

## Role and responsibilities of a teacher in view of Dr. Zakir Hussain

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It was Dr. Zakir Husain's conscious longings of his early childhood to be a teacher. The desire of his early boyhood to be a teacher was only a boy's homage of devotion to his teachers whom he owed the strength of his character and his faith in education.<sup>1</sup> Dr. Zakir Husain gave his full attention to the teacher: his concept, role and qualities; preparation and professional ethics of the teacher.

### Concept, role and qualities of teacher:

#### Concept:

The question of the concept, role and qualities of a teacher directly dependent on what really is required or expected of him not only in the contemporary perspective of a particular social milieu but more so in the context of the cosmic purpose of human life. Apparently there can be no single answer to this question. Different philosophies of education, therefore, view it from different angle to put forth their respective understanding and role expectations. However, one thing is sure that the concept, role and qualities of a teacher are more or less inter-dependent and as such they need to be examined not in isolation from one another but as different dimensions of the same issue *viz.*, what makes one a model teacher worthy of emulation in every respects. The core of an ideal teacher's profile is that he ought to possess a multi-dimensional personality wholly dedicated and devoted to the total education of man. This is best expressed in the words of John Amos Comenius, a doyen among educational philosophers of the West, thus: "All who are born as human beings need education because they are destined to be real men, not wild beasts, dull animals, and clumps of wood. From this also follows: the better one is educated the more he excels others."<sup>2</sup> Obviously the one who excels

most can be a true teacher. Therefore, his fundamental focus would be on what Swami Vivekananda would mean by evolving the 'man' in man or what Mahatma Gandhi would do in deriving out the 'best' in man.

This is differently expressed by different schools of philosophy. For instance, the 'best' in man according to idealists, whether Eastern or Western is the divine or spiritual content which not only points to the fundamental unity among human beings but also amount different forms life in the universe. According to them, the teacher is an excellent manifestation of the best in man which is God or a divine force. That is why they would treat the teacher not only his true image but also his very equal. To Manu, for example, "the teacher is the true image of Brahma"<sup>3</sup> to Kabir, it is very difficult to decide who to salute first when both God and Guru are found to be standing side by side, and to the Sikh Gurus, "there is no difference between the Guru and God."<sup>4</sup> The major thrust would naturally be on having teachers who could effect optimum ethico-spiritual perfection of human beings. On the other hand, the best in man, according to Realists, including the scientific and materialistic pragmatic schools of thought, is to be realized primarily with special reference to material side of man and, therefore, their fundamental burden would be on having teachers who could be instrumental in augmenting the possibilities of affecting optimum material advancement and progress in the world. Taken together, the materialists and the idealists convey that the most desirable role and function of teacher is seeking all round development of man-his physical as well as total personal culture. And since, Dr. Zakir Husain presents a kind of synthetic view of man, his concept of teacher is equally integrative and down to truth. He believed that speaking, every man, in a small or great

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