# Development of New Teaching Strategies in Present Scenario

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**Abstract**
Teaching is both an art and a science. Able teachers always find ways and means to improve their teaching techniques. With the change in time the teachers are asked to employ newer methods of teaching their pupils more effectively so that they must be able to cope with the demand of the age. The improvement of the teacher by employing newer methods of teaching and the latest techniques of teaching is a need of the hour. Education has been and will continue be the potential cause of change in any society. It develops manpower for the different levels of the economy. It is also the substrata on which research and development flourish being the ultimate guarantee of national self-reliance. The country has reached the stage in its economic and technical development when the major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to the goal. With this change there is also a need to develop new teaching strategies.

**Keywords:** Learner, teaching-learning objectives, teaching strategies, teaching method

## Introduction
The individual teacher must design or select each strategy he employs in his instructions, and each design or selection should be based on his interpretation of what he thinks will constitute effective instruction for his particular population. His individual interpretation should, whenever possible, be based on empirical evidence, past experience and extensive knowledge of methods and materials. A teaching strategy is defined as something a teacher arranges that is designed to establish interaction between the teacher, the students, and the subject matter, or any combinations of these three dimensions. As a selector of teaching strategies, the effective teacher will:
i). Plan to influence directly or indirectly the learning process by varying his behavior
ii). Tailor the subject matter to meet the need and interests of each individual
iii). Arrange a variety of media, including, books, lectures, notes, homework, visual aids, programmes, discussions, and laboratory experience.

This model of effective teaching places the student in the centre completely surrounded by multisensory media arranged by the teachers who functions as a prescriber-organizer. The teacher, acting as a prescriber-organizer, studies each student's physical and mental characteristics as well as his previous achievement records.

## Meaning of Teaching Strategies
In the view of I.K. Davis: "strategies are broad method of teaching." Whereas B.O. Smith said that "The term 'strategy' refers to pattern of acts that serve to attain certain outcomes and to guard against certain others."
View of Stones and Morris: "Teaching strategy is generalized plan for a lesson which includes structure, desired learner behavior in terms of goals of instruction and an outline of planned tactics necessary to implement the strategy. The lesson strategy is a part of larger development scheme." Two aspects are involved in this definition of strategy:
i). A generalized plan for the presentation of a lesson.
ii). Desired learner behavior in terms of goals or instruction.

Teaching strategy is a skillful planning of a working system by which objective can be achieved conveniently. Strategies are never the same. They change according to the changing situations. Teaching strategy means the determination of some policy by planning before presenting the contents are achieved and it seeks to establish the relationship between teaching and learning in view of achieving the objectives.

## Salient Features of Teaching Strategy
Meaning of teaching/training strategy can be further illustrated in the light of the following salient features of strategy:
i). **Generalized Plan:** Teaching strategy is a generalized plan ways and means for teaching a particular lesson.
ii). **Directed toward Objectives:** Teaching strategy is directed towards the realization of the determined teaching objectives.

**iii). Realization of Teaching-learning Objectives:** Teaching-learning strategy is used for helping the learners in the realization of teaching-learning objectives.

**iv). Programmed Teaching-learning Structure:** Teaching strategy is a scheme, programme of teaching-learning structure which may assist in the better realization of teaching-learning objectives.

**v). Representation:** Teaching strategy may be represented in the following diagram in terms of (1) Learner (2) Teaching-learning objectives and (3) Teaching strategy:
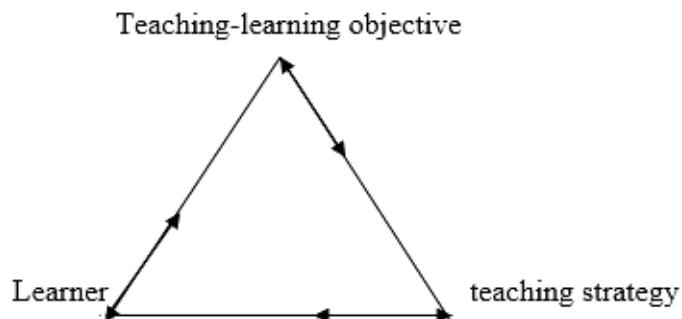


**Fig 1:** Teaching-learning structure and teaching strategy

The above diagram representing teaching-learning structure can reveal the following facts:

**i). Realization of Objectives:** A teaching strategy is used for helping the learner to achieve the determined teaching objectives.

**ii). Learner-Centred:** A teaching strategy is used in accordance with needs, interests and abilities of the learner, the facilities and learning environment of the learner for making efforts for learning and pre-determined objectives.

**iii). Modification:** Teaching-learning strategy is open for improvement/modification in the light of feedback received from the learner.

**iv). Dynamism:** Teaching-learning objectives and teaching-learning structure are dynamic in nature. Need improvement can be made in objectives in the light of feedback received from learners, teaching-learning environment and teaching-learning strategies.

## Guidelines to Teaching Strategies

According to Bruner a theory of instruction should consider four major features. These are predisposition, structure, sequence, and consequences. The following guidelines relate these elements to teaching strategies

- Teaching strategies should develop the individual's predisposition to learning. To Kessen, developing a predisposition to learn would involve establishing an optimal amount of uncertainty, which would cause the individual to enter those activities described as learning. It should be remembered, that one cannot "learn" a student anything, learning is something that the individual must do for himself.
- Teaching strategies should be structured so that the learner can grasp the information provided readily.
- Teaching strategies should be sequenced in the most effective manner.
- Teaching strategies should be designed with consequence of proper perspective of rewards and punishments. Initially, extrinsic teacher-provided rewards may necessarily pre-dominate. If, however, the instructor establishes a predisposition to learning through effective

sequencing and structuring, the students will tend to become self-energized. The self-energized child will find solving a complex problem intrinsically rewarding.

## Teaching Strategies and Students Characteristics

Among the most difficult problems faced by the education system are those associated with teaching effectiveness? The current preparation of teachers for specific age level, specific academic skills, etc. doesn't take into consideration sufficiently the complexity of factors such as students various characteristics. There is a strong need to train teachers to adapt instruction to the diverse student abilities, learning styles, personality traits and needs by using more differentiated teaching strategies.

In addition to the preparation of teachers to more differentiated teaching, there could be more divergent use of teaching resources. Worthwhile teaching can be done with advantageous results by persons other than traditional classroom teachers. For example valuable teaching can be done by peers of different ages and abilities. Also parents, grandparents and relatives could participate in and contribute productively to the teaching process. Furthermore, teaching can be enhanced by volunteers, retirees, people with various areas of expertise from the worlds of science, business, engineering, medicine, public service, entertainment and others. Also high-tech resources such as multimedia technology, computer programs, telecommunication, the internet, audio-visual techniques, and others can provide beneficial option. Student learning can be greatly enriched further by travelling-near and far; interaction with people of different culture; different geographical area; different occupation, different ways of life; different outlooks. Undoubtedly, many possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more beneficial by providing a variety of experiences and alternative strategies for adaptation to students characteristics.

**i). Ability Levels and Patterns of Different Abilities:** Presently, the practice in some schools is to adapt teaching to different abilities level by forming classes or groups of student of similar levels taught by teachers who tend to treat the students as if they were in homogeneous groups. Obviously, once a group of two students is formed, it cannot be considered homogeneous. Even if the two have an identical IQ, for instance, the profile of different abilities can be quite dissimilar and many other personality characteristics add to the dissimilarity of students attributes that affect their learning. The over-simplification of today's ways of adaptations to students differences in abilities and other characteristics has resulted in many difficulties in the academic performance of many students. It is possible to design teaching strategies and learning materials that provide options and flexibility for matching student's particular patterns of abilities. Thus teaching strategies can be differentially facilitating various ability patterns.

**ii). Learning Styles:** Learning styles and preferences affect the way student approach any task and the way they function under different condition and different learning environments. Learning style such as reflectivity/impulsivity, field dependence/field-independence and self-government, as well as preferences for interactive visual or auditory presentation, or other ways of representing information have effects on student's academic performance. some educators have

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begun to acknowledge the importance of adapting teaching strategies to students different learning styles, but no earnest efforts have been devoted to this promising endeavor. The adaptation of teaching to learning styles may include not only more appropriately differentiated teaching strategies but also may add to the dependability of the evaluation measures of what students have learnt.

iii). **Personality Characteristics:** To some extent there is recognition among educators that personality characteristics such as self-reliance, attitudes, anxiety, independence, emotional stability have different effects on students learning achievements. There is some acknowledgement that attention should be paid to students personality needs and to particular aspects of students different cultural backgrounds. Nevertheless, while the effect of personality characteristics on learning is signi9ficant, very little has been done or even suggested regarding the adaptation of teaching to students different personality traits and needs.

## Methods of Teaching Strategies

Strategies used by teachers to move the students from A to B are many and varied some strategies are more effective than others, but there is no single strategy more effective with all students and all subject matter. It is necessary to select the best strategy for the particular student population. In the description and discussion of each strategy, an attempt will be made to analyse what the teacher does, what the student is supposed to do, and the evident strength and weaknesses should be given careful attention.

i). **The Lecture Method:** In recent year the lecture methods have received more criticism than any teaching strategy, yet it continues to be used extensively. The lecture is undoubtedly one or the most efficient means of purveying large quantities of information in short period of time.

ii). **Case Analysis and Case History:** The case analysis and case history strategies are modified lecture discussion techniques, which permit the students to enter into the process called inquiry. The strategy basically involves providing the students with data and forcing them to draw conclusions from it.

iii). **Demonstration:** Demonstration as a training strategy implies the visual presentation of the actions and activities or practical work. It is related to the facts and principles of the delivered lesson by the teacher in the classroom. It facilitates teaching and learning. While using demonstration strategy, teacher practically demonstrates actions, events, instruments and phenomenon related to the teaching of the lesson. All the students of the class acquire richer and practical experiences. Demonstration strategy helps them in understanding the facts and principles and theoretically and practically.

iv). **Laboratory:** The laboratory is an exciting place where students investigate, analyze and reflect. They test and apply theories and make abstract concepts concrete. However the process of investigation don't always run smoothly and students need guidance to make sense of their results. The science laboratory experiences provided in the secondary school frequently reaffirm the belief that science is rhetoric of conclusion. It tends to provide more concrete experiences than other strategies. It also afford the student an opportunity to discover the essence of science.

v). **Field Trip:** The field trip is an infrequently used strategy, which probably ranks second to the lecture strategy. The student participating in the field trip should realize exactly what is expected to accomplish how he can reach the goal. The field trip may provide the student an opportunity to apply tax book knowledge in an interpretation of a local phenomenon. The field trip may permit students to observe and study something, which cannot be brought into the classroom.

## Media and Education Technology

Education technology is an innovative process. It has gained popularity not only in education but also in all walks of life. It implies a behavioral science approach of teaching and learning. It makes use of pertinent scientific and technological methods and concepts developed in psychology. It includes the development, application and evaluation of systems, techniques and aids in the field of learning. Its scope encompasses educational objectives, media and their characteristics, criteria for selection of media and resources, management of resources as well as their evaluation. The phrase educational technology had been coined principally to express the notion of new, machines and materials walking together to improve the relevance of both teaching and learning processes.

Bringing technology to education is a slow, but steady revolution. To match the growing technological changes, we are in race to keep our young generations abreast in this globalised epoch. This era is an information era. Just by clicking, we can go around the globe and hunt the know-house of anything from anywhere and at any time. Exchanging information is the key process of the worldwide web sites and it is left to browsers to use them effectively for the information needs. Only effective users can use the available innovative inventions successfully, hence to make the learners familiar with the various technological developments we have to provide them adequate knowledge. It is hoped that this will create awareness of the basic principles of various concepts and enthuse the learners to acquire more information.

**New Strategies in Present Scenario:** The salient aspect of participatory learning in groups. Working in small groups can be a very good way of encouraging to students to work cooperatively and support each other. The teacher need to make certain that no one is left out when groups are formed.

**Brain Storming:** In the view of Osborn "brain-storming is using the brain to storm a creative problem and to do so in a commando fashion, with each stormer audaciously attacking the same objective. The crux of brain-storming technique lies in the fact that the exercise generates a wide spectrum of solutions as the participants explore along new and possible fruitful lines of thought."

Bruner and Suchman said that brainstorming implies "The use of discovery and inquiry methods in teaching in order to foster creativity amongst children. In this way possible solutions to the problems are explored. It is group participation method of problem solving where the ideas come to the mind of participants without fear or criticism."

**Concept Mapping:** Concept mapping are intended to represent meaningful relationship between the concepts in the form of propositions. It is a schematic device for representing a set of concept meanings embedded in a framework of propositions. They allow teacher and learners to exchange views on why particular prepositional linkage is good or valid. Learning through concept mapping helps the student to

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venture into formal reasoning and will help to appreciate the subject.

**Computer Assisted Learning:** In recent years, there has been a great advancement in technology on all fronts. Hence, it is not surprising to find educationists being concerned with the use of educational technology at all levels and in all types of education. Educational Technology is relatively a new field emerging now, where the scientific and psychological knowledge is being put to use in the teaching-learning process. Educational Technology is being made use of now-a-days to overcome the problems of population growth and explosion of knowledge in the field of education. Having understood the importance of Educational Technology, the National policy on Education (NPE) 1986 assigned an important role to education technology for improving the quality of education. Computer Assisted Learning (CAL) means using the computer to learn academic content by the students. When a computer is used as a teaching-learning, the method of learning could be called as CAL.

**Multimedia:** It is an integration of sound animation, images, hypertext, and video under the control of the computer program. It helps the teacher to provide real experience to students. Important aspects of multimedia can be utilized and instructional software can be prepared.

**Cooperative Learning:** The term "cooperative learning" is an instructional method in which the students work in small groups. The cooperative learning refers to four aspects. They are-

- Cooperative behavior means working with or helping others for learning;
- Group members are rewarded based on their performance;
- Cooperative task structure is assigned to the learners;
- It allows individual a choice between cooperation, competition.

**Conclusion**

With the implementation of various parameters of the educational strategies, it is apparent that if teachers keep innovating while making connections with what the students want and what they need to learn, students will not only work harder but will like the whole learning process involved. The future shape of education in India is too complex to envision with precisions. There is close relationship between teaching and learning and it is possible to modify, improve and develop teaching strategies for quality attainment. By illustrations, lecturing, probing questions, reinforcing pupil participation, having fluency in questioning and putting divergent questions, no doubt, the quality of teaching can be improved. The mentioned methods and guideline if followed correctly will make drastic changes in teaching technology and improve quality assurance in teaching. It should now be possible to further intensify the nationwide effort in human resources development, with education playing its multi-faceted role.

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