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### DR. ZAKIR HUSSAIN'S VIEWS REGARDING MEDIUM OF INSTRUCTION

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#### ABSTRACT

The All India Educational Conference was held at Wardha on 22<sup>nd</sup> Oct and 23<sup>rd</sup> Oct, 1937, under the Presidentship of Gandhi ji. The Conference began with the inaugural address of Gandhi ji. In his address, Gandhi ji conveyed the important features of the scheme. It was followed by a critical speech by Dr. Zakir Hussain. Gandhi ji, took his sincere criticism on its merit. Gandhi ji nominated Dr. Zakir Hussain President of the committee of the whole conference. Basic Education has been confused with spinning, with craft subject corelation, and with the Congress. Dr. Zakir Hussain had his own precise and positive views. One of the major problem among the Zakir Hussain Committee is what would be the medium of instruction. The Zakir Hussain Committee tackled the problem of medium of instruction in very bold but realistic manner. The Committee observed: "The proper teaching of the mother-tongue is the foundation of all education. Without the capacity to speak effectively and to read and write correctly and lucidly, no one can develop precision of thought or clarity of ideas. Moreover, it is a means of introducing the child to the rich heritage of his people's ideas, emotions and aspirations, and therefore, be made a valuable means of social education, whilst also instilling right ethical and moral values. A great educationist of the century, Dr. Zakir Hussain rightly recognized that national renaissance could not come merely through the gates of politics but through reformative education. According to Dr. Zakir Hussain, Mother Tongue is the foundation of all education. So it is necessary to provide education through mother-tongue.

#### INTRODUCTION

Dr. Zakir Hussain was born in well known Afgan family settled at Qaimgang, a small town in the Farukhabad district of Uttar Pradesh. He got his early education in the family and this was mainly Restricted to the study of Islamic theology and culture. For his secondary education, he was sent to a residential school namely 'Islamia High School', Etawah. Hasan Shah, a Sufi saint initiated the moral and Spiritual development of Dr. Zakir Hussain. He inculcated him the habits of love, sympathy, generosity and help of others. Dr. Zakir Hussain came under the influence of Muslim mystics and also of Gandhi ji.

They imprinted their mark on his personality. His advocacy for the inculcation and application of spiritual and moral values in education was due to their influence. According to him, "Education is the transmission of the spiritual and cultural values of a nation to its younger generation is such a way as to make it an integral part of their life." Dr. Zakir Hussain joined the Muhammadan Anglo-Oriental College, Aligarh in 1913. Due to Non -Cooperation movement he resigned his lecturership and resolved to establish a national institution. This resolve of Dr. Zakir Hussain

gave birth to what came to be known as Jamia Millia Islamia in 1920. After teaching two years he went to Berlin for his Ph.D. in Economics which he completed with honours. He stayed in Germany from 1922 to 1926 then he came back to India and took up again the formidable task of building up the Jamia Millia Islamia as its new Vice-Chancellor from 1926 to 1948.

The All India Educational Conference was held at Wardha on 22<sup>nd</sup> Oct and 23<sup>rd</sup> Oct, 1937, under the Presidentship of Gandhi ji. The Conference began with the inaugural address of Gandhi ji. In his address, Gandhi ji conveyed the important features of the scheme. It was followed by a critical speech by Dr. Zakir Hussain. Dr. Hussain expressed his disagreement about the originality of the scheme and of the Proposition that it could be accepted only by those who believed in rural civilization and in non-violence.

He cited the names of some countries where this scheme was already in operation under different names. He said, "in America this method (scheme) is called the Project Method and in Russia the Complex Method." Gandhi ji, however, sensed that Dr. Zakir Hussain had grasped the essentials of the scheme and took his sincere criticism on its merit. Gandhi ji nominated Dr. Zakir Hussain President of the committee of the whole conference.

### **The Medium Of Instruction**

According to Dr. Zakir Hussain, Mother Tongue is the foundation of all education. It is the chief means of thought and communication. It introduces the child to the rich heritage of the past, the noblest ideas, deepest feelings and the highest aspirations of man. It instills in him moral and ethical values, right conduct and good behavior. It provides a natural outlook to the child's constructive impulses, creative imagination, aesthetic sense and appreciation. Keeping this view, All India Educational Conference held at Wardha resolved unanimously that the medium of instruction of Basic Education should be the mother-tongue. Accordingly, Basic Education was intended to be imparted through the medium of mother-tongue.

One of the major problem among the Zakir Hussain Committee is what would be the medium of instruction. The Zakir Hussain Committee tackled the problem of medium of instruction in very bold but realistic manner. The Committee observed: "The proper teaching of the mother-tongue is the foundation of all education. Without the capacity to speak effectively and to read and write correctly and lucidly, no one can develop precision of thought or clarity of ideas. Moreover, it is a means of introducing the child to the rich heritage of his people's ideas, emotions and aspirations, and therefore, be made a valuable means of social education, whilst also instilling right ethical and moral values. Also, it is a natural outlet for the expression of the child's aesthetic sense and appreciation, and if the proper approach is adopted, the study of literature becomes a source of joy and creative appreciation."

In syllabus of the mother-tongue, Dr. Zakir Hussain stressed both the creative and utilitarian values of language and literature to achieve the following objectives at the end of the seven years' course.

1. The capacity to converse freely, naturally and confidently about the objects, people and happenings within the child's environment.
2. The capacity to speak lucidly, coherently, and relevantly on any given topic of everyday interest.
3. The capacity to read silently, intelligently and with speed written passage of average difficulty (This capacity should be developed atleast to such an extent that the student may read newspapers and magazines of everyday interest.)
4. The capacity to read aloud clearly, expressively and with enjoyment both prose and poetry (The students should be able to discard the usual lifeless, monotonous and bored style of reading).
5. The capacity to use the list of contents and the index and to consult dictionaries and reference books, and generally to utilise the library as a source of information and enjoyment.
6. The capacity to describe in writing, in a simple and clear style everyday happenings and occurrences, e.g. to make reports of meetings held in village for some co-operative purpose.
7. The capacity to write legibly, correctly and with reasonable speed.
8. The capacity to write personal letters and business communications of a simple kind.
9. An acquaintance with, and interest in the writings of standard authors, through a study of their writings or extracts from them.

He stressed the importance of the mother-tongue and wanted the Basic Education to be imparted through it. He showed his awareness about the creative and utilitarian values of the language and literature and put his emphasis on these two values while formulating the syllabus of the mother-tongue for the scheme of Basic Education. He not only suggested a principle for the selection of topics for the syllabus of mother-tongue, but also stressed the close connection of the mother tongue with actual life situations. He wanted the child to acquire a mastery of his mother-tongue as a tool not only for learning but also for use in what he called actual life situations. That's why, he aimed at giving the mother-tongue in real learning situations involving self activity on the children's part.

## CONCLUSION

A great educationist of the century, Dr. Zakir Hussain rightly recognized that national renaissance could not come merely through the gates of politics but through reformative education. According to Dr. Zakir Hussain, Mother Tongue is the foundation of all education. It is the chief means of thought and communication. It introduces the child to the rich heritage of the past, the noblest ideas, deepest feelings and the highest aspirations of man. It instills in him moral and ethical values, right conduct and good behavior. It provides a natural outlook to the child's constructive impulses, creative imagination, aesthetic sense and appreciation. According to Dr. Zakir Hussain

education should be the basic instrument of national purpose. He found the system of English education soulless and unsuitable to the needs of the country.

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