CONTENTS

List of Tables xxi
List of Figures xxiii
Message: The Constitutional Head xxvii
Foreword: The Honourable President xxix
Preface xxxi
Acknowledgements xxxv

PART I: THE UNIVERSITY

Chapter 1
International Islamic University Malaysia: The University with a Soul
Zaleha Kamaruddin & Abdul Rashid Moten 3

Chapter 2
Malay Intelligentsia's Quest for an Islamic University and the Future of
"Islamisation of Human Knowledge" in International Islamic University
Malaysia
Mohd Kamal Hassan 23

Chapter 3
Principles of Good Governance at the International Islamic University
Malaysia
Nik Ahmad Kamal Nik Mahmud 47

Chapter 4
Strategic Planning: Steering the Ship through Changing Circumstances
Mohamed Ridza Wahiddin 63

Chapter 5
Internationalising a Model of Islamic Educational Excellence
Abdelaziz Berghout 79

Chapter 6
From a Ramshackle Estate to A Garden of Knowledge and Virtue:
A Campus for a Premier Global Islamic University
Ismawi Zen 101
Chapter 7
Islamisation and Internationalisation: The Kuantan Campus
Kamaruzaman Wan Su 125

Chapter 8
Promoting Islam through Research and Publications: Theses and Journals
Mohamed El-Tahir El-Mesawi 139

Chapter 9
The Effectiveness of an Integrated Curriculum:
Economics Programme at the International Islamic University Malaysia
Ruzita Mohd. Amin, Selamah Abdullah Yusof,
Mohamed Aslam Haneef 153

PART II: KULLIYYAH & INSTITUTES

Chapter 10
Relevantisation and Islamisation: The Experience of the Kulliyyah of
Islamic Revealed Knowledge and Human Sciences
Ibrahim Mohamed Zein & Hazizan Md. Noon 171

Chapter 11
Islamisation, Harmonisation and Convergence:
Ahmad Ibrahim Kulliyyah of Laws’ Journey
Syed Khalid Rashid 181

Chapter 12
The Kulliyyah of Economics and Management Sciences:
Integrating Conventional Economics with Islamic Values and Ethics
Rafikul Islam & Khaliq Ahmad 195

Chapter 13
Islam and Science: The Kulliyyah of Science at the International Islamic
University Malaysia
Torla Hassan 211

Chapter 14
The Kulliyyah of Architecture and Environmental Design:
Building on a Rich Heritage
Ismawi Zen 225
Chapter 15
The Kulliyyah of Engineering: Producing a Muslim Engineer
Waleed Faris

Chapter 16
International Institute of Islamic Thought and Civilization: An Island in a Sea of Trees
Sayyid Mohamed Ajmal Abdul Razak al-Aidrus

Chapter 17
The Institute of Education: Premiering Global Islamic Education
Rosnani Hashim

Chapter 18
The Institute of Islamic Banking and Finance
Ahamed Kameel Mydin Meera

References

Index
CHAPTER 2

MALAY INTELLIGENTSIA’S QUEST FOR AN ISLAMIC UNIVERSITY AND THE FUTURE OF “ISLAMISATION OF HUMAN KNOWLEDGE” IN INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

Mohd. Kamal Hassan

A discussion on the future of the “Islamisation of Human Knowledge” requires a discourse on the origin of the idea of establishing an Islamic university in Malaysia. This is necessary so that the university community and the public would no longer be labouring under different and, at times, conflicting assumptions. This chapter is divided into two sections. The first section is largely historical, tracing the idea of establishing an Islamic university in Malaysia. The second section is a lengthy discourse on Islamisation of Human Knowledge which is the mission of the International Islamic University Malaysia. It discusses the achievements made in the realisation of the University’s mission, the challenges it faces and the strategies to move forward.

The Origin of the Idea of an Islamic University in Malaysia

The present writer participated in the historic Conference in 1977 and was also privileged to have been assigned the task of writing the brief concept paper of the proposed Islamic University during the first meeting on its establishment chaired by the Prime Minister, Dato’ Dr. Mahathir Mohamad, at his office in January 1982 (Mohd Kamal Hassan, 2009a: 10-11, 32-34). Admittedly, Dr. Mahathir Mohamad, the then Minister of Education of Malaysia in 1977, did attend the Conference, but he never talked about it or indicated that it had any serious impact on his thinking about Muslim education in Malaysia. Perhaps the drastic changes proposed in the resolutions of the Conference were not suitable for a multi-religious Malaysian society or the way things were articulated did not impress him. He expressed that “he was disappointed because he felt the educationalists were conservative: and did not discuss Islamic values and did not focus on the type of education that could contribute to the elevation of the Muslim mindset and enhance the ability of Muslims to become great again” (Syed Salim Agha, 2009: 5).