1.1 THE CONCEPT OF EDUCATION

Education is a powerful tool for human development. Man becomes civilised and glorified through the process of education. Education helps human beings to acquire values for a qualitative life which in turn develop discrimination between good and evil. According to Indian Education Commission (1964-66) “Education ought to be related to the life, needs and aspirations of the people and thereby made powerful instrument of social, economic and cultural transformation” (Kothari, 1966). In the process of education, there is a planned, systematic and deliberate influence of a matured person upon an immature person. It is expected that through this process the major thrust area of education i.e. the harmonious development of all the faculties of the individual will take place.

The ultimate aim of education is the holistic development of the individual. Holistic development is possible only when all the aims of education are satisfied to an optimum level. The development of the divine potential is a basic necessity for holistic development. According to Vivekananda, education should help the formation of intellectual and the mental faculties. He also emphasised on the manifestation of divine perfection already existing in man.

The prime function of education is to mould the personality of the individual. This is carried out through the different process of education which covers formal, informal and non-formal sectors. The true significance and value of life can be inculcated through education. The present education is more formal, technical, complex and professional in nature. But true education cannot be just limited to a particular time or space. Real education is imbibed through life experiences. This life experience is crucial for the holistic development of the individual. While formal learning concentrates on the theoretical aspects of education, the experiences of life will mould an individual to achieve qualitative
excellence in personal and social life. Thus, both the formal and informal experiences are a must for integrated personality development.

1.1.1 EDUCATION: A THREE DIMENSIONAL PROCESS

Modern education is a three dimensional one. It is believed that the entire education takes place in social settings. The whole environment of the individual becomes the source of education. The teacher consciously designs and plans educational experiences in the light of social environment. Education has to cater fully to the personal and social needs. The instincts, urges, impulses and capacities of the individual have to be directed towards socially desirable channels. This takes place when there is a positive interaction between the child and the environment. Thus the whole learning process involves three major elements – the teacher, the taught and the social environment.

1.2 THE IMPORTANCE OF THE TEACHER

The teacher occupies a pivotal position in the process of education. The National Policy on Education (1986) stated “no pupil can rise above the level of his teacher.” From the philosopher to the layman, everyone eulogise the teacher as the mason who builds the fabric of the society, the student being the brick and mortar of the future. A teacher is no longer seen as a transmitter of knowledge or dispenser of wisdom, but as a diagnostician, guide, stimulator, scaffold, and an active participant in the teaching learning process and as a true professional mentor in the process of education. Universally teachers are applauded as the makers of man and makers of history. They are the torch bearers of the educational race and the guardians of the future of the humanity. The major responsibility of a teacher is to overcome the educational problems of the child and to help children grow as wholesome personalities. The success of any educational process depends on the competence, character and quality of the teachers.
1.2.1 CHANGING ROLES OF TEACHER

From the dawn of cultural history of mankind, teachers are rightly conceived as nation builders. In the Vedic period, the teachers were considered as authorities of excellence for imparting spiritual wisdom to the student with a definite aim of moulding the personality. Moulding the personality of the student is an inevitable factor for leading a healthy social life. Upliftment of society was the major concern of the teachers of the Vedic period. In the ancient and medieval ages the teachers were respectfully feared, dutifully obeyed, highly honoured and virtually worshipped. The role of a teacher was that of a friend, philosopher and guide to the students and the society. Teachers were appreciated for their self discipline, character, spiritual wisdom, love for students and leadership qualities. There was a kind of austerity and vision of the world which ensured the teachers independent thought and action. Thus the responsibility and qualities of a teacher in the ancient and Vedic period were of the same dimension.

In pre-industrial society, the main responsibility of the teacher was directed towards the physical and mental development of the students. In this period, the teachers were highly venerated as conservators and carriers of knowledge. The students not only learned sitting at the feet of their master with full awe but also served the master with profound devotion. The teacher was fully responsible for the knowledge gained by the students, whether constructive or destructive. The principal responsibility of the teacher was for the development and well being of his students.

With the onset of democracy as a political system and the rise in the living standards of common man, educational institutes were established to impart technical education to the students. This resulted in reducing the gulf between the society and centres of education over the globe. The universities were assigned the role in bringing about social change and reconstruction. Education thus essentially became a profitable investment for human resource development. This change of outlook and expectation towards education in people and their leaders gave rise to the need of establishing large number of institutions as socially viable institutions of
national development. As a result the accountability of teachers was not just confined to themselves, but also to the authorities in society. Thus the profession of teaching implied a prominent social service which the teachers had to perform with devotion, commitment and accountability.

The traditional concept of a teacher has undergone a radical change with the advent of democracy. Today, the role of the teacher has changed from knowledge deliverer to scaffolder and facilitator. The expectation of society has also advanced to the level that the teachers should produce intellectuals who can excel in manifold work areas, able to critically think and compare with outdated patterns and to become professionally competent with the changing needs of the society.

1.2.2 RESPONSIBILITY AND COMMITMENT OF TEACHERS

As the roles of education diversified into different dimensions covering from the intellectual competence of the child to the value inculcation, the role of teachers also multiplied. The first and foremost responsibility and commitment of the teacher is to the student himself. The teaching job cannot remain confined with the mere delivering of lecturers or coverage of syllabus. Primarily, the role is to treat each student as a unique one with a view to give him the optimum opportunity to develop his skills, abilities and potentialities to the fullest. All learning activities should be in natural endowments of the child. The teacher should be committed and responsible to the profession and to the society. Evaluating the progress of students and providing remedial measures are also equal responsibilities of the teacher. As a facilitator of learning, a teacher is responsible for transforming the learners into students by helping them to develop a zest for life-long learning.

1.2.3 THE PERSONALITY OF A TEACHER

Teaching involves a complex set of activities. In order to perform these activities fruitfully, the teacher should have adequate knowledge and competency in the field of specialisation. Updating knowledge of the subject is the most needed quality for competence. In order to acquire new knowledge, a teacher should do research. The teacher should be life long learner of his subject.
The teachers’ personality affects students’ behaviour, their peer relationship and their attitude and interest towards learning. Students gradually adopt their teachers’ ideas, whether desirable or not. If the teacher is friendly and courteous, he stimulates thoughtfulness, renders help and gives consideration to the students. He strives hard to preserve and promote traditions and ideals of the society and bring into the students the quest for the essential values of truth. Thus the personality of the teacher is vital in promoting learning and fostering interpersonal relationships.

The teaching profession is considered as the noblest one which is closely related with the moulding of future generation. There is a deep relationship between the work of teachers and almost every aspect of the working of the community and its progress, its moral standards, its cultural atmosphere, its civic interest, its economic growth and its professional occupation. Becoming a teacher is not a simple transition from one role to another, but it is a social process involving a complex interaction between and among prospective and social situations. Teachers develop the human resource for the nation. This resource is in fact the most precious resource to bring about development of all other resources on the earth. The teacher is truly a herald and harbinger of all prosperity and welfare for the society. International commission on the Development of Education stated “No system of education, no syllabus, no methodology and text book can rise above the teachers. If a nation wants quality education, it must have quality teachers. In all professions we need men of promise, men who can deliver goods better” (UNESCO, 1973).

In the world of history, numerous philosophers, intellectuals and scholars have interpreted and re-interpreted the role of teachers in the society. The teachers of the ancient times dedicated their lives for the welfare of the society. This we see through the teachings of Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Mahatma Gandhi, Dr. Radhakrishnan, Socrates, Plato, Aristotle, Pestalozzi, Frobel, Herbet Spencer, William James, John Dewey and Redden. These teachers are known as universal teachers because of their philosophical outlook, thoughts and teachings.
The world has considered Jesus as the greatest teacher of all times, a true ideal teacher. The magnetic words of Jesus have been accepted as inspiring not only to the intellectuals but also to the common man. His role as a teacher in the Holy Bible is par excellence. He was unique with respect to the methodology and teaching style, content and the qualities required for an ideal teacher. This uniqueness is highlighted through His teachings in the four gospels of Matthew, Mark, Luke and John of the Holy Bible.

1.3 NEED AND SIGNIFICANCE OF THE STUDY

The present day education demands total development of the individual. To materialise this requirement, several factors have to be considered and the most prominent one is the teacher himself. The Kothari Education commission (1964-66) remarked, “Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant”. The aim of all education, undoubtedly, is the attainment of human excellence and perfection, not just in any field of knowledge or activity, but in the totality of life. Education should be the means to fashion excellent characters out of the very ordinary human raw material. In practical life this has to be translated as qualities of truthfulness, righteous living, purity of body, mind and soul, love and compassion to fellow beings and ultimate surrender to God Almighty. These are the divine virtues leading to the unfoldment of perfection already in man.

In modern times, the image of the teacher has become thoroughly the product of a professionalised, institutionalised context. With so many different possibilities of what to teach and how to teach we should pay serious attention to the persons who teach and their qualities as teachers. In these respects the qualities of Jesus Christ as a teacher is highly appreciable. The kind of teaching Jesus practiced poses a sharp contrast to the didactic styles of moral instruction. The basic teaching principles demonstrated by Jesus are still relevant today. As a teacher, He had deep knowledge of the subject. He adopted the right teaching method in the right context. His teaching catered to the needs of the entire community. His
teaching community ranges from fisher folk, disciples, sinners, Pharisees and Scribes, to teachers of the law, the women folk, the high priests and intellectuals. His words were down-to-earth, and that is the beauty of His teaching. He taught high spiritual truths at the road side, by the lake side, on the mountain and in the temple. He did not speak anything that was beyond the comprehension of common man. Jesus was very popular for His teachings through ‘parables’. In fact the parables constituted the heart of His teaching. The central theme of His teaching was the ‘Kingdom of Heaven’ ascribed as the utmost goal of human life. Even without receiving a professional training, He became a competent teacher at a very early age. We see His expertise in the entire teachings. These unique qualities in Jesus made the investigator develop a sincere interest in His teachings and this further motivated her to do research on the topic. Right from her young days in life, the investigator was fascinated by the teachings of Jesus. After choosing the profession of teaching, the investigator had a deep desire to know about the ideal teachers of the world, which is the real impetus behind the present study.

1.4 STATEMENT OF THE PROBLEM

The present study is centered on the aims, principles, methods, techniques, values, philosophies and qualities of an ideal teacher with special reference to Jesus Christ. Hence the study is entitled

“THE QUALITIES OF AN IDEAL TEACHER WITH SPECIAL REFERENCE TO JESUS CHRIST.”

1.5 DEFINITION OF KEY TERMS

Quality: The degree of excellence of something as measured against other similar things (Little Oxford English Dictionary, 2005).

In the present study the ‘qualities are meant as the distinctive personal characteristics one possesses’.

Ideal Teacher: The qualities of an ideal teacher are dependent on the concerned person or the society in which he lives. The perceptions regarding
desirable attributes of an ideal teacher are dependent on the personality of the individual and socio-cultural perspective. Teachers who are adored as ideal need not necessarily possess exactly the same attributes and their perceptions are significantly subjective. Among the different character traits of an ideal teacher, the most important and essential traits are the following:

- Resourcefulness
- Ability to use appropriate teaching methods and techniques
- Effective communication
- Good philosophical outlook
- Ardent lover of values
- Patient listener
- Truthfulness
- Empathetic outlook
- Emotional stability
- Moral consciousness
- Counselling skills

In the present study Jesus Christ is considered as a person having an optimum blend of these traits which can serve as an ideal model for emulation.

**Jesus Christ:** Jesus Christ is considered as the foremost exemplary figures in teaching particularly moral and value oriented teaching. His greatness lies in the fact that His birth divided the chronological order of the world into B.C and A.D. The coherence of Jesus’ words and deeds earned Him many adherents and disciples who earnestly followed His footsteps. As an outstanding and unique teacher He challenged listeners by using varied forms of speech and the most prominent among them were the parables. The timely and contextual usage of manifold forms of speech and teaching methods made him acceptable to almost all sections of society (The Eerdmans Bible Dictionary, 1993).
In the present study the qualities of Jesus Christ as an ideal teacher is analysed through the gospels in the Holy Bible.

1.6 OBJECTIVES OF THE STUDY

The objectives of the present study are the following.

1. To examine the essence of four gospels of teaching in the Holy Bible
2. To examine the implicit meaning of the major ‘titles’ addressed to Jesus through the gospels
3. To analyse the philosophies implied in the teachings of Jesus Christ
4. To explore the values underlying in the teachings of Jesus Christ
5. To analyse the aims of education implied in the teachings of Jesus Christ
6. To elucidate the principles implied in the teachings of Jesus Christ
7. To analyse the characteristics of the disciples of Jesus Christ
8. To analyse the significance of prayer in the teachings of Jesus Christ
9. To analyse the role of Jesus Christ as a liberator
10. To elucidate the qualities of Jesus Christ as a teacher counsellor
11. To elucidate the teachings of Jesus Christ through the ‘Sermon on the Mount’
12. To exemplify the teaching style of Jesus through a model lesson
13. To elucidate the personality of Jesus Christ as a teacher
14. To elucidate the qualities of Jesus Christ as an ideal teacher
15. To examine the results of the teaching mission of Jesus Christ

1.7 HYPOTHESIS OF THE STUDY

The life and teachings of Jesus Christ exemplifies the qualities of an ideal teacher.
1.8 METHODOLOGY IN BRIEF

The success of educational research depends on the method or methods adopted for the conduct of the study. Since the present research is of a historical and interpretative in nature, the researcher adopted a combination of historical method (procedure) and documentary analysis for the study.

The major method and techniques for the collection of the data were:
1. Documentary analysis (content analysis)
2. Interview

As the main primary sources of the study, the researcher analysed the four gospels of Holy Bible comprising of Matthew, Mark, Luke and John. The Holy Bible of ‘New International Version’ is taken as the authentic source because of its close association with the original Hebrew, Aramaic and Greek texts. Among the numerous volumes of secondary sources pertaining to the ‘Life and Teachings of Jesus Christ’ by eminent writers, the investigator examined the most relevant literature pertinent for the study. The researcher interviewed fifteen eminent personalities who are proficient in the subject. The researcher collected the entire data for the study through the primary sources and secondary sources and also through the interview of the experts.

1.9 SCOPE OF THE STUDY

The present study is limited to the biographical sketch of Jesus Christ, the analysis and interpretation of Jesus’ views on the aims, principles of teaching, methods, techniques, purpose, and characteristics of teaching, the values and philosophies in teaching. The teachings on ‘Sermon on the Mount’ is given due emphasis in the study. The qualities of Jesus Christ as an ideal teacher form the major thrust area of the study. A comprehensive analysis on the four gospels (primary sources) and titles of Jesus are also done in the study. The investigator presumes that the present study gives an opportunity to review the qualities needed for an ideal teacher in an ever-changing world through the life and teachings of Jesus Christ.
1.10 LIMITATIONS OF THE STUDY

The study is confined to the ‘Teachings of Jesus Christ’ recorded in the four gospels of the Holy Bible. The investigator’s thrust is on the qualities of Jesus Christ as an ideal teacher. These four gospels are the most reliable and available source for the present study. Besides the investigator interviewed fifteen eminent personalities who are proficient in the field for the purpose of study.

1.11 ORGANISATION OF THE REPORT

The report of the study is organised and presented in six chapters. The main contents of each chapter are given below.

1. Chapter 1 Introduction deals with the concept of education, the need and significance of the study, statement of the problem, definitions of key terms, objectives of the study, hypothesis of the study, methodology in brief and the scope and limitations of the study.

2. Chapter II deals with the brief biographical sketch of Jesus Christ.

3. Chapter III deals with review of the related literature, which would provide a clear picture of the studies conducted on certain eminent educators and personalities and on the teachings of Jesus Christ.

4. Chapter IV explains the methodology adopted for the study.

5. Chapter V gives a detailed description of the analysis of data and interpretation leading to major findings.

6. Chapter VI deals with the summary, the major findings of the study, conclusions and suggestions for further research.

Bibliography and appendices are given towards the end of the report.
REFERENCES


