

The Technology Of Enriching The Teacher

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Abstract: As it is often said that the destiny of a nation is designed and shaped inside the sacred four walls of classrooms, it is the bounden duty and the humble responsibility of a teacher to rise to the heights of the expectations of the nation. Undoubtedly, the development of a state is dependent on its education policy. As an example of this, we have seen nations flourishing on all fronts based on the sound education system. The advancement of America in all aspects is only due to its academics- America has invited the best brains i.e., scholars, scientists, technocrats - from all parts of the world and could establish the paramount universities and attract millions of foreign students. It's only a very few countries that could become the centres of learning. The obvious reason is- the education policies of those nations. In this paper, we have discussed certain best teaching practices that need to be adopted and practised by a teacher. Index Terms— Minimum 7 keywords are mandatory, Keywords should closely reflect the topic and should optimally characterize the paper. Use about four key words or phrases in alphabetical order, separated by commas.

1. INTRODUCTION

Of all the skills required for any profession or any professional, the most significant are - teaching skills which can't be gained in a training school or a college or through a course. Teachers require individual skills to teach subjects and manage their classes. The essential skills are - language competence, comprehension of the content, understanding the needs of the students, helping nature and loving attitude, appropriate style, and intelligent approach- which will make the teachers most successful managers of their classrooms. The passion for teaching and the love for the taught ought to be very much inherent in one's being. One of the most essentials for a teacher is, 'self-control' which means calmness, courage and steadiness. Whatever the difficulties and the problems a teacher may have at home or in the college, he should face them boldly and cheerfully in order to scatter the vibrations of joy and enthusiasm continuously among the students as well as teachers. There should always be an environment of vibrancy, vitality, vivacity and vigour. Unless the teacher is truly cheerful and contented, he would not be able to impart effective learning as he would be taxing his priceless time in worry and anxiety. Another significant facet of self-control is – concentration i.e, on each and every work, may it be a tiniest work, but minutest attention has to be paid. to be paid. A teacher cannot dissipate his energies on many matters, unrelated to teaching. While lecturing in the class, writing on the board or valuing answer scripts or talking to the students, or even while taking attendance, a teacher is supposed to be absolutely focused. In the present scenario where students' energies have been sucked and diverted immensely by various means of social media and other such things, the commitment and concentration of the teacher stands as an example to the students for emulation. Even now, in many nations, especially in the eastern countries, a teacher is held in high esteem. But most unfortunately, teachers are losing interest in their own profession before others have lost interest in the teacher's profession.

Another significant trait that a teacher ought to possess is – 'desirelessness' which indeed, is the mother of all virtues of a teacher. Desirelessness, in the sense, that a teacher should not try to get the credit of the success of the students for himself. The problem with many teachers is that they want their students to carry the flag of their greatness; hence they will be forcing the students to pursue their desires and wishes. Students would be successful as well as pleasurable only when they are allowed to pursue their career in accordance to their soul's desire but not the teachers' or parents' desires. Unless the teachers cooperate, the student is caught by the desires of many teachers who usually are carried away by their own impressions ascribing imaginary values to their subjects. Most teachers intensely feel that their own subjects are superior to other subjects and go on justifying their arguments and force them upon their students. Most unfortunately, it is the innate tendency of many teachers to suggest to the parents and the students (who approach the teachers for a piece of advice) to opt for those courses/ subjects that are taught by them. They try to bat for their subjects and try to promote or uphold their ideologies and philosophies in the class room however nobler they might be. If teachers and judges were to take such sides, students will be left out without any choice and consequently fail to develop creative or original thinking. Teachers should only explain things but not impose or enforce. The teacher should only try to bring awareness related to different theories, principles or the philosophies of life, religion and society.

II. LITERARY REVIEW

One more important aspect is that the teacher should not forget his childhood. It is often said, "He who has forgotten his childhood and lost sympathy with the children is not a man who can teach them or help them." (p.no. 10 – Education as Service) only when the teachers are being reminded of their psychological state and physical condition, they can well understand the predicaments of the present pupils who come to school or college. Students come from different backgrounds in regard to culture and tradition, financial condition, family background, educational and social conditions etc., hence, keeping all these things in mind, a teacher has to render his noblest service of teaching. Indeed, no two students would be similar. Everyone is unique. If only the teacher can understand each student's psychology or attitude, strengths and weaknesses, he/she cannot elevate student's life. In this world of ubiquitous inequalities, conflicts are natural and unavoidable. They are labeled differently, because their origins are different and the consequences are not uniform. The intensities of conflicts vary enormously and

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the levels of manifestations are widely divergent. All this makes it difficult to precisely define the problems of a student. Empathy and compassion on the part of the faculty can only help a student. English stereotypes and the system of dominance.

III. ANALYSIS AND RESULT

"The school/college must be a centre of good and joyous influences, radiating from it to the neighborhood" says, Annie Besant, the renowned Theosophist. For a school to be joyous i.e., the students to be in a delightful mood, the teacher has to play a pivotal role in creating such an environment.

"Not only do good teachers tell students how to act, they demonstrate appropriate behavior in all their daily routines and interactions" (Jones: 2002).

Indeed, whether an educational institute is good or bad, whether it is aiming at excellence or not, is determined by the ideas and ideals that inspire its activities. C.V. Raman often says that 'a university is a republic of learning', not the one which has huge buildings and spacious lecture halls with mediocre teachers and disinterested student community resulting in the inferior work.

The quality of an educational institute lies in the commitment and the integrity of the teachers and the dedication of the students. Good academic institutes must be known not only by the kind of faculty and intellectual contributions they make, but also the kind of positions their alumni occupy in the fields of business, service, administration and other walks of life.

Most unfortunately, many a parent has been drawn to the attractive paint and colours of the walls and big constructions of the academic institutions. It is said that library is not even books, leave aside the physical structure of the library; library is something beyond books, it's wisdom. So also, education cannot be degrees nor marks, but realization of one's passion, potential and skills. If both the teachers and parents are trapped by the concept of percentage as merit, the student becomes the worst victim.

IV. CONCLUSION:

In the present era, student's mind has been tricked by the concept of competition, but not cooperation. It's the bounden duty of the teacher to shatter this feeling and help him realize that a man can be joyful only because of cooperation but not competition. Competition should be confined to oneself only – enhancing one's knowledge and skills day by day. Since nature is the personification of cooperation, one's happiness depends on the principle of cooperation but not competition. The government, the society, the educational institutes, the scholars, the academicians, parents and students should debate and discuss very religiously what kind of a society they want and accordingly what sort of an education, they require.

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