



**PSYCHOLOGICAL AND PHILOSOPHICAL
INTERPRETATIONS OF GHALIB'S COMPOSITIONS
AND IT'S IMPLICATIONS FOR EDUCATION**

**ABSTRACT
THESIS**

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By
SHAHLA KHALID

Under the Supervision of
PROF. ROQUIYA ZAINUDDIN

**DEPARTMENT OF EDUCATION
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)**

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ABSTRACT

Mirza Ghalib is regarded as the most eminent and versatile poet of Urdu language. He was great in literary domain of Persian as well. Ghalib was not indifferent towards the deepest problems of human life. As he was a keen observer of life, he pondered over human existence. Ghalib's poetry reveals his philosophical and psychological views. His philosophy is often interpreted as Wahdat-al-Wujood which means that everything will perish except the Being of God i.e. the permanent and Real Existence is only one, that of God. Ghalib's poetry and letters also reveal the psychological analysis of human existence i.e. Innumerable human feelings such as craving for love and belongingness, ceaseless desires and unending quest, feeling of sorrow, happiness, hope, wit and humour, death anxiety, and other emotions of love, hatred and jealousy etc.

People have understood and appreciated Ghalib as a poet, being delighted by the beauty of his poetic imageries. Here, the researcher has tried to interpret his poetry from philosophical and psychological perspective and bring into light some hidden educational thoughts underlying those philosophical and psychological interpretations.

All of us know that Ghalib suffered lots of hardships during his life time. But Ghalib did not succumb to his miseries, rather bore all that befallen him wholeheartedly. Therefore, one of the objectives of the present study is to show how he faced and understood life. The purpose of studying all these aspects is to

find some clues for adjustment in life. By reading this work, especially the young generation may be able to learn how to get adjusted in life and how to lead life.

Though lots of studies have been done on Ghalib's poetry and letters but till today, no systematic work has been done to bring out the psychological, philosophical and educational aspects of his compositions together as an integrated whole. All the three above mentioned aspects are interrelated with each other; hence should not be looked as a separate entity.

The present study "psychological and philosophical Interpretations of Ghalib's compositions and it's Implications for Education" is a modest attempt to understand Ghalib in terms of his ideas on man and God. This study has the following main objectives:

1. To bring out the psychological aspect of Ghalib's works.
2. To bring out the philosophical aspect of his works.
3. To find out the educational implications of Ghalib's works.

The study consists of eight chapters such as: *Introduction, A Brief Biographical Background of Mirza Ghalib, Ghalib and Existential Issues, Ghalib's Understanding of Human Nature, Wit and Humour in Ghalib's Compositions, Ghalib as a Sufi and Educational Implications of Ghalib's Work along with the conclusion.*

Chapter-I gives emergence, justification and importance of the present study. Chapter-II gives an account of a brief

biographical background of Mirza Ghalib. Chapter-III describes Ghalib's views on existential issues. In other words, in this chapter, he focuses on his views about the existence of man and God. The IV chapter deals with those couplets by Ghalib that reflect his psychological understanding of human beings.

Chapter – V deals with the poet's use of wit and humour in poetry, letters and in day to day life. Ghalib's use of wit and humour also reveals his intellectual maturity.

Chapter – VI presents the poet's Sufi thoughts in some of his couplets. Chapter–VII is based on the educational implications of Ghalib's works and the Chapter – VIII consists of conclusion.

The subject of the study is mainly theoretical; hence it is a library based study. The researcher has made an analysis of the content of Ghalib's Poems and Letters as well as of written material on Ghalib.

Ghalib's view of existence is associated with the mystic philosophy of Wahdat-al-Wujood which says that nothing exists except Allah (God). It was the prevalent philosophy of the poet's time which influenced him greatly. The circumstances of his personal as well as social life made him believe that other than God, the existence of worldly things including human being is not real, rather illusionary and imaginary. According to him, since every creature has a definite life span and a definite circle of activity, it is clear that their existence is not permanent, rather transitory.

Despite being aware of the mysteries of Wahdat-al-Wujood, Ghalib does not escape from life. Rather, he looks eagerly and restlessly on every colour and forms of life. He is not escaping from life; rather he is involved in and associated with it. Besides, Ghalib is a devout humanist. Many of his letters and couplets reflect his views about humanism. When we analyze his works, we find secular as well as humanistic thoughts, both.

As far as the psychological interpretation of Ghalib's works is concerned, the researcher has reached to a conclusion that the poet (Ghalib) had penetrating insight into human nature. The poet has written on multiple aspects of human nature such as, love, hatred, jealousy, desires and longings, self respect, despair and gloom, self transcendence, courage, death anxiety, inner conflict and so on and so forth.

From the description of different states of man's life, it is evident that he understands the variety of emotions and he is aware of the multiple aspects of human life. In day to day life, he looks upon the ups and downs of emotions as if he is involved in psychoanalysis like any psychologist of the present age. Ghalib was a self conscious man. Being a thorough human being, the poet is aware of the strength and weakness of his personality. Ghalib has not developed these principles on self made assumptions. Rather, after deeply studying human nature, he has described different mental states of man. When we read his couplets, we feel as if '*yeh bhi mere dil mein hai*' (this too is in my heart).

The educational implications of Mirza Ghalib's compositions, in the light of his philosophical and psychological thoughts, may be described under the headings such as; Aims of education, Curriculum, Methodology of teaching, Role of teacher and students and School Discipline.

As the poet stresses on the importance of self respect, therefore, we can deduce that education should enable the child to gain self respect and self pride. It should also help the child to develop confidence in his own self. Another aim of Ghalib's education may also be to prepare the child to meet death with pleasure because in his opinion, death does not have just negative aspect, rather it has its positive aspect as well, because the awareness of death, causes one to enjoy life. Yet another important aim of Ghalib's education may be to develop secular values among students. We find Ghalib emphasizing on the importance of universal brotherhood, love and affection with other human beings irrespective of colour, creed, race or religion.

As far as the curriculum is concerned, since each individual has his own potential, each would require his own curriculum. The curriculum will therefore be varied, not uniform and according to the capacity of students.

Ghalib has also laid much stress on the importance of moral education in his poetry. Therefore moral education should also be included in the curriculum.

When we study Ghalib's letters, we find him adopting the technique of distance and correspondence mode of

learning. He had numerous disciples under his guidance whose poetic works were used to be corrected by the poet. Ghalib used to receive letters containing the works of disciples who sought corrections and Ghalib used to make corrections and give direction by replying those letters.

As far as the role of the teacher is concerned, if we observe Ghalib's way of dealing with his pupils, we can infer that in his scheme of education, the teacher must build positive relationship between himself and his student. We find that Ghalib had a very close and intimate relationship with his disciples. They felt free to share anything with him, be it through letters.

Ghalib in his poetry talks about human emotions i.e. emotion of love, amusement, desire and longing, hatred, jealousy, despair and disappointment and conflict in man etc. Therefore, the teacher should try to teach the children the art of managing the feelings and emotions as adequately as possible. Some students may be involved in some conflicts. The task of the teacher is to deal with those conflicts of the students, effectively.

Ghalib emphasizes on freedom of individuals. Therefore, we can conclude that his school provides free atmosphere to the children. The schedule must be flexible. Besides, the school should also provide leisure for creative writing so that the full development of students may be possible.