11. Effective Techniques to Improve the Teaching

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In the era of digitalization, the students need to be motivated to learn, unlearn, relearn and implement the concepts and go beyond the knowledge level to higher levels of thinking. They must apply, analyse, and synthesize, and solve new problems. This is where the role of a teacher is of utmost essence. If the students have a teacher on whom they can fall back on , who keeps them motivated and gets them going through all the good and bad times, such students will always go an extra mile to achieve success in grades as well as in the life and will go on to become strong and successful. Kids these days are intelligent compared to older generations, thanks to the technology. So, they can gain extra knowledge from outside world very quickly. But with working parents, kids are deprived of basic emotional support system which older generations received, which is a major setback of the technology boom. Due to this they need someone who can tell them that they can do very good in life and become their emotional support system. This is a chance which every teacher can take and step in to the student's life and help them with not only their studies but also help them grow and make them emotionally stable human beings.

So as teachers, we need to put a lot of effort to properly understand the challenges of effective teaching. So as a teacher we need to come up with some strategies, investigate which method works and take necessary actions to modify the learning and teaching methodologies to help our students.

Few of the techniques can be as follows.

- Make the student as the teacher: However, in this technique the role of the student is reversed to that of a teacher, thereby changing their perspective of the problem. However, it should be remembered that as with the case of the "Practical Examples" technique, the concept to be explained by the students should be relatively simple and straight forward.

- Connecting the theory class and the labs: Explain the basic concepts of the subjects in the class and start the lab component in the class room itself with available resources such as PC, projector and the relevant hardware-software combination.

- Structured enquiry and open-ended problems for the lab: Open-ended laboratory classes can be broadly defined as classes where the students are encouraged to design their own experiments or devise their own experimental strategy, rather than required to follow a rigid set of experimental guidelines specified elsewhere as in a lab manual.

- Nano-micro-minor-major projects: Hands on experience always clears most of the theoretical concepts. So always

its best idea to involve the students in some kind of projects at different levels. For the first-year students the project can be very simple (Nano project) mainly concentrating on team work, time management and concept clearing. Similarly continue this process as and when the students reach the higher semester the complexity of the project should increase.

Cluster formation and group learning: Some of the new age learning includes the methods such as collaborative learning, blended learning, learning with hands on experience, etc. Cluster formation is the first step in the collaborative learning process. The topics can be dealt with the conventional teaching methods or with the help of new age technology. There will be scope for the student discussions once after the completion of a particular topic. If the groups still continue with the doubts then the faculty has to intervene and solve the problem.

Using technology in blended learning process: In this method the online resources are going to play a major role. The students go through the online resource and complete the given topic of discussion. Then the discussion with the group members will start, if the group members are unable to resolve the problems arose, then the faculty member need to clear the doubts.

The above-mentioned teaching method can be implemented with the help of the following.

i). Formation of the cluster

ii). Proper mixing of fast and slow learners in the cluster.

iii). Permission to conduct the group discussions.

iv). Feedback and Result analysis of the students.

v). Gap identification and continues improvements.

Other forms of blended learning models

- Flipped Classroom: Students complete basic instruction at home through online course work and lectures and use regular class time for teacher-guided practice and projects.
- Flex: Online learning serves as the "backbone" of instruction as students move through learning activities on fluid schedules according to their needs. Teachers provide in- person support as needed while students work through content at school.
- A La Carte: Students take an online course led by a teacher located remotely in addition to face-to-face courses with teachers in their school.
- Enriched Virtual: Students complete most of their course work online outside of school but attend face to-face learning sessions at school, which may not occur daily.

Conclusion

In many situations the learning styles of the students and the teaching methods used by a teacher are incompatible in many dimensions. Most of the students are sensing, inductive, active and visual to grasp the things, whereas most of the times education is abstract, auditory, deductive, and sequential in nature. These mismatches are the reasons for the poor

performance of the students. This may lead to frustration in the long run. So making use of different effective teaching techniques as mentioned above may lead to meet the needs of most or all of the students in any class. In this way a teaching style that is effective for most of the students and comfortable for many of the teachers will evolve which leads to a dramatic effect on the quality of learning that subsequently occurs.