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MAN HAS CREATED EDUCATION YET IT HAS BECOME INDISPENSABLE IN HIS LIFE, FOR MAN SEEKS EDUCATION FOR BETTERMENT OF HIS LIFE, BOTH IN WARD AND OUTWARD, AND EVEN FOR HIS SURVIVAL.

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Introduction:

Man has created education yet it has become indispensable in his life, for man seeks education for betterment of his life, both in ward and outward, and even for his survival. Not only is this 'educability' now considered as one of the capacities, which distinguishes man from other species. Man is educable, where as other animals and birds etc are not. Man can never remain satisfied in anything for a long time. It is because of to the capacities in him to be self-conscious, to reflect, to desire for the better, to create to reason. It is no wonder; therefore he should have created education, subjected in to criticism, refashioned or recreated it.

Rationale of the study:

NPE(1986) states: " Traditionally teachers have enjoyed a position of great respect in our country. The religious leaders and social reformers have been addressed as teachers of the people. Hundreds of thousands of teachers are still held in esteem by their pupils and the community. However, on the whole, the status of the teachers has diminished during the last few decades. The reasons for this are not different to find: deterioration in their service conditions, the isolation in which teachers work, phenomenal expansion of the education system, lowering of standards of teacher training, a general impression that a large number of teachers do not perform their duty properly, changes in the value system on society, etc. The status of teachers has had a direct bearing on the quality of education."

By this way, we can say that there is a continuous degradation of the profession of the teacher. The many ills that our world of education and our society as a whole suffering today, resulting in wide spread disturbance and dislocation of life, are mainly due to the gradual disappearance of the hold of the basic principals of religion of the hearts of the people. The only care, it seems to us, is in the deliberate inclusion of moral and spiritual values from the earliest years of the lives. The National Curriculum Framework For School Education (2000) stresses this need for learners to become life long learners and acquire basic life skills and high standards of Intelligence Quotient (IQ), Emotional Quotient (EQ) and Spiritual Quotient (SQ). Therefore here an effort is made by the researcher to find out how the message of Bhagwad Gita can be helpful in the field of education, especially for the teacher.

Statement of the Problem:

A study of the Bhagwad Gita and its implication to teacher

Objectives of the Study:

1. To identify the slokas in the Bhagwad Gita related to teacher.
2. To study the implications of identified slokas in the present study.

Delimitations of the Study:

The present study delimited to the slokas from the Bhagwad Gita related to the teacher.

Nature of Data:

The Bhagwad Gita is a divine conversation of Lord Krishna and Arjuna. This conversation is in terms of slokas. There are seven hundred slokas in eighteen chapters of the Bhagwad Gita. The data is some selected slokas of the Bhagwad Gita in this study.

Source of Data:

Source of data is collected through CASE library and H. M. Library. Sources of data are in two types of sources 1. Primary sources 2. Secondary sources.

The primary source is the Bhagwad Gita while secondary sources are different writers works based on the Bhagwad Gita.

Procedure of Data Collection:

The researcher has gone through all seven hundred slokas and selected among all the slokas related to teacher. The slokas focuses on the qualities of a teacher, the role of a teacher as a karma yogi.

Procedure of Data Analysis:

The researcher has studied slokas of the Bhagwad Gita and tried to understand the meaning the slokas. Here different purports of different writers on the Bhagwad Gita are taken into consider and how it can be related to teacher. Thus, the researcher has taken the help of secondary sources for the data analysis. The researcher got an insight in understanding slokas through secondary souces.

Major Findings:

According to the first objective, the slokas have been analyzed earlier and after analyzing, the researcher found qualities of a teacher. They are as under

1. Adveshta is an important quality for a teacher. There should no hatred towards students.
2. A teacher should be friendly towards his disciples. Teacher should no hatred towards students.
3. A teacher should be merciful also. He should not be rigid and understand the individual's difference among students.
4. A should be free from the sense of possession.
5. A teacher should be free from egotism. The teacher should be free from the sense of the intellectual ego.
6. A teacher should be aware about the fact that sorrow and happiness are the part of life. He should be free from the blows of sorrow and pleasure.
7. A teacher is forgiveness towards the students.
8. A teacher should be satisfied himself. Satisfaction is an important quality of a teacher.
9. A teacher should be Yogi always. He should be a yogi of virtues, good thoughts, good deeds and knowledge of life.
10. A teacher should have a control over his senses.
11. A teacher should have a firm conviction. His conviction should be firm in terms of teaching learning process. He should be strong determined person in ms of way of living, way of working and way of thinking in his life.
12. A teacher should be free from cravings. He A should be free from the craving of money, craving of fame, craving of high life.
13. A teacher should be pure physically as well as mentally.
14. A teacher should be competent enough. He should be competent in his life, in his actions and towards his duty.
15. A teacher should be impartial towards his actions. He should not be worry about fruits.
16. A teacher should be free from all worries. A teacher's problems and worries should not come in between his teaching learning process.
17. A teacher should be free from the feelings of doer ship.
18. A teacher should take decisions by a steady mind.

19. A teacher should have the quality of fearlessness.
20. Purity of heart is an important quality of a teacher. It implies absence of bad feelings, desires to harm others and desires for worldly possessions.
21. A teacher should realize himself through knowledge.
22. Charity is a quality of a teacher which implies there must be love to help others. A teacher should have the nature to help the students with love.
23. A teacher should have control of senses. It implies withdrawal of mind and sense organs from their sense objects and constantly trying to fix their attentions on the goal.
24. Swadhyaya is an important quality of a teacher. Swadhyaya implies to study oneself. You are the judge of your life in the concept of Swadhyaya. There for a teacher should introspect and introspect his own life at each and every moment.
25. Penance is an important quality of a teacher. It involves physically as well as mentally undergoing hardships, natural or imposed, to get over the weakness of the mind and body.
26. Harmlessness is an important quality of a teacher. It denotes wishing good to all beings.
27. Truth fullness is an important quality of a teacher.
28. Absence of anger is an important quality of a teacher. It implies absence of emotional and physical excitement by self control. A teacher should remain cool and unperturbed under physical and mental fortune, insults and abuses and not desiring vengeance is absence of anger.
29. Renunciation is an important quality of a teacher. Renunciation for education and for the students is necessary in the life of a teacher.
30. Peace is an important quality of a teacher. It implies mental equanimity contentment and absence of excitability or dissatisfaction. A teacher should be peaceful from the inner side.
31. Indifference to sense object is an important quality of a teacher. A teacher should not get excited even when the objects make forceful instruction cravings for objects should not be their in teacher's life.
32. Modesty is an important quality of a teacher. It implies lacking in all sense of pride in one or in one's achievements. A teacher should not claim credit for his achievements.
33. Humiliation is an important quality of a teacher. It connotes fear in doing things against the moral code of conduct, or against spiritual injunction.
34. Absence of fickleness is an important quality of a teacher. Fickleness means lack of firmness or steadiness and tendency to change frequently. A teacher should not be fickle minded; he must be firm and fixed in his purpose of the ultimate goal.
35. Brilliance is an important quality of a teacher. It indicates both mental and physical radiance. Mental brilliance implies intelligence or sharpness of mind to use it rightly and successfully. The physical brilliance is the luster and glow on the face indicating the purity of heart and majesty of mental calmness. A teacher should have both mental and physical brilliance.

36. Resolution implies firmness of determination to reach the goal. It ignores and overcomes any impediments and obstacles on the chosen path. Even if the whole world is against him and if he is certain that he is right, he will not be deterred from his chosen course. It is very important quality of a teacher.

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