



MALAVIYAJI AND BALANCE IN EQ, IQ AND SQ

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Abstract

It is always observed that development is lopsided due to the undue importance on academic excellence of an individual. To add sustainability in any development the stress should be given on the quality education (balance in EQ, IQ and SQ). As per the statistical data the quantity of the educational institutions has increased but there is an alarming decrease in the quality of the education in general and the higher education in particular. Thus, there is a dire need of quality concern in higher education. To improve quality of higher education one must remember Malaviyaji's view of balance between IQ, EQ and SQ. This paper discusses BHU as an Amalgamation of IQ, EQ, and SQ.



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Introduction:

The scheme of education proposed by Mahamana assumes renewed significance today when higher education is facing challenges as never before. It is widely accepted that higher education is the basic building block in the creation of an inclusive, equitable and diverse knowledge society. As the final communique adopted at the end of **World Conference on Higher Education (2009)** emphasizes **“higher education must pursue the goals of equity, relevance and quality simultaneously.”** This is particularly true in today's world where knowledge is gradually emerging as the primary production resource which will determine development or lack of it.

The new realities of 21st century have given birth to a host of complex issues and challenges in higher education like internationalization, privatization, quality assurance, governance, fostering of research and innovation, competition for scarce human and financial resources etc. The Indian higher education system cannot afford to insulate itself from these changes. At the same time it should be able to meet the expectations and challenges of an increasingly globalizing world without endangering local culture and values. Every care should be taken to ensure that the objectives of higher education do not become subservient to the forces of the market. **The unmet needs of higher education demand a paradigm shift in approach, while keeping in mind the parameters of access, equity, quality, relevance and right values.** Thus, it is obvious that higher education policy will have to

reconcile diverse objectives- the short term aims with long term goals, the traditional wisdom with modern innovative thinking and scientific rationality with religiosity and faith.

Mahamana's Concept of Education:

Mahamana established Banaras Hindu University, in which he tried to bring a balance between IQ, EQ, and SQ through different courses and various activities.

Activities to develop IQ:

IQ or intelligence quotient, was discovered in the early 20th century and is tested using the Stanford-Binet Intelligence Scales. It refers to our rational, logical, rule-bound, problem-solving intelligence. It is supposed to make us bright or dim. It is also a style of rational, goal-oriented thinking. All of us use some IQ, or we wouldn't be functional. Mahamanaji felt that the decline of educational system of India, the religious practices and the degeneration of Indian culture and civilization forced Indians to accept the culture of west. So, he decided to revive and reshape religious teachings accompanied by modern developments.

Malaviyaji was of firm believe that education is the means of all development. So, he established different department for Higher education at BHU such as

- Department of Indian Literature
- Department of Foreign Literature
- Department of Natural Sciences
- Department of Technology
- Department of Agriculture
- Department of Fine arts and Performing Arts
- Department of Medical Sciences
- Department of Ayurvedic Education
- Department of Teacher Education
- Department of Commerce

All these Departments catered the needs of students of different levels of IQ and their preferences. Students are selected for admission on the basis of a very high standard admission test. They score very high and the alumni of BHU are of high profiles. They are posted in India and Abroad and doing preferably well in their careers.

Activities to develop EQ:

EQ refers to our emotional intelligence quotient. In the mid-1990s, in *Emotional Intelligence: Why It Can Matter More Than IQ*, Daniel Goleman articulated the kind of intelligence that our heart, or emotions, has. EQ is manifested in trust, empathy, self-awareness, and self-control, and in the ability to respond appropriately to the emotions of others.

“Na Twam Kamaye Rajyam

Na Swargam Na Punarvabam

Kamaye Dukhataptanam Praninama artinashanam”

This was the life motto of Malaviyaji. Mahamana’s mission was clearly depicted from this verse that he neither desires empire, nor kingdom, nor rebirth, nor heaven, nor salvation rather he had only and only desire to serve and elevate the down trodden or people suffering from any infirmity. From this it is clear that he believed on **Service to mankind is service to God**. He was practicing forgiveness, selfless service, patriotism, cooperation and fearlessness. His service concept was comprehensive enough to encompass all castes, classes and countries and did away with the distinction between mine and thine. He wanted that each and every person should have good character for the good of himself/herself and for the nation. He believed that the primary aim of education is character formation. His philosophy of life centered around

- Social welfare
- Human values
- Equality of all members
- Coexistence of Individuals and
- Human freedom

These are the components of EQ. In BHU a the students are trained to practice all these above values through different Co-curricular activities like NCC, NSS, Regular relief programmes, Regular literacy and Blood donation Camps, Environmental campaign and plantation programmes.

Activities to develop SQ:

SQ, our spiritual intelligence quotient, underpins IQ and EQ. Spiritual intelligence is an ability to access higher meanings, values, abiding purposes, and unconscious aspects of the self and to embed these meanings, values, and purposes in living a richer and more creative life. Signs of high SQ include an ability to think out of the box, humility, and an access to energies that come from something beyond the ego, beyond just me and my day-to-day

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concerns. SQ is the ultimate intelligence of the visionary leader. From his childhood Malaviyaji was having a strong spiritual footing from his parents. He was very sincere about his Sandhya Vandan and Japam of Gayatri mantram. He used to derive pleasure from participating in SatyaNarayan Puja and Path of Holy Bhagwat Puran. He practiced love for all creatures. He had equanimity towards each living beings. He was a staunch Sanatanist, at the same time he adored the principles of Christianity, Islam and Buddhism. People from all sects loved him. He practiced Truth, nonviolence, and love in his life and gave respect to all Hindu literature. He wanted the students of BHU to learn Bhagawat Geeta. Till today every Sunday there is Geeta parayan at Malaviya Bhawan. Thus, he was of the opinion that Spiritual power is the real power.

If we want to change systems, we have to change human behavior. But human behavior is not so easily changed. To achieve real transformation, we have to change the motivations that drive behavior. Today business, politics, education, and society in general are driven by four negative motivations: **fear, greed, anger, and self-assertion**. When we are controlled by these negative emotions, we trust both ourselves and others less, and we tend to act from a small place inside ourselves. We can change our motivations to more positive ones if inspired to do so. In this way, when we apply the 12 principles of spiritual transformation to our collaborations and our lives, self-assertion becomes exploration, anger becomes cooperation, craving becomes self-control, fear becomes mastery, and so forth. Our motivations have been raised and this changes our behavior. As our behavior changes, our results change, as well as the whole purpose and meaning of our collaborations. A person who has good character is thought to be especially worthy, virtuous, or admirable in terms of moral qualities. In fact, the three qualities that are essential to good character are: **People of character have good principles. They believe in honor, integrity, duty, compassion, justice and other ethical values.**

People of character possess two emotional or psychological qualities that help them live up to their values: conscience and courage. Conscience is an internalized sense of right and wrong, a virtuous inner voice that unceasingly reminds us of our moral obligations and urges us to live up to them. A strong conscience will not be denied; it enforces its moral judgments by rewarding good behavior with good feelings of pride and self-esteem, and it imposes penalties for bad behavior, in the form of shame and guilt. But even good principles and a vigilant conscience aren't always enough. Many of us know when we are doing something wrong, and we know we'll feel real bad afterward - but we still do it. People of character have

indomitable moral courage, or willpower, something that helps them to do the right thing even when the cost is high, risky, or unpleasant. To understand character is to know in your heart that character is moral or ethical strength reinforced with daily choices.

Conclusion:

Mahamana dreamt of creating an ideal scheme of education which would serve the cause of nation building, rise above narrow sectarian interests, combine the best in western scientific methods with all that is good and great in our culture and promote a “broad liberation of mind and religious spirit”

Malaviya Ji who epitomized Indian values gifted the world with a unique model of integrated, harmonious and balanced education in the shape of Banaras Hindu University. The motto of Banaras Hindu University, “ (The end of all knowledge is the attainment of immortality)” “eloquently reflects the premium placed on education in our ancient culture. Thus, one could easily observe that there is true amalgamation of IQ, EQ and SQ at BHU for the qualitative development of students and sustainable education system.

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