



Review Article on "21st Century's Teaching and Effective Teaching Aids for Teachers

Rohit Lala

**B.com, M.B.A Finance, Pursuing PhD (Faculty of management)
Param Institute of Management and research, Jamnagar-361008**

ABSTRACT

Education is Complex Process. It is mainly connected with Social, Cultural and Ethical Process of Human life. It is related with society, cultural, environments, values, ideas and government of them. So teaching is defined differently at different times. And there is no proper definition for teaching because our assumptions and view points for teaching are different at different time horizon. Morrison described teaching as "Disciplined social process in which teacher influences the behavior of less experienced pupil and helps him to develop according to needs and idea of the society. Similarly Smith refers teaching as "teaching is and organized system which helps learner to learn" and further added three basic points of teaching and that is

1). Agent or source of producing or learning.

2). A goal or target to be achieved [what teacher wants to convey must appropriately conveyed]

3). In this process there should be instructional methods and presence of the instructor.

So in simple terms teacher is a person who cares for development of child and gives appropriate knowledge and skills which will up bring the student and make their fortune.

KEYWORDS

Education, development of child, knowledge and skills, fortune.

Introduction:

India our nation, full of youths and we are the country whose maximum youth has tendency to create India as a super power nation and we will make it soon. As our honorable Prime Minister Mr. Narendra Damodardas Modi has seen a vision of making India as super power nation will be soon successful if we focus on educational sector. In India education level is very poor and we all are facing problems because our teachers or in other words mentors are following traditional way of teaching. This is 21st century and we should learn mordent teaching methods so that we can have abundant educated youths which will shape our India as a Super Power Nation. Bitter truth is that in our government schools teachers are many experiences but they are not actively serving and other thing is they adopt old methods of teaching i.e just black board and chalk stick... but my dear teachers now we are having much more aids to use and please use as much as possible. Now students are more curious to learn new things and so concept of multimedia and smart class had developed. Teaching is also like management it is art as well as science. i.e teaching is combination of specific body and experience. It is mixture of talent as well as of creativity. In my words we should make students involved in our lectures and make them learn as much as they can.

Teaching is very broad term... words like instruction, training, conditioning, indoctrination devote etc are part of teaching. In simple terms teaching is aimed to shape total man/women and make best fit person for society.

Shifting From Knowledge to Practice

To make practice the core of the curriculum of teacher education requires a shift from a focus on what teachers know and believe to a greater focus on what teachers do. This does not mean that knowledge and beliefs do not matter but, rather, that the knowledge that counts for practice is that entailed by the work. A practice-based theory of knowledge for teaching (Ball & Bass, 2003) is derived from the tasks and demands of practice and includes know-how as well as declarative knowledge. But a practice-focused curriculum for learning teaching would include significant attention not just to the knowledge demands of teaching but to the actual tasks and activities involved in the work. It would not settle for developing teachers' beliefs and commitments; instead, it would emphasize repeated

opportunities for novices to practice carrying out the interactive work of teaching and not just to talk about that work. A practice-focused curriculum would also have to include foundational knowledge, but designed and developed differently from its usual treatment in teachers' preparation. Although we focus in this article on the problem of teaching the actual enactment of practice itself (Grossman & McDonald, 2008; Lampert & Graziani, 2009), we also discuss foundational knowledge briefly. Building a practice-focused curriculum in teacher education requires specifying the content—what teachers need to learn to do—and unpacking it for learning. It requires developing instructional approaches to help teachers learn to do these things for particular purposes in context. Particularly challenging is how to design ways to teach practice that do not reduce it to propositional knowledge and beliefs. For example, in teaching novices how to conduct a short warmup language activity at the beginning of the day, it is easy to shift into a discussion of the uses of warm-ups, an analysis of possible language activities, or a reflection on how well a particular activity worked. Learning to set up the task and to orchestrate a brief discussion of the children's work on it is different from designing or talking about the activity. To be sure, both analysis and action are part of teachers' work. But, the focus in teacher education can slip easily into an exclusively cognitive domain, emphasizing beliefs and ideas over the actual skills and judgment required in enactment

Teaching as Unnatural Work

Common Ways of Being	Ways of Being in Teaching
Asking questions to which you do not know the answers	Asking questions to which you often do know (at least part of) the answers
Telling and showing others, doing things for people	Asking questions to which you often do know (at least part of) the answers
Assuming that you know what others mean	Probing others' ideas
Correcting and smoothing over mistakes	Provoking disequilibrium and error
Assuming that others experience things as you do	Not presuming shared identity; seeking to learn others' experiences and perspectives
Liking or disliking people	Seeing people more descriptively
Being "yourself"	Being in professional role

Qualities of good teacher:

As we all are teachers and we all teach each other because of human tendency. But a good teacher should have three important factors.

- 1). Personal Qualities.
- 2). Personality Traits.
- 3). Other Qualities.

1- Personal Qualities: as a teacher good character is first and most important quality required, Influence over students is also one of the qualities which teacher must require, Intelligence, good health, pleasing voice, sympathy, patience and cheerfulness etc.

2-Personality traits: as a teacher a teacher must require some personality traits and that are Physical appearance, mental stability, emotional, attitude and leadership qualities make a teacher loaded with good personality traits.

3). Other Qualities: As a teacher we should develop other qualities such as class room rapport and skills such as plan and organize work, abilities to apply practical knowledge where required in situations, create professional attitude towards students, knowledge of tools affecting professional education, i.e use of smart class and demonstration methods in class, experience of teaching and physical fitness.

Modern teaching methods should be adopted and nature of teaching aptitude must change:

As we all are following traditional methods and making students memorizing the concepts by using different drills but now we should change our way, now we should use more props such as Projectors, models and experiments so the concept will be clearly understood to students and then they do our work of memorizing the concepts. In other words they should use their imagination and visualization power to understand the concept and then learn. As there are three kinds of learners and they are:

Kinesthetic/Tactile Learners**Visual Learners****Auditory Learners**

As above three categories; of students we will see in our class rooms. Kinesthetic learners are learners who learn by doing experiments or by testing the concepts. Visual learners learn by visualizing the images in mind or by seeing more pictures in your lectures. And auditory learners will listen carefully and then learn carefully from your speech. So your classroom is filled with different kinds of learners and you should use all the methods of teaching and making class interactive class by using audio tool, visual clips and presentations and some experiments and demonstrations and experiments. And by doing so you will focus on each and every students interests and grab maximum attention in class.

Some key points to make our lectures more attractive.

Helping Students in class as well as outside the class.

Guiding them and grabbing attention.

Challenging students

Providing Support for educational purpose.

Encouraging their performance.

Building trust and faithfulness

Helping Students in class as well as outside the class.

As we should start our lectures by making students comfortable, we should just give them session brief while starting the lecture. When you discuss for syllabus then make them comfortable and friendly by introducing each and every topic. Inform students a time line to complete the topic as well as syllabus for them. Provide them proper material and guide them from where they can further study i.e guidance of reference book or material from where they easily learn. Make them focused on important topics and convey those related questions which can be asked in exams. Make them com-

fortable to solve the doubts outside the class i.e at library or staff room etc.

Guiding them and grabbing attention.

Start class on time, and start topic with question or puzzle or paradox or interesting picture or movie clip which increases curiosity in students for topic. Ask the students from your sessions after completion of topics so it revises overall topic covered by you. Check the notes if you provide and make a note on it that all had noted down.

Challenging students

Conduct idea generation or give them a case study between your lectures so students feel challenging atmosphere and describe about your research and share experience with your students, distribute list of unsolved problems and ask students their experiences for new books or movie.

Providing Support for educational purpose.

As faculty you should know each and everyone's name and also should collect phone numbers and email address for being in touch with them. If they are absent contact them and know the reasons, praise them if they do better job, try to convince students that they should score well in your subjects and solve their doubts and conflicts among the classmates

Encouraging their performance.

As students are learners and every learner needs encouragement. if all goes well provide students sweet or just appraise them so they boost their moral and give better results and sometimes we should discourage certain bad qualities of students because it spoils entire decorum of class. But try to encourage them for learning current topic so they will motivated and start grasping most of covered from topic.

Building trust and faithfulness

Student's faith and trust should be built by us and it can be done by making good relations and creating healthy atmosphere at class. Each one should be equal for a teacher and all one should obey teacher as they had to learn from teacher only. Give and take relation of knowledge as well as informal gifts should not impact the decorum of class room. For any teacher all students are equal and class room must be seen as one unit with much number of same standard students.

Conclusion:

As there was time when students were living with Guru at Ashram and learn all learning's of life and they were learning without modern tools. They were sitting under trees and conducting lectures but now we are so organized that we had proper classrooms, projectors and many aids. So we should improve standard of education of India and achieve best furnished social persons who serve our nation with complete dedication. As education plays important role in life it should provided carefully and properly. We should take care of each and every students present in the class. In today's era we should adopt with fresh techniques and should keep personal as well as professional touch with students so we can adopt change in education sector of India.

REFERENCES

- Review Article On Bridging Gap Between Academics And Industries-Volume 1 Issue 1 | July-2015 e ISSN: 2454-5988, www.Wikipedia.com | • Cochran-Smith, M., & Fries, K. (in press). Researching teacher education: Foreground and background. In M. Cochran-Smith & K. Zeichner (Eds.), | • Report of the AERA Panel on Research and Teacher Education. Washington, DC: American Educational Research Association. Feiman-Nemser, S. (1983). Learning to teach. In L. Shulman & G. Sykes (Eds.), | • Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of education objectives. New York: Longman. | • Benek-Rivera, J., & Mathews, V. E. (2004). Active learning with jeopardy: Students ask the questions. *Journal of Management Education*, 28, 104–118. | • Berger, B. (2002). Applying active learning at the graduate level: Merger issues at Newco. *Public Relations Review*, 28, 191–200. | • Bligh, D. A. (2000). What's the use of lectures? San Francisco: Jossey-Bass Publishers. | • Handbook of teaching and policy (pp. 150-170). New York: Longman. Gage, N. (1963). Paradigms for research on teaching. In N. Gage (Ed.), | • Handbook of Research on Teaching. Chicago: Rand McNally. Gage, N. (1978). The scientific basis of the art of teaching. New York: Teachers College Press. | • The teacher educator's handbook: Building a knowledge base for the preparation of teachers (pp. 120- 154). San Francisco: Jossey-Bass. Kennedy, M. (1999). The problem of evidence in teacher education. In R. Roth (Ed.), | • The role of the university in the preparation of teachers (pp. 87-107). Philadelphia: Falmer. Lanier, J. (1982). Teacher education; Needed research and practice for the preparation of teacher professionals. In D. Corrigan (Ed.), |