



RESEARCHER

**INTERNATIONAL JOURNAL OF
ADVANCED INNOVATION AND RESEARCH**
journal homepage: www.ijair.in



Pandit Madan Mohan Malaviya Vision and Nep: A Blueprint for Higher Education Excellences

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Keywords

Education,
Contemporary,
Unemployment,
Regarding,
Directions,

Abstract

Pandit Madan Mohan Malaviya is one of the foremost leaders during our struggle for independence. He has played a pivotal role in shaping the values and principles of contemporary India. He actively utilized various platforms to advance the cause of education and formulate policies aimed to ensuring high-quality learning. The standards of higher education have been greatly enhanced by the 2020 New Education Policy and the Madan Mohan Malaviya Vision of quality higher education. Numerous parallels exist regarding diverse aspects of high-quality tertiary education, which have been emphasised in this study to a greater extent. This, when properly implemented, will help in reducing the nation's difficulties regarding poverty, unemployment, and other social issues. Several pre-existing difficulties and their remedies have also been highlighted in the study. This is very well expressed in the motto of this pioneering institution, which suggests: "The end of all knowledge is the attainment of immortality". For Malaviya, the essence of our education system must be openness and acceptance of noble thoughts from all directions, and also sending out its own message to the outer world.

Introduction:

Madan Mohan Malaviya: Pandit Madan Mohan Malaviya (1841-1946) was a great Indian Educationist, and he established Banaras Hindu University to retrieve the tradition of the Indian Knowledge System while embracing modern education. He believed that education enables the individual to contribute to society and should be accessible to all, regardless of their social and economic background. Malaviya defined education as a means of personal and social transformation and as a tool for building a just and equitable society. Eminent figure Madan Mohan Malaviya has made profound insights and visionary contributions, and his educational thoughts reflect a profound comprehension of the complex nature of learning and the essential role of education in shaping both individuals and societies. As India embarks on a transformative journey with the implementation of the NEP--2020, it becomes imperative to critically examine the educational thoughts of Madan Mohan Malaviya and assess its relevance in contemporary educational settings.

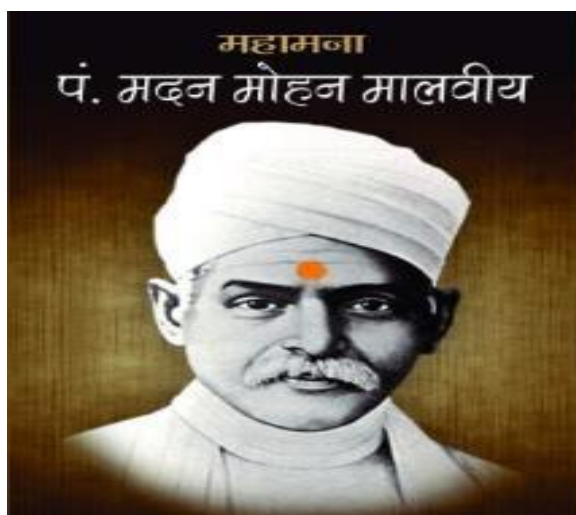
Malaviya had a visionary personality. The British were expanding their missionaries in our country. He became aware that everyone at the time was ignoring religion. According to Dar S. L. & Somaskandan, S., (2012), "One great object was to convey, as largely as possible, a knowledge of our ordinary, improved literature and science to the young person: but another, and more vital object was to convey a thorough knowledge of Christianity with its evidences and doctrines." Conditions were very difficult regarding education at that period due to British government rules. Britishers planned Indian education as Lord Macaulay expressed his thoughts, "We must do our best to come from a class who are Indians in blood and colour but English in taste, in opinion, in morals and intellect." All these difficulties were knocking on Malaviya's mind to do something for communities. As a result, his awareness enabled him to esteem Hindu monarchs and Annie Besant in recognition of their shared commitment to enhancing Hindu scriptures as well as the welfare of Hindus and Hindustan. Annie Besant shared his vision, and he found backing for his proposal to establish a university from both her and Hindu rulers who sought an educational system reminiscent of their own Gurukul

upbringing (Singh, 2017).

Madan Mohan Malaviya envisioned a holistic and inclusive education approach. His educational philosophy focused on merging traditional values with contemporary methods to create a balanced and culturally grounded system. Malaviya advocated for education to be accessible to everyone, regardless of social distinctions and believed in its transformative potential for societal improvement. Malaviya emphasized character-building, moral education, and the cultivation of social responsibility (Ahmad, 2023). Malaviya determined that education and learning would be the keys to solving every issue facing the country and society. In his 1929 convocation speech at BHU, he stated, "Teacher is the greatest servant of society." Indeed, he was a wonderful teacher who will forever hold the light for all future Indians. He was genuinely committed and open in both his actions and his thinking. Mahatma Gandhi said that he was like the pure water of the Ganga, saying that the more times you take a dip, the more pleasant and fulfilling it becomes. He advocated for women's education, through educational empowerment and emancipation, their upliftment is possible. He believed that opportunities should be equal for both to break the caste and gender barriers.

Relevance of Educational Thoughts of Madan Mohan Malaviya in the Context of NEP-2020

Malaviya advocated for education to focus on building strong character and moral values, encompassing integrity, honesty, and social responsibility. He firmly advocated for the transformative potential of education in shaping society's social, economic, and cultural aspects. His educational ideology underscored the necessity of a holistic education framework capable of addressing the varied requirements of students and equipping them to emerge as conscientious and knowledgeable members of society. He emphasized holistic development, including physical, mental, and spiritual growth, alongside intellectual, emotional, and social aspects. Additionally, he stressed the importance of practical knowledge, aiming for students to acquire skills for self-reliance and economic contribution. Malaviya upheld nationalism, promoting patriotism and a love for the country through education, while also viewing it as a tool for social reform, addressing issues like casteism, communalism, and discrimination (Ahmad, 2023). In NEP- 2020, here are some areas where the influence of the Madan Mohan Malaviya idea is evident. Holistic Education, Inclusivity and access of education, Ethics and Values, Integration and preservation of culture, individualized instruction, use of technology, global perspective with cultural roots, etc. His vision continues to inspire educators and policymakers striving to create a contemporary educational system that not only imparts knowledge but also nurtures character, and inclusivity (Pandey, 2024). In essence, the lasting impact of Madan Mohan Malaviya's educational principles is found in their ability to adapt to the changing demands of education (Misra, 2016).



Malaviya believed in moral and ethical values. Shivesh (2011) explored value-based education, followed by Madan Mohan Malaviya. He realized our Indian cultural heritage and traditions were rooted in the Bhagavad Gita and Srimad Bhagavatam. His sincere endeavor was to instill values in the youth, resulting in the establishment of an esteemed institution renowned as a hub of knowledge and learning. Not taking donations for personal causes throughout his life was a lifelong vow for him. While his life was deeply imbued or inspired by religious principles, his approach was entirely secular. He dedicated himself to nationbuilding and exemplified extraordinary humanity. Nehru remarked on his personality as 'Mahamana', a great human being.

Models of Education

Malaviya's educational framework aimed to produce skilled Indian individuals who could engage in scientific research and assume leadership roles, rather than being confined to labour positions in industrial and commercial sectors. Rooted in the principles of Sanatan Dharma, his educational model integrated the values of Indian culture and embraced scientific advancements (Singh, 2017).

Nationalism

Malaviya emphasized the imperative of communal harmony, viewing it as essential for achieving freedom. He envisioned a unified India where no individual felt threatened under any circumstances, advocating for laws and constitutions that ensured this sense of security. His unique approach lies in his openness to diverse perspectives,

always seeking optimal solutions without rigid adherence to any particular ideology. He welcomed ideas from various cultures and countries, selecting the most beneficial aspects from each (Singh, 2017).

Inclusive Education

Malaviya advocated education to all without considering caste, creed, religion, or gender. This is relevant today, and in the policy NEP-2020, it is emphasized that equitable and inclusive education is for all. Every citizen has the opportunity to dream, thrive, and contribute to the nation. (pg. 24, para. 6.1) By 2030, the global education development agenda (SDG 4) that India adopted in 2015 aims to “ensure inclusive and equitable quality education and promote life-long learning opportunities for all.”

Curriculum

Malaviya’s ideas regarding holistic education, inclusivity, tradition, and modernity, continue to shape educational practices and philosophies (Tiwari, 2021). Social responsibility, honesty, integrity, and respect for others should all be taught in the curriculum. Malaviya advocated for practical skills, spiritual development, physical fitness, and cultural appreciation. He believed in providing vocational training, apprenticeships, and internships to prepare students for real-world success. Lastly, he promoted cultural education to instill a sense of national identity and pride through the study of history, literature, and art.

Conclusion

Malaviya was known for his tireless efforts in fundraising for the university. One famous incident that showcases his dedication is when he was reportedly insulted with shoes thrown at him during one of his fundraising campaigns. Malaviya, demonstrating his resilience and commitment, collected the shoes and auctioned them as a donation for the university. This story illustrates his remarkable ability to turn adversity into an opportunity for the greater good of education. In the current education system, inequality and instability are widespread, and human values are under threat. Malaviya’s educational thoughts were based on traditional Indian knowledge and modern education; they aimed to build character, moral values, and equal access to education. His efforts in advancing education in India, notably through the founding of BHU and his support for women’s education, vocational training, and social equality, serve as enduring sources of inspiration for educators and learners across generations. Malaviya’s acknowledgement of education’s significance continues to be relevant, underscoring the lasting importance of his educational vision. Essentially, Madan Mohan Malaviya’s legacy remains a guiding beacon, inspiring modern educators and policymakers in their continuous endeavours to develop a meaningful, inclusive, and progressive educational system (Pandey, 2024). It can help policymakers identify areas of convergence, potential challenges, and opportunities for integrating historical insights into contemporary educational reforms.

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