

## NEED OF TECHNOLOGICAL SKILLS FOR TEACHER

**Dr. Bhavna Mehta**

M.A., M.Ed., M.Phil., Ph.D.

Principal, Smt. R. D. Gardi College of Education, Rajkot

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### ABSTRACT

*We realize the importance of technology in 21st century. Today, do we utilize PCs, as well as have workstations, remote PCs, and tablet PCs. What's more, we have the Internet, scanners, Disc copiers, USB drives, computerized cameras and advanced camcorders, PDAs, and video and DVD players. What's more, most instructors utilize an assortment of apparatuses including video, email, work area conferencing, online projects for example, WebCT and Board, and additionally video conferencing-to educate. Accordingly it is never again satisfactory for instructors to be innovation uneducated. Today that incorporates proceeded with time and push to keep up and enhance their innovation aptitudes. Here are 20 fundamental innovation abilities that all instructors. 1. Word Processing Skills, 2. Spreadsheets Skills, 3. Database Skills, 4. Electronic Presentation Skills, 5. Internet Navigation Skills, 6. Web composition Skills, 7. Email Management Skills, 8. Computerized Cameras Knowledge, 9. System information pertinent to your association, 10. Record Mgmt and Windows Explorer Skills, 11. Downloading Software from the Web Knowledge - including eBooks, 12. Introducing Computer Software onto a Computer System, 13. WebCT or Blackboard Teaching Skills, 14. Video Conferencing abilities, 15. PC Related Storage Devices Knowledge, 16. Scanner Knowledge, 17. Profound Web Knowledge, 18. Laptop security knowledge and 19. Educational Copyright knowledge. The roles of the teacher and students have changed dramatically over the years. In student-centric classrooms, the role of the teacher changes to that of a facilitator and resource person, With the use of technology. The teacher can extend his or her role beyond the classroom. When used with effective instruction practice, technology facilitates learning so that the students learn the content area to a deeper level. Instructors use technology to create rich environments when student work shows evidence of conceptual understanding beyond recall. Technology usage in classrooms is not merely the usage of gadgetry, rather a systematic approach to the academic processes. There are a variety of ways by which technology can be made use of in the classroom. Following are some of the ways to enhance the teaching- learning process by using technology effectively.*

**Keywords:** Technological skill

### Introduction

We realize the importance of technology in 21st century. We begin to see a major paradigm shift in instructional methods to reflect the challenges present in today's society. Regardless of whether you are associated with higher education, optional education, rudimentary education or custom curriculum, every one of us think that it's hard to get up to speed, keep up, and endure quick moving PC based innovation. Not since the presentation of the chalkboard have we seen a bit of gear have such an effect by they way we instruct. Today, do we utilize PCs, as well as have workstations, remote PCs, and tablet PCs. What's more, we have the Internet, scanners, Disc copiers, USB drives, computerized cameras and advanced camcorders, PDAs, and video and DVD players. What's more, most instructors utilize an assortment of apparatuses including video, email, work area conferencing, online projects for example, WebCT and Board, and additionally video conferencing-to educate. Accordingly it is never again satisfactory for instructors to be innovation uneducated.

In view of that, here is an extensive posting of the innovation aptitudes that each instructor ought to have. as PC and related advances proceed to change and advance, instructors must keep on striving for brilliance in their work. Today that incorporates proceeded with time and push to keep up and enhance their innovation aptitudes.

Here are 19 fundamental innovation abilities that all instructors should now have:

#### 1. **Word Processing Skills**

Instructors ought to have the capacity to utilize some kind of word handling project to finish composed undertakings in a convenient way. See the accompanying Web locales for accommodating data and instructional exercises.

#### 2. **Spreadsheets Skills**

Instructors ought to have the capacity to utilize some kind of spreadsheet program to arrange evaluations and graph information. See the accompanying Web destinations for accommodating data and instructional exercises on these aptitudes.

**3. Database Skills**

Instructors ought to have the capacity to utilize some kind of database program to make tables, store and recover information, and inquiry information. See the accompanying Web destinations for supportive data and instructional exercises on these aptitudes.

**4. Electronic Presentation Skills**

Instructors ought to have the capacity to utilize electronic introduction programming to make and give electronic introductions. See the accompanying Web locales for supportive data and instructional exercises on these abilities.

**5. Internet Navigation Skills**

Instructors ought to have the capacity to explore the World Wide Web and look adequately for information on the Internet. See the accompanying Web locales for accommodating data and instructional exercises on these aptitudes.

**6. Web composition Skills**

Instructors ought to have the capacity to configuration, make, and keep up a personnel/teacher Web page/webpage. See the accompanying Web destinations for accommodating data and instructional exercises on these abilities.

**7. Email Management Skills**

Instructors ought to have the capacity to utilize email to impart and have the capacity to send connections and make email organizers. See the accompanying Web destinations for supportive data and instructional exercises.

**8. Computerized Cameras Knowledge**

Instructors should know how to work an advanced camera and see how computerized symbolism can be utilized. See the accompanying Web destinations for supportive data and instructional exercises.

**9. System information pertinent to your association.**

Instructors should know the nuts and bolts of PC arranges and see how their school organize functions. See the accompanying Web locales for supportive data and instructional exercises.

**10. Record Mgmt and Windows Explorer Skills**

All instructors ought to have the capacity to deal with their PC documents and have the capacity to finish the accompanying assignments; make, and erase records and envelopes, move and duplicate records and organizers utilizing the My Computer window and Windows Explorer. See the accompanying Web locales for supportive data and instructional exercises.

**11. Downloading Software from the Web Knowledge - including eBooks**

All instructors ought to have the capacity to download programming from the web and know about the significant locales that can be utilized for this reason. See the accompanying Web locales for supportive data and instructional exercises.

**12. Introducing Computer Software onto a Computer System**

Instructors ought to have the capacity to introduce PC programming onto a PC framework. See the accompanying Web locales for supportive data and instructional exercises.

**13. WebCT or Blackboard Teaching Skills**

Instructors ought to know about these two internet showing apparatuses and think about them as well as know how to utilize them to educate or take classes. See the accompanying Web destinations for accommodating data and instructional exercises.

**14. Video Conferencing abilities**

Instructors ought to have the capacity to utilize a video conferencing classroom and comprehend the essentials of educating with Video Conferencing. See the accompanying Web locales for supportive data and instructional exercises.

- 15. PC Related Storage Devices Knowledge**  
Instructors should comprehend and know how to utilize the accompanying information stockpiling gadgets: circles, CDs, USB drives, zip plates and DVDs. See the accompanying Web destinations for supportive data and instructional exercises.
- 16. Scanner Knowledge**  
Instructors should know how to utilize a scanner and what OCR limit is. See the accompanying Web locales for accommodating data and instructional exercises.
- 17. Profound Web Knowledge**  
Instructors should recognize what the profound web is and how to utilize it as an asset instrument. See the accompanying Web locales for accommodating data and instructional exercises.
- 18. Laptop security knowledge**  
Instructors ought to recognize approximately primary pc protection troubles related to schooling. See the following web websites for beneficial information and tutorials.
- 19. Educational Copyright knowledge**  
Instructors ought to apprehend the copyright problems related to schooling consisting of multimedia and web-primarily based copyright troubles. See the subsequent internet sites for useful records and tutorials.

### **Conclusions**

The roles of the teacher and students have changed dramatically over the years. In student-centric classrooms, the role of the teacher changes to that of a facilitator and resource person. With the use of technology, the teacher can extend his or her role beyond the classroom. When used with effective instruction practice, technology facilitates learning so that the students learn the content area to a deeper level. Instructors use technology to create rich environments when student work shows evidence of conceptual understanding beyond recall. Technology usage in classrooms is not merely the usage of gadgetry, rather a systematic approach to the academic processes. There are a variety of ways by which technology can be made use of in the classroom. Following are some of the ways to enhance the teaching-learning process by using technology effectively.