

EXPLORING THE ATTRIBUTES OF TOTAL QUALITY TEACHER (TQT) AS REFLECTED IN THE BHAGAVAD GITA

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ABSTRACT

Lord Krishna preached the Bhagavad Gita in the battlefield of Kurukshetra. It is Lord Krishna's philosophical and spiritual-intellectual speech encouraged Arjuna to combat the Kurukshetra battlefield against his fellow men. Lord Krishna imparted this intellectual lecture to Arjuna impelling them to fulfill his obligations as a prince, a warrior, and an upright man by fighting evil and restoring harmony and order. The present study seeks to trace out the attributes of a Total Quality Teacher (TQT) from the perspective of Krishna as an ideal teacher and Arjuna as an amenable student by employing the methodology of discourse analysis involving the coding and decoding process. Eighteen verses of Bhagavad Gita have been selected and implications have been drawn out that are pertinent to find out the attributes of Total Quality Teacher (TQT). The resolution reveals that the philosophy of the Bhagavad Gita has great potential to address the character of ideal and effective teachers and their role should be based on reflective pedagogical practices.

Keywords: Bhagavad Gita, Attributes of Total Quality Teacher (TQT), Coding, Ideal Classroom Practices

Introduction

In the context of the teaching-learning environment, talking is an integral component of social interaction. In the process of teaching-learning context, the major key components are the learner, teacher, and textbook as a materialistic element. In the classroom communicative process, teacher and learner equally participate in the classroom communicative process through the medium of face-to-face interpersonal communication or social relationship. In the human race of teaching-learning evolution, mutual interaction creates an environment where a student not only gets benefitted but also a teacher investigates and identified whether the delivered content can be beneficial to all the learners in the classroom. Interaction implies a mutual activity in any educative task, which can be initiated in various forms e.g., teacher-pupil, pupil-pupil, teacher-non-teaching staff, pupil-non-teaching staff, and lastly pupil-non-living component (books, magazines, and newspaper). Teachers are the backbone of a successful

educational system, it is necessary to equip those (teachers) with life skills (optimism, resilience, and emotional stability) so that they can impart and transmit the skills to the upcoming generation (Dabas & Singh, 2018, Hemalettha, 2021). It is the need of the hour to promote social, emotional, and thinking skills among students through the guiding principles of Shrimad Bhagavad Gita

Context and Background

The Bhagavad Gita, a text comprising 700 verses fragmented into 18 chapters, forms part of the Mahabharata, a vast epic of which the essence enumerates a war of

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succession between Kauravas and Pandavas (Sreekumar, 2012, Sain, 2021, Sharma & Garg, 2022, Harshavardhana & Srinivas, 2022). On the battlefield of Kurukshetra, Lord Krishna counseled Arjuna to motivate him to execute his assignment as a warrior and righteous person to fight against the evil power and to reinstate peace, social order, and harmony (Sahni, 2016). The Bhagavad Gita can be categorized into three subsequent sections, first six chapters encompass two hundred eighty verses that deal with the path of action (Karma-yoga), the middle six chapters include two hundred nine verses that explain the way or path of devotion (Bhakti-yoga) and last six chapters find out the path of spiritual wisdom (Jnana-yoga) for the development of a self-realized person (Kalita, 2018, Sahni, 2017, Srivastava, 2016).

Total Quality Teacher

In the modern era of science and technology, the need for good teachers as well as good teaching is necessary and pre-requisite condition for the development of teaching-

A good teacher always possesses the principles and attributes of knowledge, attitude, behavior, and skills to perform their tasks effectively in classroom practices and the wider community also (Hemaletha, 2021). The quality of the education system is indicated by providing the highest value at the lowest cost and plenty of human and material resources, student support services, socio cultural environment, use of educative technology, and cooperation of educational administration and management (Altunay, 2016, Chauhan & Sharma, 2015).

The purpose of this paper is not to figure out complex textual phenomena, hermeneutical, and traditional philosophical questions as raised in the Gita Two assumptions that this paper considers are, i) that the Gita can be looked upon as a potential tool for the betterment of teacher

education as well as for the pedagogical praxis in the teaching-learning context and ii) the role of Krishna to be presented as a friend, philosopher, and guide during the period of confusion and crisis.

Objectives of the Study

The present study is stipulated the following objectives- i) To explore the attributes or qualities of an ideal teacher as revealed by Lord Krishna himself in the Bhagavad Gita, ii) To determine the pedagogical methodologies used in the Bhagavad Gita, iii) To derive the attributes of an ideal teacher as manifested in Bhagavad Gita in order to augment the student-teacher relationship, iv) To seek the solutions of the problems arises out in classroom context.

Methodology

In this study, out of 700 verses of Bhagavad Gita, only 18 verses have been selected to find out the attributes of a total quality teacher. For this purpose, discourse analysis and hermeneutics methods have been adopted. The overall framework is conceptualized in the following figures 2 and 3 respectively.

Discussion

In the following sections, the paper highlights some issues related to the attributes of Total Quality Teacher (TQT) reflected in the verses of Bhagavad Gita. These issues are especially concerned with youth learners, teachers, working professionals, and their traits related to the self-realized person. The verses of Shrimad Bhagavad Gita have been analyzed and interpreted by using the process of coding and decoding. The overall coded form and the role of teachers are presented in Table 1.

Table 1

Attributes of Total Quality Teacher as per Bhagavad Gita



Chapters and Verses	Key Concepts	Associated Skills
1.24	Sthāpayitvā rathottamam	Extraneous factors have little or no control over one's potential.
18.67	Nātapaskyāya nābhaktāya kadāchana	Preassigned rules and regulations to the students for orientation.
10.11	ajñāna-jam tamah, jhāna-dīpena bhāsvatā	Dispel darkness of ignorance with limelight of education.
11.9	mahā-yogeshvaroharih paramāṁrūpamaiśhwaram	Responsible teacher always discriminates between fallacy and truth.
2.61	Yukta āsīta mat-parah, tasyaprajñā pratiṣṭhitā	The power of concentration and attention is an indispensable want for an individual to pursue his learning effectively.
18.72	tvayaikāgrena chetasā, jñāna-sammohaḥ	This concept has been introduced for clarity and better understanding among the learners.
3.23	karmanyatandritaḥ, vartmānuvartante manuṣhyāḥ	In the field of teaching-learning environment, a teacher should play the role model among the students.
11.47	darśhitamātma-yogāt, tejo-mayam viśhvam	Good conduct should be rewarded by the application of positive reinforcement.
4.41	yoga-sannyasta-karmānam	A teacher should be sincere in the stipulated task with dedication and commitment.
5.2	karma-yogaścha niśhreyasa-karāvubhau	Leading a life with the accomplishment towards goal.
18.48	Sarvārambhā, dhūmenāgnirivāvritāḥ	A teacher should play his role as a lifelong motivator for the students to perform their own duties and responsibilities.
2.4	Sti pratyavāyo na vidyate, dharmasya trāyate mahato bhayāt	A teacher has to be strict, sincere, and firm enabling his/her students to achieve the goal.
2.31	chāvekshya na vikampitumarhasi nyat kshatriyasya na vidyate	A good teacher should boost the self-confidence among the learners.
12.9	samādhātum mayi sthiram abhyāsa-yogena	Be fearless, be firm on the decisions, and be focused on constant drill and practice.
18.63	Jñānamākhyātam, vimṛīśhyaitadaśheṣheṇa	The role of an ideal teacher is to impart knowledge among the learners for propagating good and rational decision maker. In a modern child centred curriculum, students take full charge of his/her decision according to their innate abilities and the pros and cons associated with it.
16-1,2 and 3	sattva-sanshuddhir ahinsā satyam akrodha styāgahśhāntirapaiśhunam	Lord Kṛṣṇa has spoken off twenty-six virtues of a saintly nature. These include
	dayābhūteshvaloluptvaṁmārdavaṁh rīrachāpalamtejaḥ	bravery, the modesty of mind, Steadfastness in spiritual knowledge, benevolence, moderation of the senses, abandonment, Study of the sanctified books, Austerity, Straightforwardness, Non-violence, Truthfulness, Absence of provocation, Renunciation, Peacefulness, Restraint from fault-finding, Compassion toward all living beings, Absence of greediness, humility, Modesty, Lack of dullness, Vitality, mercifulness, Tolerance, Decontamination, Bearing enmity toward none and Absence of vanity.

Krishna as a Role Model: The teacher has to play a crucial and multifaceted role in the teaching-learning process. From the Indian mythological perspective of Bhagavad Gita, Krishna is to be regarded as an ideal and effective practitioner of reflective pedagogy.

The role of Shri Krishna is complimentary to UNESCO'S approach to a friend, philosopher, and guide. It is very evident that in the domain of friend (it articulates the attributes of freedom of choice, inspiring in doing something, and open to individual difference). Whereas, in the domain of philosopher (it articulates the attributes of asking questions, directing philosophy of life, and inculcating a holistic approach towards life) and in the domain of guide (it articulates the attributes of describing student duties, state rules and regulations, and solves doubts and confusions). Thus, the role of Krishna can be presented in a multidimensional and holistic way.

Conclusion

The study suggests that Bhagavad Gita offers great insight into the development of a two-way interactive mode of communication between the teachers and taught. The attributes of a Total Quality Teacher (TQT) are vividly discussed in the above eighteen verses of the Bhagavad Gita. From a modern perspective, it is needed to inculcate various skills in an integrated whole manner. Thus, the study pursued a new intellectual history and offers a new avenue of the total quality of teachers in a modern context through the limelight of Bhagavad Gita. Bhagavad Gita is considered to be the best tool for introducing the combination of body, mind, and intellect in human beings. According to the findings of the study, the responsibilities of an ideal teacher as well as the qualities of an ideal student are presented which ascertains an ideal and deconstructionist classroom praxis in the teaching-learning scenario (Sahni, 2016).

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