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**Title** An outlook from Historical Review of Imam Malik Ibn Anas's Principles of Instruction and Classroom Management (715 - 795)

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***An outlook from Historical Review of Imam Malik Ibn Anas's Principles of Instruction and Classroom Management (715 -795)***

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***Abstract***

*The study deals with the contribution, educational thoughts, and classroom management principles of Hazrat Imam Malik bin Anas RA( 715-795). He was one of the prominent academic leaders and Muslim legists who performed an important position in formulating early Islamic felony doctrines and being nonetheless been observed at some stage in the Muslim nations. He became found out in Islamic law and attracted a vast number of students, his followers coming to be known as the Mālikī faculty of law (madhhab). Imam Malik bin Anas (RA) is very tons appreciated for what he did for the contribution of knowledge. Educational institution introduced by Imam Malik in Masjid Nabawi got its popularity throughout Muslim countries and educationists tend to visit it for the sake of learning. Imam Malik introduced his principles regarding classroom management and teaching before 15 hundred years ago. And now in this modern era, the educationists and teachers are implementing the same principles for making their teaching-learning process more effective and interesting. These principles were discussed in this research paper. The data was collected from both primary and secondary sources available in the form of books, electronically published materials, and research papers. The data is then analyzed through content analysis and to draw realistic conclusions from it.*

***Keywords:*** *Imam Malik, Teaching profession, Classroom Management and Educational thoughts.*

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## **Introduction**

The full name of Imam Malik Ibn Anas is Abu Abdullah Mālik ibn Anas ibn Mālik Ibn Abī 'Āmir Ibn 'Amr Ibnul-Hārith Ibn Ghaimān Ibn Khuthail Ibn 'Amr Ibnul-Haarith al-Aṣḥabī al-Madanī, reverently known as al-Imām Mālik by Maliki Sunnis, born in Madina, Saudi Arabia (711 AD). His title was "Sheikh -ul-Islam".<sup>1</sup>

## **Family Dynasty**

Hazrat Imam Malik ibn Anas (RA) family traced back to (93 A.H.-179 A.H.). Hazrat Imam Malik ibn Anas (RA) was born in 93 AH and died in 179 AH. Imam Malik was the son of Anas ibn Malik and Aliya binte Shurayk al Azdiya. His family belonged to the Al-asbahi tribe of Yemen, but his grandfather, Malik ibn Abi Amir, after converting to Islam, migrated to Madina. His grandfather was the student of Hazrat Umar RA who was the second caliph of Islam. His family members were not financially strong, even when Imam Malik commenced teaching he had four hundred dinars with the assist of which he started his business.<sup>2</sup>

## **Early Childhood**

Madina was the basic educational center for all the scholars in that era. Therefore, Hazrat Imam Malik ibn Anas RA also decided that he would study in Madina. His grandfather, father, and uncle helped him in his early education. They provided him a positive, attractive, and democratic environment where Hazrat Imam Malik ibn Anas RA upgraded and acquired knowledge of different phases. Hazrat Imam Malik involved himself in many things such as seeking Hadiths and Fiqh. He memorized the whole Quran in his youth. He studied under various famous scholars and the descendants of the Prophet (SAW).<sup>3</sup>

## **Physical Appearance**

Imam Malik was having a very amazing and appealing personality. He turned into tall, broad, very truthful, having white beard and bald with blue eyes. Furthermore, it is also associated that "he always wore white graceful clothes."<sup>4</sup>

## **Personal Hygiene**

Imam Malik wore fine clothes after taking bath, used to comb his hair, and put on perfume before going to class, as he was of the view that wearing beautiful clothing enhances the presentation of a person. After the death of Hazrat Nafi, Imam Malik used to deliver lectures.<sup>5</sup>

## **Earn Livelihood**

Hazrat Imam Malik bin Anas (RA) established himself as a merchant of cloth with his brother, Nadr. In the early days, he was recognized by his brother. With time, when Hazrat Imam Malik RA began to acquire regular and proper education, then his brother was known by him.<sup>6</sup>

### **Role Model of Imam Malik**

The role model of Imam Malik RA was Hazrat Muhammad (peace be upon him). He followed the teachings of the Holy Prophet Muhammad (peace be upon him) throughout his life. Imam Malik RA was the biggest follower of Holy Prophet. Imam Malik bin Anas (RA) finished his schooling from the well-known and discovered scholars and philosophers of Medina. He has become the outstanding student of Hadith and Fiqh.<sup>7</sup>

### **Contribution of Imam Malik**

Imam Malik bin Anas (RA) plays a very significant role in the field of education. He mastered the science of Hadith at the age of seventeen, and after 70 scholars confirmed that it was authentic, he began fatwa and composed more than 100,000 hadiths that he wrote with his own hands. Imam Malik bin Anas (RA) had outstanding contributions in the area of schooling. He discovered many Hadiths with the aid of coronary heart after which handed these Hadiths forward to others. He did master within the technological know-how of Hadith at the age of seventeen and he started Fatwa after 70 students confirming his acceptability for the motive. And he composed over 1, 00,000 Hadiths written by way of his personal hands.<sup>8</sup>

Hijazi (2013) wrote in his article that Imam Malik composed his first book named ' Al-Muattwa' means "Approved" consisted of his collected Hadiths. There were about 1,720 Hadiths in this book. Many interpretations have been written in this book. Imam Malik memorized the Qur'an in his youth and studied under famous scholars, mostly many of them was the descendant of the Holy Prophet (Peace Be Upon Him). He had a personal attachment to the city of the Holy Prophet that he never left it but only once to perform Hajj. His jurisprudence was later developed into the Maliki School, which was promoted in Morocco, Algeria, and Spain.<sup>9</sup>

### **Role of Imam Malik in the Accessibility of Knowledge**

Imam Malik bin Anas (RA) may be very a great deal favored for what he did for the contribution of knowledge. He made schooling as easy and available as he could for his followers. Imam Malik has become in charge of the instructions of Hazrat Maula-ibn-Umer after his death. Almost all of the Muslim international locations had been benefited from the instructional organization in Masjid Nabawi constructed by Imam Malik and because of the efforts of Imam Malik; the recognition of Masjid Nabawi reached its peak.<sup>10</sup> Imam Malik prepared academic training to unfold and propagate his expertise among the masses. For this purpose, he organized academic training with

inside the presence of his instructors and scholars. Imam Malik organized training at two locations; i.e his ancestor valley "Aqeeq" and formal teaching at "Masjid Nabawi".<sup>11</sup>

### **Challenges in Quest of Knowledge**

Imam Malik confronted many hardships in search of knowledge. He was very much committed had a lot of concern in studying that when he never thought of earning for his livelihood.<sup>12</sup> Imam Malik used to visit research Hadith from Nafay Maulaibn Umer on warm sunny days and used to wait for him outdoor in heat weather. The students took a lesson from him of intense keenness, devotion, and eagerness to research and quest for knowledge. Imam Malik becomes of the view that students should not indulge in such sports which could waste their valuable time and capabilities. They have to dedicate complete time to research due to the fact each second is valuable for them.<sup>13</sup>

### **Admiration for Knowledge**

Imam Malik was a person with extreme striving for information and gaining knowledge of that he used to visit his instructor Ibn Shahab Zahri and waited there for the class to get started. Imam Malik became a lot accustomed to Ibn Shahab Zahri and has a lot keen to study that even in the course of Eid days he used to study from him.<sup>14</sup>

Once Imam Malik surpassed by the class of Abu al Zanad but did not participate in it. When he inquired, Imam replied that there was no place for him to settle down and he did not want to write Hadith while standing as he considered it unethical and irrelevant to jot down Hadith at the same time as standing.<sup>15</sup>

### **Imam Malik as a Scholar and Teacher**

Imam Malik started teaching at the age of seventeen, and at that early age, he became a very reliable scholar. Hazrat Imam Malik ibn Anas received all his education from well-known and great scholars and philosophers of Madina. After the hard work of Hazrat Imam Malik ibn Anas, he elevated his position in Hadiths and Fiqh. At that time, all Muslim countries were famed due to their educational institutions. So, Imam Malik worked hard and made the Nabawi mosque famous and an educational center. And then it was felt that Hazrat Imam Malik ibn Anas RA should arrange formal classes and share his knowledge and experiences with scholars belonged to different Muslim countries.<sup>16</sup>

### **Relation with Rulers**

Imam Malik turned into a teacher in the actual sense that he now no longer taught Hadith however he attempted to supervise the rulers of that time as well. Imam Malik

develops his relationship with these rulers not for any benefits but only to guide them. This friendship lasted from Abu Jafar Mansur Abbasi to Haroon Rashid.<sup>17</sup>

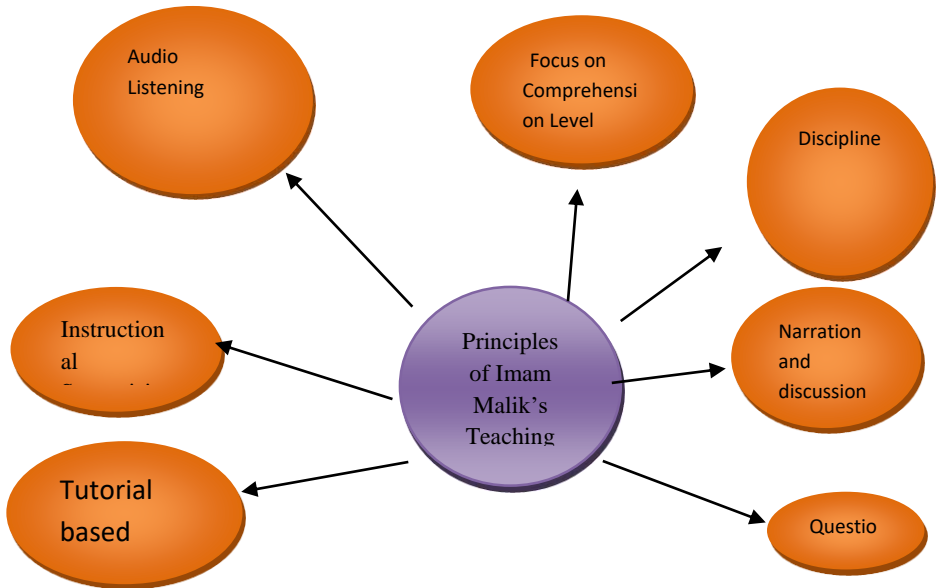
### **Description of Imam Malik's Classroom**

During the teaching of Imam Malik, the classroom was arranged systematically. Floors have been protected with carpets, dais become placed with inside the center of the class, and cushions have been settled in left and proper boundaries of the class. Imam Malik was in the habit of sit on the dais while delivering lectures so that he became prominent among scholars.<sup>18</sup>

### **Glory and Status of his Class**

Students throughout the world have been attracted closer to Imam Malik's coaching due to his scholarly reputation, outstanding pedagogical capabilities, and devotion to his profession. Students have been usually prepared to bear any type of trouble simply to become a part of his class. He introduced such a type of educational institution where not only scholars but rulers and everybody were given benefitted from his pedagogical capabilities and dignified teachings. Over time Imam Malik proved to be very visionary and committed to his profession. Scholars from everywhere preferred to learn hadith from him via way of means of him. Many human beings from around the sector got here simply to research Hadith and to seek solutions for their scholarly issues.<sup>19</sup>

### **Imam Malik's Principles of Alma Meter, Teaching and Classroom Management**



### **i. Teaching to Companions**

First of all Imam Malik deliver a lecture to his friends based on comprehension, explanation, and reading. After discussing and delivering lectures to his friends, he then taught different scholars, teachers, and rulers who came from different Muslim empires without any discrimination or caste about Fiqh(Jurisprudence) related to their daily routine problems.<sup>20</sup>

### **ii. Discipline**

A standard decorum was maintained and silence prevailed in Imam Malik's majlis. It appeared like scholars were in front of a royal luminary. In Imam Malik's class, there was absolute silence. <sup>21</sup>. The class carried out through Imam Malik provided a view of scholarly grandeur. Both the instructor and the taught dressed unexceptionable and set an instance of role models. Everyone was treated equally, and there were no special seating arrangements for the influential figures of his class, including the Caliph himself.<sup>22</sup>

### **iii. Teaching based on Narration and Discussion**

Imam Malik's approach of teaching was primarily based on the description of Hadeeths. He used to relate the ideas of theses Hadeeths and Athars (statements of the Sahaabah) to scholars' real life taught them diverse subjects of Islam on regular basis. <sup>23</sup>

### **iv. Question- Answer Technique**

Interaction between teachers and scholars could be very critical in the teaching process as suggested by Imam Malik. He believed that relevant and applicable tasks based on questioning are an effective source for involving students in academic activities. Imam Malik's school life is a superb model for the new generation. Imam Malik commonly visits Nafay Maula and discusses issues related to Hadiths and Fiqh (Jurisprudence) and this was a purely question-answer session. The art of doing the questioning technique in the learning process was the main component of this teaching. <sup>24</sup>

### **v. Tutorial based Learning**

Imam Malik was inclined to note, observed, and memorized all the principles and rules related to different issues of Islam before delivering the lectures to students. His teaching was based on tutorial-based learning and facts. Students were not allowed for hypothetical discussions. He believed in facts and authentic principles.<sup>25</sup>

### **vi. Instructional Supervision**

Ibni Habib was a great scholar and student of Imam Malik. He used to read "Mauwatta" (Famous book of Imam Malik) in Imam Malik's presence. If Ibni Habib misunderstood or made any blunder, Imam Malik revised the sentence and made corrections on the spot. Imam Malik was inclined to avoid irrelevant discussions, did not like to be interrupted by anyone, and usually smiled once or twice during teaching. He used to handle overcrowded classes with high patience and tolerance.<sup>26</sup>

### **vii. Audio Listening**

He taught in Masjidun Nabawi for over 50 years. Disciples were engaged in discussion with the teacher. Amongst his method of teaching was audio listening from student's recitation of Hadeeth. He was very meticulous of students recording his judgments. During his life, only those Fatāwa were recorded from him once its decisiveness was established.<sup>27</sup>

### **Scholarly Status and Position**

Imam Malik's teachers also came into the list of his scholar. He occupies an elevated place in that era. His students were associated with various parts of the Islamic Empire and were not only in thousands but got an eminent place in Hadith and Fiqh.<sup>28</sup>

### **Remarkable Students**

People from different places of the world used to come to the disciples of Imam Malik ibn Anas RA, including Hejaz. Iraq. Khurasan, Yemen, Syria. Egypt, the Maghrib, and Andalus. According to the standard historical sources, many people have great names and they studied with Imam Malik ibn Anas, those who went ahead and got the highest position in the academic qualification were more than 1,300.<sup>29</sup>

### **Death of Imam Malik**

Imam Malik died on 11th Rabi-ul-Awwal in 179 Hijri (795 AD) at the age of 87. The news of his death engulfed the entire Ummah with grief.<sup>30</sup> When Sufiyan ibnu Uhaina heard about the demise of Imam Malik, he said with a heavy heart that no second one can be found on the face of the earth after Imam Malik.<sup>31</sup>

### **Conclusion**

Imam Malik Anas lifestyle is the epitome for the younger generation. He flourished with inside the time while Madina becomes the fundamental middle for all of the students and educationists. Therefore, Hazrat Imam Malik ibn Anas RA additionally determined to live in Madina. He globalized and universalizes training as students; even rulers got knowledge from him throughout the Muslim nations to gather expertise associated with Hadiths and Fiqah. The lifestyle of Imam Malik is a complete code of



life even from his everyday lifestyles teachers can advantage today and learn the way instructors may be role models for their students.

Imam Malik advanced his standards for teaching and become the opinion that during teaching inappropriate discussions has to be prevented and democratic surroundings have to be created. Opportunities have to be provided to students for questioning, appropriate interactive technique, assessment, and feedback must be the cornerstone of teaching. So it's far clear that Imam Malk ibn Anas standards which he accompanied in that era are being accompanied now in the current global teaching-learning process for making their teaching more effective and authentic.

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