

# Techniques of Teaching for Sustainable Development

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## **Abstract:**

The present era is the witness of transforming India, with more than 12 million of teachers, 260 million enrollments and 1.5 million of schools. India has vast, largest, diverse and complicated learning system in the world. Although another data depicts another picture that 52.2% of students in class 5 cannot read a text of class two level and 74% cannot solve a division problem (ASER: Annual Status report conducted by the NGO PRATHAM, 2015-16). These scenarios force us to think and analyze the education system, teaching strategies, techniques and of course the goal we set.

Education in the twenty first century is posited against a broader canvas filled with the ideals of inclusiveness, context specific responsiveness and constructivism-oriented epistemology. A paradigm shift in education all too visible from a subject centered approach to a learner centered approach to teaching. These ideals demand preparation of teachers with sound techniques of teaching for the twenty-first century. We will have to overhaul the education system of teaching and techniques for better learning and understanding in helping the raise the standards of human development index in our country. Now, we are in developing phase but it indicates unidirectional development not sustainable development. As Morrison (1934), defines “**Teaching** intimate contact between a more mature personality and a less mature one, which is designed to further the education of the latter.” It can be possible and transfer the knowledge through pragmatic techniques of teaching to facilitate learning and understanding in term of inclusive development. We did many experiments through techniques and technology for better teaching. But we cannot achieve yet. This paper is try to put some deliberations of past, present and suggested techniques of teaching in the field of education and humanities.

## **Introduction:**

Today is the world of information and technology. One can utilize the own optimum efficiency of self; One can learn through various techniques and technology. Our present education systems is somehow affected and rely on western society i.e. borrowed thought. There is needed to go back to our original and indigenous system of teaching-learning. We would realize that how was enriched our education system. By this paper, it would be focused and go back in ancient Indian era and find out the influential teaching

techniques of our country. The works of Vedic literature namely the Vedic samhitas, the Brahmanas, the Aranyakas and Upanishads have the roots of ancient Indian of teaching learning techniques. Here it is given some of them:

### 1. Swadhyay (Self-Study)-

In the ancient period, the education was knowledge of absolute and teaching learning process was directed towards achievement of the same as **Swadhyaya**. The efficacy of *swadhyaya* is pointed out by the *Satpatha Brahmana* which regards it as a form of sacrifice to the Brahman by which an imperishable world is gained.<sup>1</sup> The *Taittiriya Aranyak* also regards *swadhyaya* as *brahmayajna* or sacrifice of devotion and lays down certain directions as to the exact place and time of study.<sup>2</sup> The efficacy of *swadhyaya* was such the belief was prevalent, as to make one capable of establishing harmony with ultimate goal through attainment of spiritual knowledge (Pruthi, R.K., Education in ancient India, Sonali Publication, New Delhi, 2005). In order to drive the utmost benefit of *swadhyay*, one would leave the hunts of noisy distraction and retire to the peaceful lap of nature.

### 2. Catechism-

It involved the elucidation of particular subject through a graduated series of questions and answers between the pupil and the teacher. **Nyayashastra** is one of the first examples of catechism. The educational techniques in the Upanishads are also discursive and argumentative. All the difficult and intricate mysteries were unraveled through intelligent and leading questions.

### 3. Parables And Hetu-Vidya

A parable is often used to explore ethical concepts in spiritual texts. Hetu-vidya was used to further develop a pupils critical thinking (Bhattacharya 2015:2014). Students read the text and practiced holding debate and discussions were settled by applying eight **pramanas or principles**: induction, information, analogy, comparison and reasoning.

### 4. Sammelan

Besides the local circles or academies of disputants, some great kings, several scholars, rishis, philosophers, theologians and psychologists were invited occasionally to national gathering and for the sake of discussions and debate.

### 5. Yoga

Yoga which, by withdrawing the organs from the objects of sense and concentrating them on the inner self, endeavors to shake itself free from the world of plurality and to secure union with the *Atman*. In post vedic times the practice of **Yoga** was developed into a formal system with its own textbook (the *Sutras* of *Patanjali*).<sup>3</sup> Education thus is a process of control of mind to direct it to its deeper layers. We shall now consider the method by which the scientific attitude of mind can be cultivated with respect to human values.

## 6. Tales and Anecdotes

In the period of the Hitopadesha and Panchatantra a new teaching method was evolved according to which spiritual truths were made easy and intelligible to the students through tales anecdotes and proverbial moralizations.

## 7. Apprenticeship

The teaching method in regard to technical education in secular science arts and crafts was identical mutatis mutandis with that of brahmanical education that is education was given through both theoretical and practical methods. As regard arts and crafts the students served a term of apprenticeship under some expert artisans and thus picked up knowledge by as by shipping weaving sewing stone masonry and the similar crafts were learnt by the above mentioned methods.

There is no doubt that these techniques were and still very beneficial for the all-round development of the students. Meanwhile techniques of teaching are described as a process to influence learners and impinge on them through their perceptual and cognitive processes. It is in this sense that teaching can be said to be 'educating' a person. No doubt, Education is a broader process of leading to individual development and social progress. This concept needs to be discussed separately.

In modern era and western system of technique of teaching is the central to education in attaining its purpose; that is teaching is the instrument through which individuals are educated. Here are some modern method of teaching which useful and effective teaching techniques –

### 1. Flipped Classroom (Inverting your class):

The Flipped Classroom Model basically involves **encouraging students to prepare for the lesson before classroom**. Thus, the class becomes a dynamic environment in which students elaborate on what they have already studied. Students prepare a topic at home so that the class can be devoted to answering any questions about the topic. This allows students to go beyond their normal boundaries and explore their natural curiosity.

### 2. Design Thinking (Case Method):

This technique is based on resolving real-life cases through **group discussion, brainstorming, innovation and creative ideas**. Although "Design Thinking" is a structured method, in practice it can be quite messy as some cases may have no possible solution. However, the Case Method prepares students for the real world and arouses their curiosity, analytical skills and creativity. This technique is often used in popular MBA or Masters Classes to analyze real cases experienced by companies in the past.

### 3. Gamification:

Learning through the use of games is one of the teaching methods that have already been explored especially in elementary and pre-school education. By using games, students learn without even

realizing. Therefore, **learning through play** or '*Gamification*' is a learning technique that can be very effective at any age. It is also a very useful technique to keep students motivated.

The teacher should design projects that are appropriate for their students, taking into account their age and knowledge, while making them attractive enough to provide extra motivation. One idea may be to encourage students to create quizzes online on a certain topic. Students can challenge their peers to test themselves and see who gets a higher score. In this way, students can enjoy the competition with peers while also having fun and learning.

## 5. Social Media:

A variant of the previous section is to utilize social media in the classroom. Students today are always connected to their social network and so **will need little motivation** to get them engaged with social media in the classroom. The ways you can use teaching methods are quite varied as there are hundreds of social networks and possibilities.

A good example is the initiative carried out by the Brazilian Academy of Languages "Red Ballon", which encouraged students to review the tweets of their favorite artists and correct grammatical errors that they committed in an effort to improve their English language skills.

## 6. Free Online Learning Tools:

There is an array of free online learning tools available which teachers can use to encourage engagement, participation and a sense of fun into the classroom. Teachers can create an interactive and dynamic classroom environment using, for example, online quizzes to test student's knowledge.

Teachers and the instruction they plan, execute and conduct for only two of a complex set of factors that have an impact on student learning. One of the fundamental truths in education is that the knowledge, skills, aptitudes, attitudes, and values with which students leave school via a particular teachers classroom are influenced to a great extent by the knowledge, skills, aptitudes, attitudes and values that student possessed when they entered the school or classroom. In addition, the knowledge, the skills, aptitudes, attitudes and values that student display when they enter a school or classroom are the result of some intricate and complex combination of their genetic composition and environment to which they have been exposed in their home.

## Conclusion:

There is a clear message that technique of teaching has pivotal role in preparing effective, humane and a reflective teacher. However such ideals are hard to achieve if they are not conceptualized in a proper epistemic framework. There is need to clarify the concepts taking into consideration the different perspectives that determine them. We need to inspect into the techniques of teaching at a level that is philosophically too esoteric or at a level that is too reductionists. We also need to see into the relationships



among the method, approach, strategy of teaching of being reflective in transferring the concepts. It is acknowledged at the outset that preparation of Teacher is easier to identify as an ideal but is equally difficult to achieve the same from perspectives of teaching. The translation of the ideal into reality is further considered a challenging task given that there is hardly any unanimity with respect to reflection and reflective practices. The concept of absolute techniques of teaching is yet a very distant concept. We can readily accept that the phrase technique of teaching is conveniently used by us in our daily parlance. Nevertheless, if we ask someone to clarify what he or she understands by the term, they will be fumbling for the most appropriate word to describe their intention. There is a felt need to seriously ponder and clarify the notions of techniques of teaching, if we wish to translate the ideal into reality. We also need to sceptically inquire whether once we achieve an unambiguous version of techniques of teaching, will it get translated into reality within a system that is structurally so complex. There is plethora of categorizations in the education system based on region, religion, caste, gender and many more. Can a simplistic ideation of techniques of teaching will prepare such teachers who can successfully play their role where their role is itself challenged by the abovementioned perspectives and influences. However these critical remarks are not to create a pessimistic view and are only another way to remind us of the challenges ahead.

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