

7.1 INTRODUCTION

In the field of education, there are enormous contributions of Muslim philosophers. It is not necessarily concerned with religious issues. Muslim philosophers emphasized on logic, reality, freedom of will, sources of knowledge and many more. The Quran and Greek philosophy has very much influenced Muslim philosophers. Muslim Philosophers tried to harmonize the philosophical perspectives of Greek philosophy with the tenants of Islam. Muslim Philosophers have generally tried to synthesize science , religion and philosophy and attempted to define their subject matters in such a manner that they are found to be balancing to one another rather than coming in conflict with one another.

Muslim Philosophers tried to answer the enduring questions of philosophy. The nature of reality, the functions, and limits of the human reason, truth, freedom, ethics and in essence, how we should live are fundamental questions that have never left the stage of philosophy. This unit entails in detail the contributions of Muslim philosophers in education.

7.2 OBJECTIVES

After reading this unit, you will be able to:

1. Discuss Imam Al-Ghazali's views about teaching
2. Describe Ibn-e-Khaldun's view about education of young children
3. Elaborate Ibn-e-Miskawayh's contributions to the moral development of learner
4. Explain reasons of Al Farabi's emphasis on the scientific disciplines
5. Appreciate Allama Muhammad Iqbal's educational philosophy for the Muslims

7.3 IMAM GHAZALI (1058-1111)

Abu Hamid Al-Ghazzali is one of the most important scholars of Islamic thought. He was a philosopher, a legal scholar, a theologian and a mystical thinker. Imam Ghazali was an expert in the field of fiqh al-Syafii' and Kalam al-Asy'ari. Coming at a time when there were many disputations between philosophers and theologians, between rationalists and traditionalists and the Mystical and the orthodox, he tried to bridge these divisions. His IhyaUlum al-Din, The Revival of Religious Sciences embarks on a massive endeavor to find a golden mean between all these diverging trends. Imam Ghazali was a teacher at University of Nidzamiyah, Baghdad.

Al-Ghazali's philosophy of education is based upon Islamic perspective on education, in which Al-Ghazali's predisposition towards understanding and integration of numerous intellectual schools is apparent. He got recognition as mystical, legal and philosophical educational thinker.

For Al-Ghazali, the aim of education is to nurture human beings so that they abide by the teachings of religion and henceforward will be rewarded in the life hereafter. Children learn from society and the surrounding environment. These elements play vital role for

the development of their behaviors and personality. The children are also under the influence of their families, their customs, traditions, language and religious traditions. Therefore, the major responsibility for children's education rests on the parents. However, this responsibility is subsequently shared by the teachers. Al-Ghazali emphasized the significance of childhood in character building. A good brought up will result in a good character and help them to live a good life; while, a bad brought up will spoil the character of children and it will be difficult to bring them back to the straight path. Therefore, it is necessary to understand the significant characteristics of this period so that children can be dealt in a sound and effective manner.

Al-Ghazali emphasized on early childhood education. He stressed that parents should observe their children's education since birth. According to Al-Ghazali, children are the responsibilities of their parents. If they brought up of children is in a good manners and in a good environment, they will become good human beings. On the other hand, if children are exposed to bad behaviour and their education is overlooked, they would grow up as bad people and their sins would be borne by their parents and their care takers. Al-Ghazali advised parents to send their children to schools so that they could learn the recitation of Quran, understand Hadith, and listen to the stories and life history of pious people so that children could take them as examples.

Al-Ghazali emphasized to reward children. He explained that when children demonstrate good manners, they should be rewarded and praised so that they would become happy. Moreover, when children accidentally commit mistakes, parents should pretend as if they have not notice the mistake and do not ever embarrass them by telling other people about the mistakes done. However, if children repeat the same mistake for the second time, parents should talk to them discreetly and tell them that they should not do such things. At elementary stage, children must be trained to be obedient to their parents, teachers, and elders. They must also behave well towards their fellow students. They should be prohibited from boasting to their peers about their clothes, the economic status of their parents the food they eat, and accessories they have. Rather, they should be taught generosity, modesty, and civility. Attention must also be paid on their company as it affects their character. Therefore, they must advise to have intelligent and truthful friends.

Al-Ghazali stressed that education is not limited to train or fill the mind, instead it involves all aspects of learner such as religious, intellectual, physical and moral. True learning affects behaviour of learner. It enables learner to apply practical use of his/her knowledge. Teachers must concentrate on the religious education. children must also be taught everything they need to know about the precepts of religious law, and must learn not eat forbidden food, steal some one others things, act disloyally or do anything which is not appropriate for them. Al Ghazali said that teachers should consider the differences in ability and character among students, and deal with everyone appropriately. The teachers should not force the students beyond their capability, nor try to bring them to a level of knowledge that they cannot absorb.

Al-Ghazali has described following classifications of sciences according to:

1. Classification according to 'nature':
 - a. theoretical (religious and theological) and
 - b. practical (politics, home economics and ethics),

2. Classification according to their 'origin':
 - a. Revealed sciences, taken from the prophets (exegesis, unity of God, customs, rites, morality) and
 - b. Rational sciences, produced by human thinking and reason (natural sciences, mathematics, theology, etc.)

For Al-Ghazali the revealed and the rational sciences complement each other.

3. Classification according to their purpose or aim
 - a. Science of transaction (governing the behaviour and actions of human beings—the sciences of customs and rites) and
 - b. science of unveiling (essence of things and pertaining to the apprehension of the reality)

Al-Ghazali divides the philosophical sciences into six categories:

- i. logic
- ii. Mathematics,
- iii. Natural sciences,
- iv. Politics
- v. Metaphysics, and
- vi. Ethics.

Al-Ghazali's emphasized that education is not only a process whereby the teacher imparts knowledge. Rather, it is an 'interaction' affecting and promoting teacher and student equally, the former gains merit for giving instruction and the latter cultivates himself/herself through the acquisition of knowledge.

Al-Ghazali also emphasized the great significance of climate in which teaching takes place, and to the kind of relations that are required in doing so. For Al-Ghazali, the teacher should be an example and a model. The teacher is not limited to the teaching of a particular subject matter; rather, it should incorporate all aspects of the personality and life of the student. The student, in turn, has a duty to consider the teacher as a father, to whom he owes obedience and respect.

Al-Ghazali stresses that learning is only effective when it is put into practice, and is aimed at inculcating the right habits rather than simply memorizing information. Al-Ghazali recommended that the teacher before moving to next subject matter, teacher must ensure that the students have mastered the first subject matter. Teacher should consider the interconnectedness of knowledge and the relations between its various branches.

For religious education, Al-Ghazali recommended an early introduction to the fundamentals of religion through memorization, inculcation, and repetition. In the subsequent stage, understanding, explanation, and conscious practice must be carried out.

At the age of fifty five, Al-Ghazali died. Surely, he is considered to be one of the most significant and profound Islamic thinkers. He had introduced many principles of philosophy and logic into the disciplines of fiqh and kalam. His famous works are al-Munqidh min a-alal ,Ihya' 'Ulum ad-Din, and Tahafut al-Falasifa.

Activity

List down some responsibilities of teacher and parents for the moral development of children.

Self-Assessment Questions 7.3

Fill in the blanks:

- i. Al-Ghazali's philosophy of education is based upon..... perspective on education
- ii. Al-Ghazali says that the major responsibility for children's education rests on the
- iii. Al-Ghazali emphasized to..... children
- iv. At stage, children must be trained to be obedient to their parents
- v. Al Ghazali said that teachers should consider the in ability and character among students
- vi. For Al-Ghazali the and the rational sciences complement each other.
- vii. Education is an '.....' affecting and promoting teacher and student equally
- viii. Al-Ghazali recommended that before moving to next subject matter, teacher must ensure that the students have the first subject matter.
- ix. For religious education, Al-Ghazali recommended an early introduction to the fundamentals of religion through....., inculcation, and repetition
- x. Al-Ghazali had introduced many principles of philosophy and into the disciplines of fiqh and kalam

7.4 IBNE-KHALDUN (1332-1406 AD)

Ibne Khaldun was a philosopher of history and the first social scientist. Ibn e Khaldunhas made three most significant contributions to social sciences. Heobtained his basic