



**EXTENSION
LECTURE BY**

**Dr Ahmad Samih
Khalidi senior Associate
Member, St Antony's
College, Oxford
University, England**

**HISTORY AND EDUCATIONAL
SYSTEM OF THE MODERN
MIDDLE EAST REGION
(25th March, -2023)**

**REPORT ON EXTENSION
LECTURE**

**ORGANIZED
By
FACULTY OF EDUCATION
&
DEPARTMENT OF HISTORY
FACULTY OF HUMANITIES
& SOCIAL SCIENCES
INSTITUTE OF ADVANCED STUDIES
IN EDUCATION
(DEEMED TO BE UNIVERSITY)
SARDARSHAHR, CHURU,
RAJASTHAN - 331403**



INSTITUTE OF ADVANCED STUDIES IN EDUCATION
(DEEMED TO BE UNIVERSITY) OF GANDHI VIDYA MANDIR,
SARDARSHAH, CHURU, RAJASTHAN

EXTENSION LECTURE

HISTORY AND EDUCATIONAL SYSTEM OF THE MODERN MIDDLE EAST REGION

DR. AHMAD SAMIH KHALIDI
SENIOR ASSOCIATE MEMBER
ST. ANTONY'S COLLEGE,
OXFORD, UNITED KINGDOM

Faculty of Education & Department of History

DATE: 25.03.2023

TIME: 11:00 AM

**Faculty Of Education, Institute Of Advanced Studies In
Education**

**(Deemed To Be University) Of Gandhi Vidya Mandir,
Sardarshahr, Churu, Rajasthan**

&

**Department of History (FHSS) Institute Of Advanced
Studies In Education**

**(Deemed To Be University) Of Gandhi Vidya Mandir,
Sardarshahr, Churu, Rajasthan**

**An extended lecture was jointly organized
" History and Educational System of the Modern Middle East
region "**

**Resource Person
Dr Ahmad Samih Khalidi,
senior Associate Member, St Antony's College,
Oxford University, England**

Date: 25March, 2023

Time: :12:00 PM

Report of the Extended lecture

The lecture commenced after the routine prayer of the institute.

At the very outset Dr P.K.Pandya, convener of the programme introduced the resource person Dr Ahmad Samih Khalidi, senior Associate Member, St Antony's College, Oxford University, England to the staff and the students. Explaining the aims and objectives of the lecture he introduced the topic on which the lecture was to be delivered..

Dr Ahmad Samih Khalidi, senior Associate Member, St Antony's College, Oxford University, England shared the following information with the audience about the topic of his lecture.

The modern Middle East and North Africa (MENA) region comprises the countries:

Algeria, Bahrain, Djibouti, Egypt, Iran, Iraq, Jordan, Kuwait, Lebanon, Libya, Malta, Mauritania, Morocco, Oman, Qatar, Saudi Arabia, Somalia, Sudan, Syria, Tunisia, Turkey, the United Arab Emirates (UAE), West Bank and Gaza, Israel and Yemen.

Although most MENA countries share common identity formation features - Islam as the main religion and Arabic as a common language (except Iran and

Turkey), they differ in ethnicity, tradition, history and spoken dialects of Arabic. Economic development strategies also vary between the oil-producing states such as Kuwait and United Arab Emirates and the non-oil producing countries such as Tunisia and Jordan.

During the nineteenth and beginning of the twentieth centuries, most countries of the region were under European colonization. Though the colonizing authorities were the first to introduce a compulsory education, access to modern (European-style) education was restricted to a select elite. Colonial education in many ways was designed to shape local intellectual development and to limit their ability of local actors in challenging the colonizers' political control,

Colonies such as Tunisia and Egypt invested in educational missions that sent elite students to Europe where they could study technologies and modes of life and ultimately transfer their acquired knowledge to their countries of origin. Such measures resulted in the creation of modern schools in the nineteenth century such as the polytechnic school of Bardo (est. 1830) and represented the French Ecole Polytechnique in Tunisia.

By the late nineteenth century, there was widespread awareness of Western culture's impact. The new Ottoman ruling élite, referred to as intelligentsia, was trained in specialized schools under the tutelage of European specialists. Governments seeking reforms trained the intelligentsia élite as officials, doctors, engineers and police officers.

In the Middle East and North Africa, during the post-colonial era, education spread as result of the significant social changes and the rise of indigenous élite as a ruling power. The willingness of national governments to build a strong nation made the acquisition of literacy a necessary skill for maximizing human potential. Most scholars and policy makers in the region have argued that education is the cornerstone of society's economic growth and expansion. They stress the importance of investing in education in order to promote sustained economic development, although despite significant expansion of educational reach and services, unemployment remains high

In the post-colonial period, the dominant pattern has been governments' control of education.^[4] Free education was promoted by many leaders, including Egypt's Gamal Abdel Nasser, as a critical aspect of nation-building, and promised that each graduate would find a position in the public sector. The expansion of primary, secondary and tertiary education has paralleled the rapid population growth since the 1960s. Between 1965 and 1990, the percentage of students enrolled in primary education increased from 61% to 98%.

Despite the introduction of higher education colonialism, the pace of enrollment at the university level increased significantly immediately following independence. In 1939, there were no more than nine regional universities, and by 1960, twenty. States with the highest numbers of enrolled students included Egypt, Syria, Lebanon, and Iraq.

Problems in expanding access to education were common to all MENA countries in the post-independence years. Affordable education did not necessarily reduce the number of uneducated children as a result of the population boom. Similarly, the educational system proved to be inadequate as classrooms, led by overworked and often underqualified teachers, were crowded with children. Students who moved through the strictly exam-based system were, and often continue to be, ill-equipped with skills necessary for university-level education and employment.

Other problems emerged as the state attempted to unify multiple systems under the state: European-style and Islamic, public and private, instruction in Arabic and others in a foreign language, usually French or English. As a result, while some Islamic schools were closed, others became part of larger universities. As an example, the Zaytuna, a traditional Islamic school in Tunis, was incorporated to the school of Shari'a of the University of Tunis.

The lecture lasted for about one hour and there was enthusiasm and excitement among the participants. The lecture was followed by a question answer session in which some questions were asked. These were replied by the resource person very cool headedly.

At the conclusion of his lecture he appreciated the administration and faculty as well as the students for their dedication and sincerity.

The resource person and his colleague were welcomed in a traditional way of Rajasthan by Prof R.K.Sharma, Dean, Faculty of Education on this occasion.

Prof R.K.Sharma, Dean. Faculty of Education proposed the vote of thanks. He conveyed thanks to Dr Ahmad Samih Khalidi, senior Associate Member, St Antony's College, Oxford University, England and his colleague Mr John Bradshaw for sparing their invaluable time and for sharing their vast knowledge and expertise.

The session was attended by the students and faculty members belonging to Faculty of Education and the Department of History, IASE Deemed to be University, Sardarshahr. There were students present at the lecture. The students gave a very positive feedback of the programme.

***SOME GLIMPSES OF EXTENSION
LECTURE
(26th MARCH, 2023)***



Note cam lite

Address : Gayatri Nagar,Sardarshahr,Rajasthan,India

Latitude : 28.447725°

Longitude : 74.51640833333333°

Altitude : 251.0 meter

Date : 03/25/2023 10:59 am

Accuracy : 10.8 meter

Time zone : IST

Note : कॉन्फ्रेंस



Note cam lite

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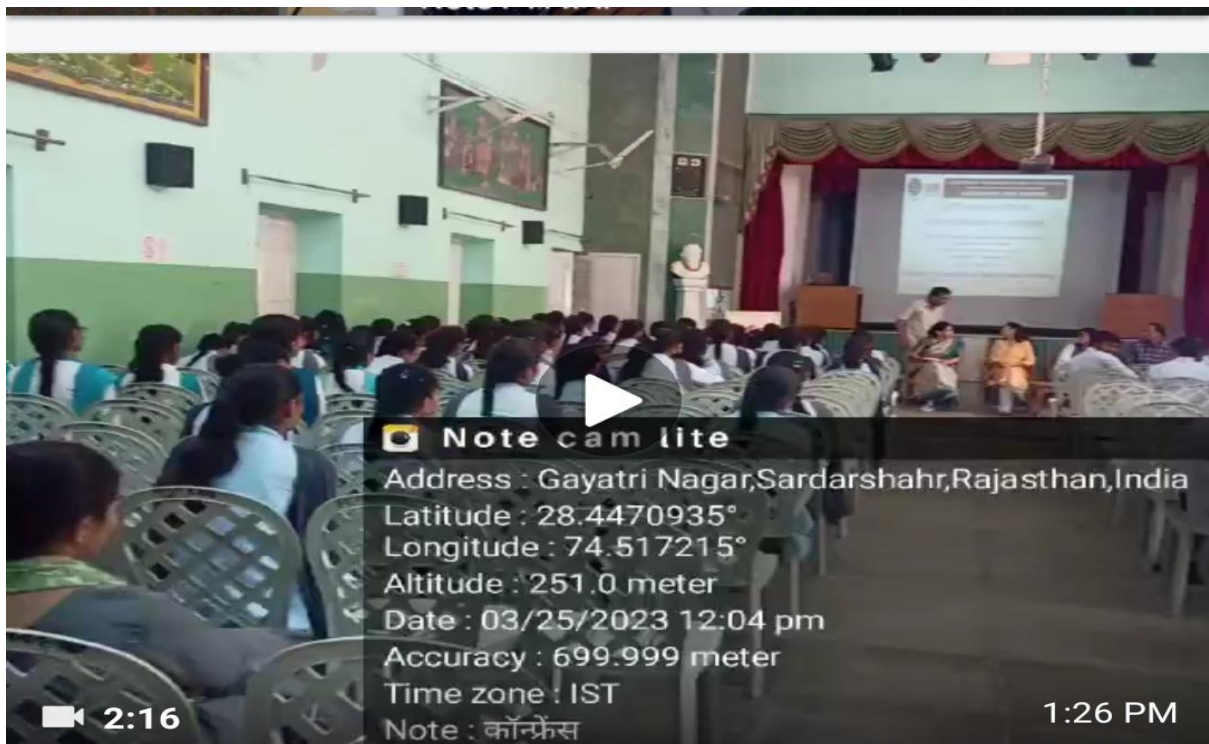
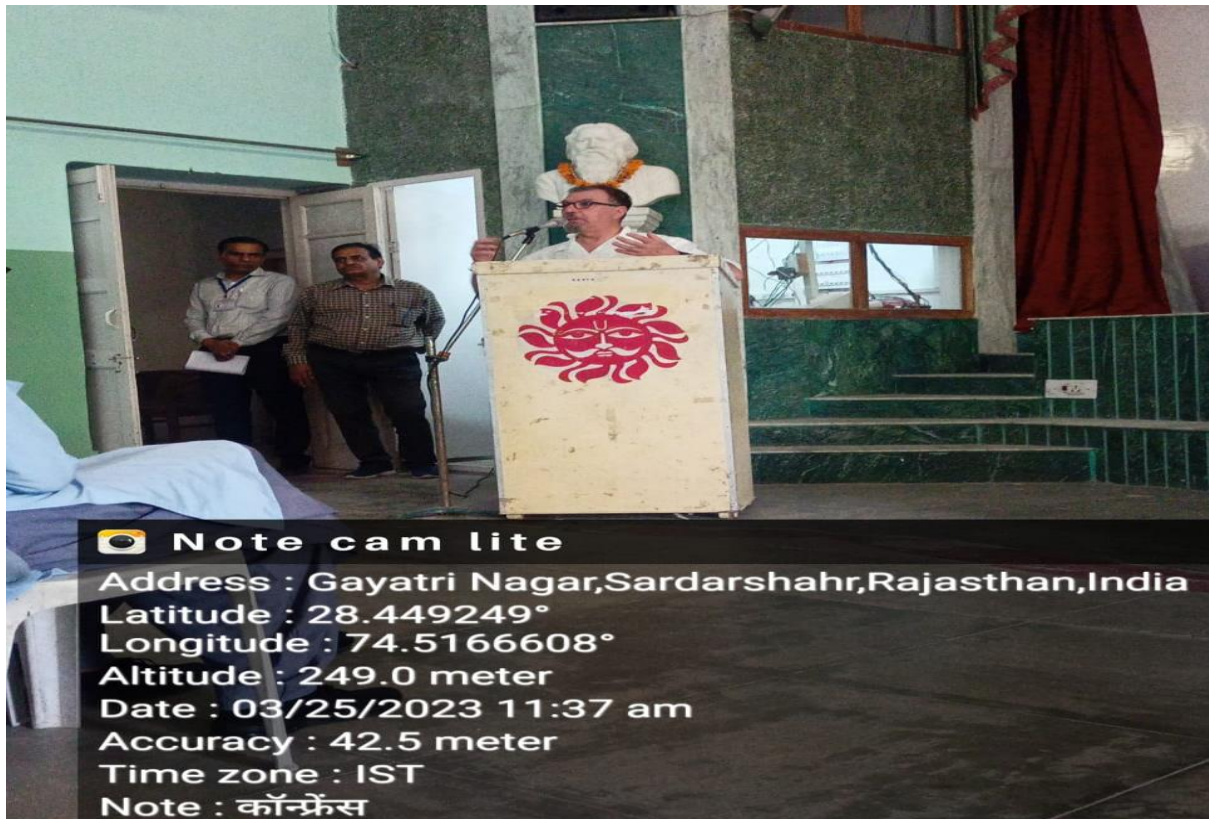
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Date : 03/25/2023 11:08 am

Accuracy : 5.3 meter

Time zone : IST

Note : कॉन्फ्रेंस





NEWS PAPER CUTTINGS

विश्व में अशांति मानव जाति के लिए अच्छी नहीं: डॉ. अहमद

जयपुर टाइम्स

सरदारशहर (निसं.)। शहर के उच्च अध्ययन शिक्षा संस्थान मानित विश्वविद्यालय गांधी विद्या मंदिर के शिक्षा संकाय प्रशाल में शिक्षा संकाय एवं इतिहास विभाग के संयुक्त तत्वावधान में प्रसार वार्ता

का आयोजन किया गया। कार्यक्रम के प्रारंभ में डॉ पीके पांडिया ने अतिथियों का स्वागत करते हुए परिचय दिया। मुख्य वार्ताकार एवं सन्दर्भ व्यक्ति डॉ अहमद शेख खालिदीन सीनियर एसोसिएट मेंबर, सेंट एंथोनी कॉलेज, ऑक्सफोर्ड यूनिवर्सिटी इंग्लैंड ने अपने उद्बोधन में विश्व के मध्य पूर्व देशों के इतिहास पर प्रकाश डालते हुए वर्तमान में भारत एवं मध्य पूर्व देशों के संबंधों तथा राजनीतिक परिदृश्य के बारे में बताते हुए कहा कि यदि समय रहते मध्य पूर्व के देशों के इलाकों की समस्याओं को हल नहीं



किया गया तो सारे विश्व में शांति कायम रख पाना संभव नहीं होगा। सत्र के अंत में शिक्षक व विद्यार्थियों ने मुख्य वार्ताकार डॉ खालिदीन से प्रश्न पूछे जिनका जवाब उन्होंने बहुत ही सहजता से दिया। इस अवसर पर शिक्षा संकाय के अधिष्ठाता प्रो आरके शर्मा एवं इतिहास विभाग के विभागाध्यक्ष डॉ अविनाश पारीक ने डॉ अहमद खालिदीन एवं दक्षिण अफ्रीका के जॉन बेडसा का शॉल, श्रीफल व दुपट्टा से सम्मान किया गया। कार्यक्रम में शिक्षकों एवं विद्यार्थियों ने भाग लिया। संचालन डॉ पीके पांडिया ने किया।