

Name of the Scholar: Tabassum Naqi
Name of the Supervisor: Prof. Talat Aziz
Department: Institute of Advanced Studies in Education,
Jamia Milia Islamia
Title of the Study: “A Study of Dr. Md. Iqbal’s Thoughts on
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Abstract

The researcher has come to the conclusion that the central theme of Iqbal’s philosophy rested on the hypothesis that education is a life long participatory process, rather than a specific stage in one’s life when one ‘learned’ in a school or university. A sound education was one which led an individual to develop socially, emotionally, morally, academically and intellectually-in other words, holistically. In his opinion it was neither possible, nor desirable, to compartmentalize the development of an individual’s personality by emphasizing one component of education more than the other. In fact, merely emphasizing book learning could even cripple holistic growth.

Education thus defined, and delivered, should empower the learner to be able to live the life as destined for him by the creator to fullest regardless of the circumstances.

His concept of Khudi was related to a human race and humanity. The aim of this concept was to show that man is the master, beneath Allah, of all living beings on earth. This concept also brings man to the zenith of his individuality.

Iqbal describes the ideal ‘Super Man’ (Mard-e-Momin) as one who is on the peak, or superior, and one who maintains the height of his individuality so that he can create a society which is ideal for all humanity. Iqbal’s dream was to free the human mind from the shackles

of ignorance and from subservience to any other God but Allah. And for the purpose of developing such an emancipated 'Mard-e-Momin', education, complimented by religious education, was the indispensable tool. A comprehensive educational base was also needed for the creation of a global social system.

The harmonious blend of varied schools of thought and disparate disciplines into his own educational ideas gives his ideology the unique characteristic that makes it worthy of a prominent place in policy making today.

His foresight in identifying the potential threats to regional, national and global peace due to unbridled developments in science and technology are all too clear today. In addition to stressing the need for the use of science for constructive purposes, Iqbal's educational philosophy explored the deep connection between learning, nature, the environment and the development of a peaceful society- all the concepts that are being emphasized today as integral to the comprehensive education.

The commonality and co-incidence between the attainment targets of Iqbal's educational philosophy and the national goals of education in India is evident in their emphasis on character building, personality development with respect to skills, abilities, leadership, vocational and industrial training for all.

The education system in India is currently under review and the very foundations of didactic thoughts are being re-explored with the view to making it responsive to our current needs. The time is ripe to blend Iqbal's educational models into the current educational scenario, a vision that the great scholar had always harboured.