1. A pre-requisite Approach for Teaching Practice with Student-Centric Learning

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Learning the Learners using Student-Centric Approach: Techniques to Improve Teaching in India
A Pre-requisite Model to Explore Teaching Technique:

Before following any teaching technique, it is very important to Learn the Learner and then to implement the teaching technique based on the learner's capability. Hence, I propose Learner – centered Teaching methodology [LCTM] or Student –Centric Teaching Technique [SCTT].

Understudy focused adapting, otherwise called student focused training, extensively incorporates strategies for instructing that a shift with the focal point of guidance from the teacher to the students. Learners focused learning scopes individuals interests first, recognizing students voice as key to the learning background.

Shifting the Focus of Activity from Teacher to Learners:

The approach of teaching from the perspective of the learner: The instructor has to rethink their role and the role of their students in the learning process. Summarized are principles of excellent teaching that have been abstracted from decades of research and discussion about human learning. These methods include Active learning, in which understudies take care of issues, answer questions, detail inquiries of their own, talk about, clarify, discussion, or conceptualize amid class

- Cooperative learning, in which understudies work in groups on issues and tasks under conditions that guarantee both positive relationship and individual responsibility
- Inductive teaching and learning, in which students are first presented with challenges. Inductive methods include inquiry- based learning, case-based instruction, problem-based learning, project-based learning, discovery learning, and just- in-time teaching.

Student focused strategies have over and over been appeared to be better than the customary educator focused way to deal with guidance, an end that applies whether the surveyed result is momentary authority, long haul maintenance, or profundity of comprehension obviously material, obtaining of basic reasoning or imaginative critical thinking abilities, development of inspirational dispositions toward the subject being instructed, or dimension of self-assurance in learning and aptitudes.

Active Learning Strategies

As an instructor, one of your greatest difficulties is to design exercises that motivate your understudies to remain effectively engaged with the learning procedure. However, you've most likely seen that customary, educator focused learning designs aren't constantly helpful for accomplishing that motivation.

That is the place dynamic learning techniques become possibly the most important factor. You can utilize them to enable, draw in, and animate a classroom by putting understudies at the focal point of the learning procedure. Get motivated by these 8 systems that will enable understudies to talk all the more straightforwardly, think all the more inventively and — at last — turn out to be progressively occupied with the way toward learning.

1. Reciprocal questioning

Use reciprocal questioning to encourage an open dialogue in which students take on the role of the teacher and create their own questions about a topic, reading section, or lesson.

To facilitate the process, you can provide students with "question stems," which provide a foundation for a question but still require students to think critically about a lesson, text, or other section of material by completing the query.

Reciprocal questioning can be particularly useful when:

- Preparing for tests or exams
- Introducing a new topic or section of course content
- Discussing reading or writing materials in greater detail

2. Three step interviews

A cooperative learning strategy, the three-step interview encourages students to develop active listening skills by quizzing one another, sharing their thoughts, and taking notes. To use the three-step interview process, divide students into groups of three, and assign three roles: interviewer, interviewee, and notetaker.

After also assigning a theme or topic of discussion, have students participate in a five to 10-minute interview to discuss what they found to be the key information relating to the topic.

After each interview, have students rotate roles. Depending on factors including the grade level of your students and their experience with the strategy, you may adjust the length of the time for each interview.

The three-step interview confers benefits including:

- Helping students learn and apply different questioning strategies
- Strengthening students' connection with course material in a creative and engaging way
- Producing a sense of accountability, with students working together to complete a task and grasp a lesson

3. The pause procedure

Use the pause procedure to intersperse strategic pauses into your class lectures and enhance student understanding of teaching materials.

Use the pause procedure, arrange for pauses of two to three minutes between every 10 to 15 minutes of lecture time.

During these brief breaks, encourage students to discuss or rework their notes in pairs to clarify key points covered, raise questions, and solve problems posed by the instructor.

Alternatively, students can work together to write a paragraph that connects or highlights key ideas set out in their partner's notes.

4. The muddiest point technique

The muddiest point technique involves asking students to write notes on the most unclear or most confusing element of a given homework assignment, lecture, or class discussion.

Asking students to write down what they find to be the least clear is a powerful exercise because it compels them to grade or rate their own knowledge of a topic.

5. The devil's advocate approach

The devil's advocate approach asks one or more students to take the opposing side of a predominant argument or point of

view being discussed during a lesson.

This approach can help cultivate active learning in the classroom by encouraging students to:

- Think more critically, challenging participants to expand their understanding of the perspectives surrounding an issue and to view it through a different lens
- Become more engaged, fostering involvement by drawing out opinions to explore the complexity of an issue being studied
- Produce deeper understanding of topics or issues, using rigorous analysis to collectively clarify, probe, and pose alternatives to problems being discussed.

6. Peer teaching activities

A flexible and multi-faceted approach to active learning, peer instruction encompasses a range of scenarios where students instruct skills or explain concepts to classmates.

Some popular options include:

- Reading buddies — A cooperative learning strategy that pairs two students who work together to read an assigned text.
- Cross-age peer tutoring — A peer learning strategy involving students in different grades, wherein which one student instructs another on material in which the first student is advanced and the second student is a novice.

- Role play — A group of students is split into smaller groups and given a specific task to complete, like in small group work. However, in addition to working on a specific task, the members of each group are asked to play a certain "role". Unlike in traditional role-play, all members of one group play the same role, not individually assigned roles.

7. Game-based learning platforms

Game-based learning platforms add depth and differentiation to the educational process and allow students to work with their instructors to achieve their learning objectives.

8. Rotating chair group discussions

Rotating chair group discussions encourage students to actively listen to selected speakers who follow a pattern of guiding class discussion and summarizing previous points. Math games and websites are at the forefront of delivering active learning through technology.

One example is Prodigy, a platform that constantly adjusts questions to tackle student trouble spots and delivers math problems with words, charts pictures, and numbers.

Students lead and stimulate class discussion as they "rotate" roles, repeatedly selecting the following speaker.

To use this strategy effectively, ensure that students adhere to

the following pattern:

- When a student wishes to participate, they must raise their hand

- The student who is speaking calls on the next speaker, ideally someone who has not yet contributed

- The student who has been called upon briefly summarizes what the previous student said before developing the idea further

Cooperative learning:

Inductive teaching and learning:

Disclosure Teaching and Inquiry-Based Teaching are different procedures related with Inductive Teaching. As the terms recommend, the students are given chances to watch, involvement, bring up issues and plan speculations from the learning background that they are presented to. It is up to the educator to make and present exercises for the understudies to create sound speculations. And keeping in mind that the understudies are in the investigation procedure, the educator must guide them with the goal that ambiguities might be kept away from.

Inductive teaching allows opportunities for students to interact with each other. Brainstorming, Buzz Sessions, and experiments are just some examples of Inductive teaching methods may be applied. Since the students get to collaborate in

discovering and learning a concept, they get to improve their personal and social skills. And the road to learning becomes more fun, enriching and interactive for them.