a comprehensive integration, including disciplinary, interdisciplinary, and revealed knowledge and generic skills. It is worth mentioning that the IIUC model will contribute to the development and enrichment of comprehensive integration in the political science curriculum of the University of Dhaka. This model has some unique focuses like accomplished generation, visionary leadership, and a community with a strong sense of social responsibility and moral commitment along with its' common and ultimate goal of producing a well-round graduate. Very specifically, the IIUC model can be useful for all disciplines of all Universities in the modern Muslim world for producing the Muslim Scientist.

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