

A Study of the Educational Philosophy of Dr. Zakir Hussain and its Relevance in the Present Time

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Abstract

The present research study is enlisted to deal with *Dr. Zakir Hussain's* educational thought and the task pointing out the implications of *Dr. Zakir Hussain's* educational ideals for the modern Indian education system in present time context. According to Dr. Zakir Hussain, a student should have good conduct, morality, honesty, truthfulness, faith in religion and social qualities so that a characterful and knowledgeable society with moral conduct can be created. According to Dr. Zakir Hussain, one should always have a positive attitude which is the key to success.

Keywords: Educational Philosophy, Truthfulness, Morality, Positive Attitude, Religion.

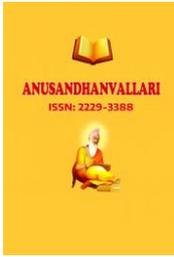
1. Introduction

The philosophy of education critically evaluates different aims and ideals of education to arrive at the most sound and cogent aims of education. It also aims at presenting a synthesis of various aims and ideals of education. During the freedom movement, many Indian educational thinkers presented their educational philosophies which hold enormous importance in the present time few among them were *Mahatma Gandhi, Gurudev Rabindranath Tagore, Maharishi Arvind, Dr. Sampooranand, Dr. Radhakrishnan and Dr. Zakir Hussain*. The role of *Dr. Zakir Hussain* has been commendable and exemplary. Therefore, it would be relative that the educational philosophy of *Dr. Zakir Hussain* and their contribution to the development of Indian education should be pragmatically analysed in the context of the relevance of the present time.

Dr. Zakir Hussain was born in Hyderabad on February 8, 1897. He founded Jamia Milia Islamia (National Muslim University) in 1920 at Aligarh along with other students. He earned his Ph. D. degree in Economics from Berlin University. He became the Vice-Chancellor of Jamia Milia Islamia, Delhi, at the age of 29 after his return. He was nominated to the Rajya Sabha in 1952. He became the President of India in 1967 and stated:

“My choice of this high office has mainly been made on account of my long association with the education of my people.”

On reading some of the ideas of *Dr. Zakir Hussain* on education the researcher was prompted to feel that *Dr. Zakir Hussain's* educational ideals have a lot to offer for the solution of some of the problems afflicting the educational system in independent India. In these days witnessing an unprecedented crisis of character, *Dr. Zakir Hussain's* vision of education with its emphasis on character building the principal aim of education appeared to be of significant relevance. *Dr. Zakir Hussain* was amongst the first to realize and propound that revitalization and resurgence of Great India could not come from a mere political dimension but through reforms in education. He spent his entire life trying to elevate and enrich the standards and rudiments of education and to serve and inspire the value of secularism. It is believed that education is a key to all kinds of development-



individual, social and national. Therefore, *Dr. Husaain* laid more and more emphasis on the continuous improvement of education both qualitatively and quantitatively. These and similar reflections prompted the researcher to take up the present research to *study the educational philosophy of Dr. Zakir Hussain and its relevance in the present time. In the present research work, a humble attempt was made to embody this neglected scope.*

Dr. Zakir Hussain became a great educationist during 1937. Gandhi ji disliked the type of education given to children in India. In 1937, Congress won the elections in many provinces and thus the Interim Government was formed. Gandhi ji was of the view that there were many shortcomings in Indian education. He wanted education to be reformed. Thus, because of his efforts, The AllIndia National Education Conference was held at Wardha in October 1937. Dr. Zakir Hussain was one of the members of the meeting. Gandhi ji proposed a new type of education based on some craft work. Dr. Zakir Hussain supported the proposal. At the end of the meeting, a resolution was passed favouring vocational education. Dr. Zakir Hussain became the Chairman of the committee on 23rd October. He formulated a scheme of basic education. The report of the committee was published on 2nd December, 1937. The committee presented the report in a very short time and spent only four hundred rupees for the work.

Dr. Zakir Hussain tried to give a new shape and form to the educational thoughts of Mahatma Gandhi through Jamia Milia Islamia by *Zakir Hussain*. He always tried to push for an ideal education system in India. Through education, he always wanted to develop human values in students besides elevating traits, proficiency and intellect. He always believed and stood by two principles which he considered essential and fundamental for the reconstruction of the Indian educational system. According to him, the fundamental guiding principles of our educational reconstruction should be the principle of work and the principle of social orientation.

Dr. Zakir Hussain has made a significant contribution to education by advocating for quality education for all and creating opportunities for students to learn in a stimulating and meaningful environment.

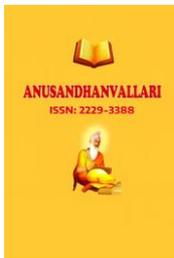
Dr. Zakir Hussain has been working to promote diversity and inclusion in the education system and to promote equitable access to education for all. He's worked to create a stimulating and meaningful learning environment for students. According to *Dr. Zakir Hussain*, the aims of education should be as follows:

- Education must be able to develop a sense of common national ethos.
- Education must be able to develop qualities of citizenship.
- Education must develop the higher values of life.
- Education must enable an individual to have a positive outlook.
- Education must also develop a sense of responsibility among the individuals.
- Education must also be inspired by real work experience and traditional knowledge.
- Education must also be able to develop vocation efficiency.

He stated that Indian education has two main drawbacks which are as follows:

- Indian education has been like stagnant water for quite some time.
- Indian education ignores new ideas and fresh thinking in educational matters.

According to him, education is the master and politics its servant. He believed that combining power with morality, science, and technology was important. He also added that technologists and scientists must also prioritize social welfare. He believed that education should facilitate the overall development of the child.



Thus the present research study is enlisted to deal with *Dr. Zakir Hussain's* educational thought and the task pointing out the implications of *Dr. Zakir Hussain's* educational ideals for the modern Indian education system in present time context. Finally, the study will attempt to make suggestions for improvement of Indian education and for further research on problems emerging out of the study.

2. Review of Literature

Gogte B.B. (2020) conducted a research study on "*A critical study of Samarth Guru Ramdas's contribution in the field of education*". In this study, an attempt has been made to tell about the education suggested by Samarth Ramdas in the 17th century and an attempt has been made to prove that the education of that time is also accurate in the present context. Researchers concluded that the highest aim of education is self-realization.

Sharma, Indira (2019), conducted research on the topic "*A Critical Evaluation of Krishnamurti's Educational Ideas*". In this study an attempt has been made to critically evaluate Krishnamurti's views on education and its application in contemporary India.

Nand, Vijay (2018) conducted research on "*Educational ideas of Dr. Rajendra Prasad and their relevance to modern India.*" The problem of this study was to find out the educational ideas of Rajendra Prasad and to determine their contemporary utility. The research study focus is based on the writings and speeches of Rajendra Prasad and to present the biography of Rajendra Prasad.

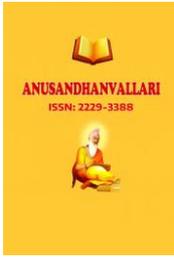
Charlotte, A.C. (2015) conducted a research Study of philosophy of Acharya Vinobha Bhave and its effect on education in the light/reference of the new education policy. This study is an analysis of the rationale of the literature. The author concludes that the new educational policy is influenced by the philosophy of Acharya.

Thus, from the study of related literature, it was found that till no work has been done on the educational contribution of Dr. Zakir Hussain, who contemplated national education and basic education, any relative research work is not done on him, so this research work will be done with the hope that its results will prove beneficial in terms of restructuring in modern Indian education

3. Rationale of the Problem

The purpose of this research work was hoped that if it is proved that Dr. Hussain was a modern Indian educational thinker, so the education faculties would have the advantage that Dr. Hussain's educational contribution can be included in the curriculum of education faculties and the future teacher generation can take advantage of their educational implications.

The researcher has been working over her task of understanding the concepts of education for democratic ideals, national goals, human resource development, cultural transmission as a function of education and others impressed upon her. Philosophical ideas in education such as combining spiritual and religious goals with the goals of economic efficiency, democratic citizenship, nationalism and internationalism caught his imagination. On searching by the researcher, it was found that no research work has been done on the educational contribution of Dr. Zakir Hussain in the relevance of the present time so far, not only this, it has also been found from the search that the future teachers are not made aware of his educational contribution even at the undergraduate or graduate level of education in Indian universities. *After reviewing the related literature it was found that no other research has worked on this research problem.*



4. Statement of the Problem

The problem for the present investigation has been formulated as under: **Study of Educational Philosophy of Dr. Zakir Hussain and its Relevance in the Present Time**

5. Operational Definitions of the Technical Terms

Following technical terms has been used under the present research title. In the present research work, its meaning has been taken as follows:-

- **Educational Philosophy:**-It includes the ideas presented by an educational thinker on various aspects of education and its implementation, such as its teaching work, objectives of established educational institutions, curriculum, teaching method, evaluation process and innovations used in them, etc.
- **Dr. Zakir Hussain:** Dr. Zakir Hussain , who served India as the President, was one of the most eminent educationists of the world. He was the first who realised that improvement of Indian society could not come from a mere political dimension but through reforms in education.

6. Research Question

What is the relevance of the educational philosophy of Dr. Zakir Hussain in the present time?

7. Research Objectives

To study the relevance (usability and implication) of educational philosophy of Dr.Zakir Hussain in the present time.

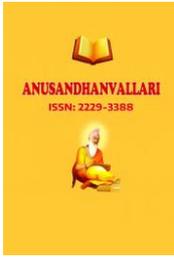
8. Research Design

8.1. Method:

The present study adopted the content analysis and survey method. The researcher adopted one of the philosophical methods of educational research- content analysis method for the present study because the study is a theoretical research in which the conceptual positions of various schools of educational philosophy and Dr. Zakir Hussain's thoughts on education are analyzed and synthesized. The philosophical method lays stress on the logical analysis of educational concepts, adequacy of the methodology of educational research, and integration of concepts into a system. It was also to study the application of an educational theory to educational practice. In order to study the relevance of educational philosophy of Dr. Zakir Hussain in the present time, the researcher also conducts a survey.

8.2. Sample:

The researcher was collecting data using different tools (books, articles, newspapers, etc.) All the educational ideas of Dr. Zakir Hussain, which are available, were compiled by the researcher. These are entirely the sources like books, articles, newspapers, diary, letter, documents, reports, journals, publications, lectures, biography, the internet, etc.. The work of compilation of the data was done from all the related places, wherever his thoughts are collected. Therefore, the sample comprised all the written documents by self and different educational philosophers and political thinkers etc.



8.3 Tools for Data Collection:

The researcher collected the data using both primary and secondary sources for the research.

Primary Source of Data: The primary sources consist of the works written by himself, Dr. Zakir Hussain including books, articles, speeches, diary, letter, documents, lectures, autobiography, the internet, etc.

Secondary Source of Data: The books, articles, diary, letters, documents, criticisms, monographs, biographies, etc., written by various authors, on different schools of educational philosophy acts as secondary source of data collection as well the published reports, journals, publications, articles, the internet, etc.

9. Delimitations of the Research Study

The present research study has been undertaken with the following delimitations:

[A]. The researcher was emphasised only on educational thinking and ideas of *Dr. Zakir Hussain*.

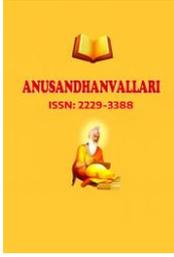
[B]. The researcher included the lecture, speech, documents, essays, articles, books, letters and diaries by *Dr. Zakir Hussain* and also other thinkers and writers where Dr. Zakir Hussain's educational ideas have been discussed.

[C]. The researcher looked at *Dr. Zakir Hussain's* educational thoughts and ideas from the angle of its relevance in present time.

10. Research Findings

The following conclusions emerge after studying the presented research:

- Dr. Zakir Hussain was a man of multi-faceted talents. He was a divine light in himself and at the same time he was a simple man, who had all the characteristics and qualities that a great person has.
- Dr. Zakir Hussain, despite being a common man, was the person who reached the Rashtrapati Bhavan. He did not turn away from education and worked as the President and also played his role as a teacher and writer.
- Dr. Zakir Hussain always inspired the youth. According to him, the youth is the strongest resource available on this earth, which can be transformed into a beautiful form soon if one makes a firm resolve.
- In the view of Dr. Zakir Hussain, the education system should be based on moral values, creative and employment oriented, so that students, who are the powerhouse of creativity, do not wither away but move towards development and shine.
- According to Dr. Zakir Hussain, at the primary level, teaching methods related to physical skills, creativity that arouses interest and new construction, and at the secondary level, teaching methods based on experimentation, problem solving and team activities should be given importance and these should be included in the current curriculum.
- Dr. Zakir Hussain emphasized on including employment oriented education, moral education, spiritual education in the curriculum.
- According to Dr. Zakir Hussain, the curriculum should be such that it fulfills the social and moral needs of the child and develops learning skills and moral and character values in the students so that the future generation of a knowledge-rich society can be fully adapted to all aspects of social change.



- According to Dr. Zakir Hussain, instead of being a centre of education, schools should be transformed into centres where practical skills can also be acquired along with knowledge and there should be no discrimination on the basis of colour, caste, class, place and economic status and knowledge can be imparted to all equally.
- Dr. Zakir Hussain was in favour of providing educational facilities like urban areas in rural areas.
- In Dr. Zakir Hussain's thoughts related to students, he has emphasized on each student setting a goal and achieving it by concentrating on that goal. According to him, each student should have a big goal in his life. The goal of every student should always be to reach heights and fulfill his needs through perseverance, persistence, determination and hard work.
- According to Dr. Zakir Hussain, a student should have good conduct, morality, honesty, truthfulness, faith in religion and social qualities so that a characterful and knowledgeable society with moral conduct can be created.
- According to Dr. Zakir Hussain, one should always have a positive attitude which is the key to success.
- According to Dr. Zakir Hussain, libraries are a source of knowledge. According to him, libraries are the ocean of knowledge, so students should sit in libraries and study on their own.
- Dr. Zakir Hussain had mentioned the importance of a teacher and his duties. According to him, the main duty of a teacher is to inculcate those qualities in his students which can make the student capable of becoming an educated and characterful citizen of the society.

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