



Research Paper

The Reevaluation of Mahamana's Vision Concerning Nep: A Shift In The Direction Of Creativity And Innovation

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Abstract:

Outdated academic programs fail to attract high-quality students and resources. As a result, competent professors become inactive. To align with current demands, it is necessary to replace those that are no longer useful. This is especially evident in the domains of science and technology, where progress occurs rapidly and novel worldwide educational approaches such as bagless education and vocational training are emerging. The theme is substantiated by the establishment of BHU, which aligns with Mahamana's vision and is backed by the New Education Policy 2020. This initiative is seen as a commendable and progressive move in Education. The primary goals of his educational system were to advance and distribute knowledge in the arts and sciences, particularly in technical, scientific, and professional fields. The National Educational Policy 2020 aims to establish an education system in India that directly contributes to the sustainable transformation of our nation into an equal, inventive, and dynamic society. This will be achieved by providing high-quality education to all individuals. This paper seeks to integrate the visionary objectives of Mahamana and NEP 2020 with the promotion of creativity and innovation. It intends to propose a roadmap that would lead to the realization of these goals.

Keywords: National Education Policy 2020, Mahamana's Vision, Innovation, Science and Technology, Creativity and Research, Indigenous industry

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I. INTRODUCTION:

Creativity is the potential which can be unlocked, and innovation is the serendipity which can be unpuzzled."
- Pearl Zhu

The world has progressed towards a society that relies on knowledge, where adding value is crucial. Value addition refers to the process of enhancing or improving something by incorporating additional elements. These novel components can be incorporated through the application of ingenuity and originality. Creativity and innovation are recognized as essential skills in the 21st century. They are intricately interconnected. Innovation arises from a liberated and empowered educational setting, fuelled by imaginative intellects. It should be regarded as a vital element of a comprehensive approach to education and integrated into the educational system. Innovation is driven by creative ideas and a higher level of innovation results in greater competitiveness. Developing abilities in creativity and innovation will enhance the human capital in a strategic effort to transition towards a knowledge-based society that is adaptable to the requirements and expectations of both society and the global community. (Sawhney) Individuals who possess a propensity for innovation and creativity have a heightened ability to acquire

knowledge at an accelerated pace and with greater efficacy. It is crucial not just at the academic level but at every stage of a person's life, including the learning and teaching phases for both students and teachers. Creativity refers to the process of generating novel and beneficial concepts, methods, or behaviours. Creativity entails not only thinking beyond conventional boundaries but also envisioning a scenario where those boundaries do not exist. Innovation transcends mere ideation; it encompasses the systematic transformation of concepts into tangible manifestations, even in the face of challenges and opposition. They are significant elements for bringing change by generating new knowledge in new areas.

India has had a long history of learning and education since antiquity. Many renowned universities were located here and served as the primary centres for learning. Banaras Hindu University is one of them. During Mahamana's lifetime, BHU became a Capital of Knowledge respected throughout India and the globe. (Jyoti) Pandit Madan Mohan Malviya established it on February 4, 1916. He created history in Indian Education all over the country by establishing this university. Due to Malaviyaji's work as an integrator of Eastern and Western ideologies, our indigenous knowledge in philosophy, linguistics, engineering, and the physical and life sciences, among other fields, has seen a renaissance. He was propelled as an innovative thinker of his day as he recognised the country's future need in science and technology and started the first engineering course at BHU (Deshmukh, Mohan, & Mohan). He also came to the conclusion that to revive India as a nation, it was necessary to feed the youth with traditional spiritual and moral food, and religion had to be a part of education based on Indian ideals and enriched with the discoveries made by innovative science and learning in the West (Singh). The glimpse of the Mahamana vision also highlighted the problems of students and Higher Education. Still, at that time, the study sources were minimal, and Mahamana dreamt of a new kind of curriculum for a self-reliant society.

Innovation and Creativity activities are crucial for nation-building, particularly at an institute. Since its foundation, Banaras Hindu University has contributed to nation-building via innovation and creativity activities in addition to delivering education. People at BHU are encouraged to understand real-world difficulties and remain motivated to learn about potential answers to have a creative effect on society. Campus innovation and new practices are increasing swiftly and enabling students and academics to work with corporations and the government. BHU is a dynamic hub for innovation and development because of its focus to holistic growth.

Creativity

Creativity refers to the phenomenon of expressing and sharing original ideas and creations. The concept being described appears to be an innovative notion, which refers to the underlying cognitive processes that are inherent in the phrase. Naturally, it is inconceivable for anyone to envision an individual engaging in labour or residing in a vacuum. The process involves the emergence and fusion of several ideas within one's unconscious mind, followed by the deliberate selection of the most promising ones based on aesthetic criteria. It enables us to transcend the current moment, see a different version of history, and indulge in fantasies about what lies ahead. This enables us to envision hypothetical entities and employ them to modify the trajectory of occurrences. It includes systems that generate new and unique features in the cosmos or the world of living organisms. Creativity refers to the process of engaging in creative behaviours that result in the development of innovative ideas, artistic expressions, or unconventional thinking that challenges established norms. It involves thinking creatively and using prior resources to build potentially improved answers for the future. Creativity is believed to obscure the distinction between the present and the future, hence diminishing the level of certainty regarding the future.

The incorporation of creativity, critical thinking, research, and innovation plays a crucial role in facilitating change by producing novel knowledge in unexplored domains. Exceptional higher education is essential for cultivating proficient, cerebral, versatile, and innovative individuals. The NEP prioritizes learning above studying, encouraging individuals to venture beyond known frameworks and delve into new areas of inquiry, fostering innovation and creativity. To cultivate creativity and empower students to shape their own educational paths and career aspirations, secondary school students will be granted increased autonomy and options in selecting their academic subjects, particularly in the domains of physical education, fine arts, and vocational training.

Innovation

Innovation entails enhancing value through the utilization of state-of-the-art solutions to address crucial problems. It is a result that highlights the desired output. This approach focuses on the organization of innovation. Addressing social challenges and enhancing society's capacity for action are essential for societal development. Its primary responsibility is to utilize innovative technology, generally, in order to effectively and sustainably address societal problems. Furthermore, these novel technologies, commodities, and services not only fulfil a social requirement but also augment capabilities and optimize the use of persons, resources, organizations, or communities. Innovation now extends beyond generating advantages just for external parties. The primary

objective of innovation should be much more expansive, including the advancement of a technologically advanced future where individuals may experience maximum happiness. Hence, innovation should seek ingenious methods to tackle urgent social issues, use proactive approaches to anticipate the unforeseeable future, and employ strategies to eliminate barriers to an intelligent future. The NEP 2020 places significant focus on fostering innovation in order to adequately equip young individuals for the challenges of the future. The New Education Policy (NEP) enhances the educational system to foster innovation. It emphasizes meaningful learning, critical thinking, and revisions in examinations (Kamble). Presently, students may readily implement their ideas and inventions. The NEP 2020 offers a transformative overhaul in India's education system. *As Peter F. Drucker aptly stated, "To embark on something new, one must cease engaging in something old."*

National Educational Policy

The British in the 20th century established and formulated the present educational system, drawing upon Macaulay's recommendations. The substance and style of the text are characteristic of Western culture. The historic structures have decayed due to the British government's lack of recognition. A concise account of the historical development of education in India, focusing on the year 2022. The Kothari Commission was established in 1964 to comprehensively examine and provide recommendations on all aspects and domains of education, to assist the government in formulating a unified National System of Education. As per the assessment of the Commission, India's future is now being influenced by its educational institutions. Education is a crucial factor in determining individuals' prosperity, welfare, and security in a society that heavily relies on science and technology.

Moreover, the Commission asserts that education possesses the capacity to serve as a forceful instrument for effecting social, economic, and political transformation. Consequently, educational objectives should be connected to overarching national objectives in the long run. From the Commission's perspective, Education is the sole means to bring about change without resorting to a violent revolution. The Commission also analysed the development of education in India during the contemporary era, particularly following Independence, and determined that Indian education requires a profound reconstruction, akin to a revolution, to achieve constitutional objectives. The complete rebuilding consists of three primary elements: a) internal restructuring, b) quality enhancement, and c) extension of educational infrastructure. The National Educational Policy of 1968 was formulated under the suggestions put forth by this Commission. Patel, Indira, and S. The diagram elucidates the strategic plan of the country's educational initiatives.

National Educational Policy 2020

The Government of India's New Education Policy (NEP 2020) was a favourable departure amidst the unfavourable circumstances and adaptations the globe was experiencing as a result of the Covid-19 pandemic. Dr. K.K. Kasturirangan formed a group, led by himself, which was responsible for drafting the National Education Policy 2019. The objective of India's new educational system is delineated in the policy, which was accepted by the Indian Union Cabinet on July 29, 2020. The reference "Kurien & Chandramana, 2020" is provided. The policy offers a comprehensive framework for education, encompassing early childhood, tertiary education, and vocational training in both rural and urban areas of India. By 2021, the initiative aims to have transformed the educational terrain in India. The implementation of the language policy in NEP is the responsibility of the governments, organizations, and schools. It is designed to serve as a general guideline and advising. The NEP 2020 implements a multitude of modifications to India's education policy.

The NEP is an all-encompassing program aimed at restructuring the educational system by reconfiguring its core components. The policy's crucial elements promote students' innovation, critical thinking, and creativity. It will empower students to showcase their distinctive and innovative abilities and solutions. This policy is vital and establishes the foundation for a more favourable and optimistic future. PM Modi stated that the future education system necessitates the acquisition, reacquisition, and enhancement of skills. The newly implemented NEP is designed to meet these criteria. In order to attain self-sufficiency, Modi also urged students to prioritize unorthodox concepts and engage in innovative thinking, particularly in the realm of start-ups. (Singh). The policy aims to transform India into a flourishing knowledge society by fostering creativity and innovation, hence enhancing the quality of education. The Indian educational system should transition towards fostering critical and creative problem-solving skills, as well as cultivating innovative thinking. Furthermore, it should prioritize the development of individuals' creative potential. If these improvements are effectively implemented, India would emerge as a global powerhouse of knowledge in the future. (S.S. Rana & Co.)

Focus points of New Education Policy 2020 on Innovation and Creativity:-

(S.S. Rana & Co.) subsequently stated points from NEP to emphasise innovation and creativity:

- ❖ To overcome linguistic hurdles, a national repository of excellent materials on the basics of reading and numeracy would be made available through DIKSHA (Digital Infrastructure for Knowledge Sharing).
- ❖ To raise the education standard, entertaining and inspiring books will be created for students at all levels in all local and Indian languages.
- ❖ Competency-based learning and education are promoted in the classroom.
- ❖ Open, and Distance Learning (ODL) Programs offered by the National Institute of Open Schooling (NIOS) and state open schools will be strengthened and expanded with the aid of technology and innovation to meet the educational needs of young people in India who are unable to attend a physical school.
- ❖ High-performing Indian universities will be encouraged to establish campuses abroad. Similarly, some universities, such as those that rank among the top 100 worldwide, will be supported to operate in India.
- ❖ To provide a platform for the open exchange of thoughts on the use of technology to improve learning evaluation, planning administration, and other areas for both school and higher education, the National Educational Technology Forum (NETF), an independent body, will be established.
- ❖ Government programs for higher education must be strong and constructive to accelerate the achievement of the important goal of universal literacy.
- ❖ Institutions and faculty will be free to innovate on curriculum, pedagogy, and assessment issues within a broad higher education framework to foster creativity.
- ❖ It will be encouraged to pursue professional and technical education and to innovate in industries including management, architecture, engineering, technology, town planning, pharmacy, hotel management, and catering.
- ❖ A top-notch science along with innovation and technology is required in research and innovation in India, as in India at the current time, only 0.69% of GDP is used as compared to Israel, the United States of America and South Africa, which is 4.3%, 2.8%, and 4.2%.
- ❖ Digital repository and dissemination, content creation, digital infrastructures, pilot studies for online education etc., are recommended by the policy.
- ❖ By including the cultural aspects of languages, such as cinema, theatre, storytelling, and music, the teaching of all languages will be improved through the novel and experimental techniques that encourage multilingualism.
- ❖ Higher education institutions will strongly emphasise research and innovation by establishing start-up incubation centres, technology development centres, and centres in cutting-edge research fields.

Mahamana Vision and New Education Policy 2020

Mahamana always demonstrated unwavering dedication to education. He was appalled by the current condition of India and aspired to enhance it via education. In order to strengthen the fundamental structure of India, he aimed to facilitate the advancement of education. He founded the Banaras Hindu University in Varanasi, a city known for its educational institutions, on February 4, 1916, in order to achieve this objective. He devoted his life to the service of his nation, society, and his country. Nevertheless, Malviya Ji did not fulfil the criteria of a professional educator since he did not articulate his educational principles, plans, or perspectives in a methodical manner. Contrary to popular belief, he was not merely an educator, but rather a multifaceted individual who included both practical and theoretical aspects into the field of education. The instructional viewpoint of the author is clearly apparent in his publications and lectures. The Mahamana educational concept emphasized the whole development of the pupil. According to him, the school's primary objective is not only academic development. According to Mahamana, good education aims to enhance the whole development of an individual. He holds the belief that education may facilitate the development and growth of the student's physical, intellectual, mental, and emotional attributes. In order to cultivate a sense of altruism in future generations and inspire them to contribute to society and their nation, he aspired to utilize education as a means of awakening the populace. As per Mahamana, the curriculum need to align with the specific demands and requirements of India. Each city and nation establishes its curriculum based on specific requirements that are influenced by factors such as geographical location, historical era, and local conditions. He focused on providing a comprehensive education at BHU University, encompassing both traditional and modern aspects. This included a strong emphasis on ancient Indian culture, philosophy, literature, and history, with instruction in Veda-Vedang and Sanskrit literature. Additionally, the curriculum covered various fields of modern science such as metallurgy, mining, engineering, and agricultural science. The humanities, social sciences, and disciplines like medicine, Ayurveda, and astronomy were also studied. (Mahandiratta, 2022) The NEP 2020 reflects Mahamana's goal of creating a comprehensive curriculum that emphasizes the entire development of pupils, including fostering innovation and creativity. The NEP is a

comprehensive plan aimed at overhauling and reshaping the educational system to promote innovation. It will motivate students to showcase their innovative and creative skills and solutions. It will have a crucial impact in improving and enhancing the future for all individuals and in turning India into a future "Global Knowledge Superpower."

The major innovation and creativity centres in Banaras Hindu University

- The Prime Minister inaugurated the AIC - Mahamana Foundation for Innovation & Entrepreneurship - IM-BHU on September 18, 2018. The main goals of the Centre are to stimulate creativity and innovation, support their growth, provide a platform for experimentation and development, accommodate and prepare new businesses, facilitate the expansion of capabilities and size, offer guidance and support, and assist in accessing various resources such as knowledge, personnel, and initial funding. The AIC-Mahamana Foundation for Innovation and Entrepreneurship, often known as IM-BHU, is an organization dedicated to fostering innovation and entrepreneurship. (Sharma)
- The BHU-IIT (BHU) Design Innovation Centre provides students and academics with a platform for creativity and innovation, enabling them to convert their imaginative ideas into real design solutions with greater significance. The Ministry of Human Resource Development, under the Department of Higher Education, of the Government of India has received a collaborative application from the Banaras Hindu University (BHU) and the Indian Institute of Technology (IIT) (BHU) requesting financial support. The Design and Innovation Centre is a collaborative initiative between Banaras Hindu University and the Indian Institute of Technology. (*Dic Bhu & IIT (BHU)*)
- Malyaviya's Centre for Innovation, Incubation and Entrepreneurship (MCIIE), The goal of IIT BHU's Malaviya Centre of Innovation Incubation and Entrepreneurship, or MCIIE, is to support student innovation, entrepreneurship, and incubation by offering them startup ventures, networking opportunities, faculty collaboration, startup support, and entrepreneurship programs, among many other things. In order to foster and grow the innovation required to sustain business development, the majority of Indian startups lack the necessary resources. Furthermore, it is quite challenging for a company to achieve success in the absence of networking relationships (*MCIIE- Malaviya Centre of Innovation, incubation and entrepreneurship*).

II. Conclusion:

The vision of innovation and creativity is embodied at Banaras Hindu University through its commitment to conducting high-quality research in numerous disciplines. Each academic department at the university explores innovative and state-of-the-art technological domains. It fosters creativity and innovation by incorporating current events into the curriculum update process. The numerous ongoing seminars, workshops, and conferences provided the youth with innovative concepts. A variety of cultural events are orchestrated to provide students with an opportunity to exhibit their creativity and aptitude. As a result of Mahamana's astute reasoning, the BHU envelopment had an established groundwork for ingenuity and advancement. It will further develop in the areas of innovation and creativity, where it has already attained remarkable success, by integrating NEP 2020 into its curriculum.

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