

Educational Philosophy of Pandith Madan Mohan Malaviya and Its Relevance on Contemporary System of Education

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Abstract

Madan Mohan Malaviya was an Indian educationist and political leader who made significant contributions to the development of education in India during the colonial period. This research paper explores Malaviya's educational philosophy and its relevance to contemporary education in India. The paper begins by examining Malaviya's views on education as a means of promoting social and national progress. It then analyses his vision for an education system that combined the best of Indian and Western traditions. Malaviya's emphasis on character-building, moral education and the cultivation of social responsibility is also discussed. The paper goes on to explore Malaviya's ideas on teacher training and the role of the teacher in society. Malaviya believed that teachers had a crucial role to play in shaping the character and values of their students, and that teacher education should be based on a combination of theory and practice. Finally, the paper considers the relevance of Malaviya's educational philosophy to contemporary education in India. While Malaviya's ideas were developed in a very different historical context, many of the principles that he espoused, such as the importance of character-building and the role of teachers as moral guides, remain relevant today.

Keywords: Educational Philosophy, teacher, contemporary

Introduction

Madan Mohan Malaviya was a prominent Indian educationist and social reformer who lived from 1861 to 1946. He believed that education was the key to social and economic progress, and that it should be accessible to all, regardless of caste, gender or socio-economic background. Malaviya had established himself as a national movement leader, a great patriot who was also dedicated to the cause of Sanatanism and Hindu harmony (Jha, 2022). Malaviya was a strong advocate of the traditional Indian education system, which he believed had great value in promoting moral values and spiritual development. The purpose of the underlying philosophy of religion is to create peace, harmony, and happiness in the country, as well as to think about otherworldly human subjects (Chandra, 2000). He also believed that education should be grounded in a sense of national identity and pride, and that it should be directed towards the development of a strong and self-reliant India.

Malaviya was instrumental in the establishment of the Banaras Hindu University (BHU), which he founded in 1916 with the aim of promoting the revival of traditional Indian knowledge systems while also embracing modern education. BHU was designed to be a place where students from all backgrounds could come together to learn, exchange ideas and develop a strong sense of national identity.

Malaviya was also a strong advocate of women's education, and he believed that education was the key to women's empowerment and emancipation. He believed that women should have access to the same educational opportunities as men, and that education was essential to breaking down the barriers of caste and gender that had held Indian society back for centuries.

Overall, Malaviya's educational philosophy was rooted in a deep sense of national pride, social justice, and inclusivity. He believed that education should be accessible to all, and that it should be directed towards the development of a strong and self-reliant India that was free from the social and economic inequalities of the past.

Review of related literature

Pandey (2021) revealed that Madan Mohan Malaviya believes that the goal of higher education should be to promote learning and research in all branches of the arts and sciences. To advance and disseminate such scientific, technical, and professional knowledge, combined with the necessary practical training, as is best calculated to aid in the promotion of indigenous industries and the development of the country's material resources, and to promote the development of character in youth through religion and ethics. Mahamana's vision was so farsighted that he recognized the fundamental problems of higher education as well as the student. He recognized the issue of his time for what we are crying about today. The issue of unemployment and high-quality higher education is more pressing.

Tiwari (2021) revealed that Pandit Madan Mohan Malaviya deserves a more revered place in modern Indian history. Despite being a founding member of the Hindu Mahasabha, he remained an active member of the Indian National Congress, serving as its president four times. Malaviya had a clear vision of independent India in his mind. He believed that social discrimination, such as untouchability, caste-based discrimination, gender inequality, and worker injustice, should be abolished. When he established the Banaras Hindu University, he stressed the importance of equality for all students, regardless of caste or class.

Reddy (2018), revealed that Barth Ratna Pandit Madan Mohan Malaviya was a high-priest of Indian nationalism from 1861 to 1946. He also revealed that, if Prophets, Priests, and Kings are the forces that guide a country's progress, the Pandit must be one of them. Pandit Malaviya was, indeed, the high priest of Indian nationalism.

Chand and Mishra (2015) investigated "Madan Mohan Malaviya's vision on agriculture education and research" and discovered that he always emphasized self-sufficiency in agriculture. The BHU is a pioneer in farmer participation research, collaborating with a number of national and international institutions.

Department of Higher Education Ministry of Human Resource Development Government of India (May, 2015) launched a scheme entitled as "Pandit Madan Mohan Malaviya National Mission on Teachers & Teaching (PMMMNTT)". The Mission intends to address all issues concerning teachers, teaching, teacher preparation, professional development, curriculum design, designing and developing assessment and evaluation methodologies, research in pedagogy, and the development of effective pedagogy in its entirety. This will be one of the government's major thrust areas of action.

Somaskandan (2013) discovered that Mahamana Pandit Madan Mohan Malaviya's role in the cause of higher education in India was unique and foresighted. It was Pandit Madan Mohan Malaviya who

paved the way for university education in India. He also discovered that the real purpose of higher education for Malaviyaji was to keep alive the sense of duty towards God and towards our motherland, to serve our fellowmen, to promote public welfare, and to be willing to sacrifice everything for the sake of the motherland.

Tewari (2013) conducted research on Madan Mohan Malaviya: Statesman, Parliamentarian, and Educationist" and discovered that Pandit Madan Mohan Malaviya has played a role in political struggle for over seven decades. He advocated for social change. She also revealed that he was a great educational reformer who advocated for the spread of education throughout the country and chose Varanasi (a sacred place for Hindus) as the academic centre for higher learning. She also found his participation in various Congress sessions to be fairly comprehensive and supportive of the Swadeshi and Swaraj causes.

Objectives of the study

1. To study educational philosophy of Pandith Madan Mohan Malaviya.
2. To analyze the relevance of the educational philosophy of Pandith Madan Mohan Malaviya on contemporary system of education.

Methodology

The researcher adopted the content analysis method for the present study. The researcher has taken help from the secondary sources of data for the study. The sources are articles, books, newspaper, etc.

Educational Philosophy of Madan Mohan Malaviya

Malaviya saw education as a means of enabling individuals to fulfill their potential and to contribute to society. He believed that education should be accessible to all, regardless of their social or economic background.

In his view, education should be based on moral and ethical principles, and should instill in individuals a sense of responsibility towards their fellow beings and the environment. He believed that education should help individuals develop a sense of social justice and equality, and prepare them to work for the betterment of society.

He believed that education should ignite the curiosity and passion for learning in a student and empower them to become lifelong learners. He stressed that education should be accessible to all, regardless of their socioeconomic background or gender.

Overall, Malaviya's definition of education emphasizes the importance of education as a means of personal and social transformation, and as a tool for building a just and equitable society.

Aims of Education

Madan Mohan Malaviya was an Indian educationist and political leader who believed that education was the key to the development and progress of society. He viewed education as a means of shaping the character and personality of individuals, as well as creating responsible citizens who could contribute to the betterment of society. Malaviya's educational philosophy was deeply rooted in traditional Indian values and emphasized the holistic development of students. Some of the main aims of education according to Malaviya's philosophy are:

Character building: Malaviya believed that the ultimate aim of education was to build strong character and moral values in students. He believed that education should not only impart knowledge but also teach students the importance of integrity, honesty, and social responsibility.

Holistic development: Malaviya believed in the holistic development of students, including physical, mental, and spiritual growth. He believed that education should aim to develop the intellectual, emotional, and social aspects of a student's personality.

Practical knowledge: Malaviya believed that education should not only focus on theoretical knowledge but also provide practical training and skills development. He believed that students should be taught skills that would enable them to become self-reliant and contribute to the economy.

Nationalism: Malaviya was a staunch nationalist and believed that education should promote patriotism and national consciousness. He believed that education should instill a sense of pride and love for the country in students.

Social reform: Malaviya believed that education should be a tool for social reform and that it should be used to eradicate social evils like casteism, communalism, and discrimination.

Overall, Malaviya's educational philosophy emphasized the importance of education as a means of creating responsible and capable individuals who could contribute to the development of society.

CURRICULUM

According to Malaviya, education should be accessible to everyone, regardless of their social status or economic background. He believed that education should help individuals develop a sense of responsibility towards society, and foster a spirit of service to the community. In line with these beliefs, Malaviya advocated for the following elements to be incorporated in the curriculum:

Moral and ethical education: Malaviya believed that education should instill moral and ethical values in students. The curriculum should include teachings on honesty, integrity, respect for others, and social responsibility.

Practical education: Malaviya emphasized the need for practical education that would equip students with skills to succeed in the real world. This included vocational training, apprenticeships, and internships.

Spiritual development: Malaviya believed that education should nurture the spiritual development of students. He believed that this could be achieved through the study of religious texts, meditation, and service to others.

Physical education: Malaviya stressed the importance of physical education and sports in the curriculum. He believed that physical fitness was essential for overall well-being and could help develop discipline and team spirit.

Cultural education: Malaviya believed in the importance of cultural education to promote a sense of national identity and pride. This included the study of history, literature, and art.

Overall, Malaviya's educational philosophy emphasized the importance of education in creating responsible and compassionate individuals who could contribute positively to society.

Methods of Teaching

Emphasized the following methods of teaching:

Activity-Based Learning: Malaviya believed that learning should be practical and not just theoretical. Therefore, he stressed the importance of activity-based learning, which involves hands-on activities that allow students to actively participate in the learning process.

Co-operative Learning: Malaviya believed that students should work in groups to learn from one another. He believed that co-operative learning helps students develop important social and communication skills, and it encourages them to work collaboratively.

Self-Learning: Malaviya believed that students should be encouraged to learn on their own, rather than just relying on the teacher. He felt that this would help students develop self-confidence and take responsibility for their own learning.

Personalization: Malaviya believed that teaching should be tailored to the individual needs of each student. He felt that teachers should identify the strengths and weaknesses of each student and develop teaching strategies that best suit their learning style.

Experiential Learning: Malaviya believed that learning should be based on experiences, rather than just theoretical knowledge. He emphasized the importance of students engaging in practical activities, such as experiments and field trips, to gain a deeper understanding of the subject matter.

Overall, Malaviya's teaching methods focused on making learning practical, collaborative, and personalized, with an emphasis on experiential learning.

Role of Teacher

According to Malaviya, the role of a teacher was multifaceted and included the following:

Imparting knowledge: The primary role of a teacher is to impart knowledge and skills to their students. This includes not just academic knowledge, but also practical skills and life lessons that can help students succeed in the real world.

Encouraging curiosity: A good teacher should encourage their students to be curious and ask questions. This can help students develop a love of learning and a desire to explore new ideas.

Instilling values: Teachers have an important role to play in instilling values such as honesty, integrity, respect, and empathy in their students. These values are essential for building a just and equitable society.

Providing guidance and support: Teachers should provide guidance and support to their students, helping them overcome challenges and achieve their goals. This includes providing emotional support and encouragement when students face difficult times.

Serving as role models: Teachers are often seen as role models by their students. Therefore, it is important for teachers to set a good example and embody the values they seek to instill in their students.

Overall, according to Malaviya, the role of a teacher is not just to impart knowledge, but also to inspire and guide their students to become responsible, well-rounded individuals who can contribute to society in a positive way.

Relevance to contemporary system of Education

Madan Mohan Malaviya was an Indian educationist and a great proponent of education reform in India. He strongly believed in the power of education to bring about social, economic, and cultural transformation in society. His educational philosophy emphasized the need for a comprehensive education system that would cater to the diverse needs of learners and prepare them to become responsible and enlightened citizens.

The relevance of Malaviya's educational philosophy on the contemporary system of education can be seen in the following ways:

Inclusive Education: Malaviya believed in providing education to all, regardless of their caste, creed, or gender. This philosophy of inclusive education is still relevant today, as we strive to ensure that every child has access to quality education.

Emphasis on Moral and Ethical Values: Malaviya believed that education should instill moral and ethical values in learners. This is especially relevant today, as we see an increasing need for values-based education to address the challenges facing society.

Focus on Holistic Development: Malaviya's philosophy emphasized the need for a holistic education system that would cater to the physical, intellectual, emotional, and spiritual needs of learners. This approach is still relevant today, as we recognize the importance of developing the whole person in education.

Importance of Teacher Training: Malaviya emphasized the need for well-trained teachers who could inspire and guide learners. This philosophy is still relevant today, as we recognize the critical role that teachers play in shaping the future of our society.

Use of Technology: While Malaviya lived in a different era, he recognized the importance of technology in education. Today, as we see rapid advancements in technology, his philosophy remains relevant in the need to incorporate technology in education to enhance the learning experience.

Conclusion

Malaviya's educational philosophy was based on the principle of integrating traditional Indian knowledge with modern education. He believed that education should not only be about acquiring academic knowledge but also about character-building and developing moral values.

Malaviya was a strong advocate of education for women and believed that they should have equal access to education as men. He also emphasized the importance of vocational education and skill development, as he believed that it would help in reducing unemployment and poverty.

Malaviya's vision for education was not limited to academic excellence but also aimed at producing responsible citizens who would contribute to the development of society. He believed that education should be accessible to all, regardless of their social or economic status. Madan Mohan Malaviya's educational philosophy emphasized the integration of traditional Indian knowledge with modern education, character-building, moral values, and equal access to education for all. His contributions to education in India, through the establishment of BHU and his advocacy for women's education, vocational education, and social inclusivity, continue to inspire generations of educators and students.

In conclusion, Malaviya's educational philosophy is still relevant today, as we strive to create a comprehensive education system that can cater to the diverse needs of learners and prepare them to become responsible and enlightened citizens.

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