UNIT 4

METHODS OF TEACHING

A method is "a scientific way of presenting the subject keeping in mind the psychological and physical requirements of children."

An English teacher has a variety of methods and techniques available for the use in teaching English. The selection of suitable method depends upon the objectives of the lesson, nature of the content and needs of the learner. Some methods are more appropriate for teaching students as a group where as some methods are specially designed for individual instruction. A method best or one teacher and applicable for a class, may totally be a failure for another teacher to teach the some other class. So it should be left for the teacher from his wide information. Which of the methods to use and when. Here we are going to discuss in detail the various methods available to teach English from VI to X STD in this chapter.

TEACHER-CENTRED METHODS

In these methods the teacher's role is to give knowledge and full control of the classroom.

LECTURE METHOD

It is the oldest teaching method. It is the most dominating method and is liked by the majority of Teachers. In this method teacher present the subject matter and the students listens. Students are not participating in this method. This method is teacher centered and information centered and in this method teacher works as a sole resource in classroom induction. Due to lack of participation, students get bored and some of them may go to sleep. Here teacher is presenting readymade knowledge and due to spoon feeding. The students' lose interest and their power of reasoning and observation get no stimulus.

In this method teacher goes ahead with the subject matter at his own speed. The teacher may use blackboard at times and may also dictate notes. This teacher centred method in its extreme form does not expect any question or response from the students. It helps only intelligent student who can understand and remember the facts told by the teacher, which is just a blind exercise.

In this method, teacher prepares his lesson plan at home and delivers it out in the class. This method does not cater for releasing the teaching mathematics and is not in accordance with the principles of teaching.

Guidelines for preparing a Lecture

To make lecture method effective' the teacher has to follow certain guidelines while preparing the lecture.

* Lecture should be carefully and systematically planned as lesson plan.

* Teaching objectives should be kept in mind while preparing the lecture.

* The lecture should exhibit the through knowledge of the subject matter, it's organization, development, interpretation and application.

* Lecture should be related with day to day life experience of the students.

* Students participation should be encouraged by asking questions, clarifying doubts and reviewing the key points at frequent intervals.

Merits of Lecture method

1. It is possible of handle a large number of students at a time and no laboratory, equipment, aids are required.

2. Using this method the knowledge can be imparted to the students quickly and the prescribed syllabus can be covered in a short time.

3. Teachers feel secure and satisfied.

4. Using this method it is quite easy to impart factual information, historical anecdotes and life history of eminent personalities.

5. Teacher can develop his own style of teaching.

6. This method gives the students as well as the teacher a sense of satisfaction and achievement.

8. Lecture method trains students to listen long duration.

9. It delivers a lot of information in short amount of time.

Demerits of Lecture method

1. In this method students participation is negligible and students become passive recipients of information.
2. We are not sure if the students are concentrating and understanding the subject matter.
3. This method leads weak students develop a hatred for learning.
4. If does not take into account the previous knowledge of the students.
5. If does not cater to the individual needs and differences of the students.
6. It is the lowest retention value of all teaching techniques.
7. It is an undemocratic and authorisation method.
8. In ability to understand one essential point may make the rest of the lecture unintelligible.
9. This method does not help in developing problem solving skills.
10. This method can be used only in higher secondary level or college level.

DEMONSTRATION METHOD

Demonstration method is a method of teaching such subjects that need live guidance on the part of the teacher. Demonstration involved showing by reason, explaining or making clear by use of examples of experiments. This strategy is applied mainly in teacher education programmes connecting theories to actual practice or when students are unable to understand application of theories. The demonstration method of teaching shows learners how to performs the task step by step so that the learner will eventually be able to complete the same task independently.

Demonstration method focus to achieve psychomotor and cognitive objectives. It is given in three successive steps.

* Introduction: In this step objectives of the lesson are stated. The teacher demonstrates the activity before the student that is to be developed.

* Development: Students try to initiate the demonstrated activity. If there is any query the teacher tries to satisfy them by further demonstration and illustrations.

* Integration: At this step, the teacher integrates all the activities and then these activities are rehearsed revised and evaluated.

Rules for using the demonstration method

1. Give a perfect demonstration.

2. Give a step by step explanation- give reason, examples and comparisons to make the explanation clear.

3. Continue until the student has imitated each step.

4. Provide student practice, with assistance as necessary.

5. Complete the exercise with an evaluation.

Advantages of Demonstration Method

1. It helps in involving various sense to make learning permanent.

2. Teacher gets cooperation of students in teaching learning process.

3. It develops interest in students and motivates them for their active participation.

4. It helps in achieving psychomotor objectives.

5. Even complex skill becomes easy to understand.

Disadvantages

1. It can be used only for skill subjects.

2. Only the attentions of the learners are invited towards the activity demonstrated. They are not free to discuss about it.

3. Students are not able to create handmade models for demonstration.

4. It is a time consuming method and the teachers not able to complete the syllabus in time.

5. The demonstration method is restricted to only certain kinds of teaching content.

Team Teaching

T - Together

E - Everyone

A - Achieves

M - More

Definition:

All the arrangements that include two or more faculty in some level of collaboration in the planning and delivery of a course materials to a class. How found in different departments ranging from school to college level. It can help to create a dynamic and interactive learning environment. In ordinary class teaching only one faculty covers entire course material which is interested or uninterested to the students.

But in team teaching course material in divided according to their specialization and interest. Students have the opportunity to hear multiple perspectives. Different faculties create interest, keep attention and prevent boredom.

Type of Team teaching

1. One teach - one observe

2. One teach - one assist

3. Rotational Teaching

4. Parallel Teaching

5. Inter active Team teaching

Let us see the above models in detail.

1.One Teach-One observe

This is the least collaborative approach to team teaching. This model places the responsibility for instruction on one individual usually the content expert instruct or while the other teacher floats around the room making observations. These observations could be general or specific to a student.

2. One Teach- One Assist

This model is similar to the one teach - one observe model that single teacher usually the content expert provides instruction to the whole class. The second teacher works directly with individual students. He may address either behaviour or academic questions or concerns.

3. Rotational Teaching/ Station Teaching

Faculty members take classes in rotation. The class divided into smaller groups and then these groups rotate through lessons by each instructor. Depending on the number of students in the class, more groups may be required to retain the advantage of small group instruction that this model offers.

4. Parallel Teaching

The parallel teaching model also has the benefit of smaller groups. In this model the students are split in half and each teacher teaches the lesson to one half of the students. There is no difference in the materials presented to students by each teacher in this model. Each half of the class receives the same information and there is no rotation of students or teachers.

5. Interactive Team Teaching

Here two faculty members present infront of the class simultaneously and teaches a lesson one by one continuously. Continuation of the subject matter will be presented by these two teachers till the end of the period.

Benefits for faculty from team teaching

1. Improve their own teaching skills.
2. Avoid the lonely repetitive fragmented experience of a teaching.
3. Have opportunities for creative assignments.
4. Develop clearer perspective on the difference between disciplines.
5. Build bridges of understanding across disciplines.

Benefits for students from team teaching

1. Make classes more interesting and challenging because of the novelty.
2. Improve student learning outcomes, interpersonal skills, communication skills, analysis and judgment.
3. Team teaching allows students to involve high level intellectual delete among faculties.
4. Students have the opportunity to see different teaching skills and learning techniques.
5. The presence of another teacher in the class reduces disciplinary problems.

Disadvantages

1. Some teachers are rigid personality type or may carry to a single method of teaching.
2. Some simply dislike the other teachers on the team.
3. Allocation of course material to different faculties may sometimes inconvenient.

4. Since two or more faculties present in the class, expenses are more.
5. Teams don't have adequate common planning time.

LEARNER CENTERED METHODS

In these methods students gather knowledge through discussion, critical thinking, problem solving etc..Teacher's role to coach and facilitate.

SELF- LEARNING

Self- Learning is defined as: "a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and evaluating learning outcomes". Self- Learning skills involve to manage learning tasks, without the help of others. These skills are necessary for effective lifelong learning and students are expected to develop the skill. It is the modern way of Learning, and it has proven to be more effective and convenient. Now-a-days you can learn how to do anything with a internet. Problem Solving Method and Peer tutoring are good examples that capture the essence of self- directed learning. A learning contract is commonly used as a tool to assist students in planning for their learning goals and learning actions. Self-Learning gives you the ability to identify problems and quickly look for effective solutions on your own.

Importance of self-learning

Self-Learning has proved it's worth a hundred times over as it keeps the individual happy, motivated and engaged. It works as a handy tool that leads to high performance and efficiency levels. It is useful for individuals who do not have enough time to enroll themselves in formal courses because of some reason or other.

When a learning process is not forced and the student wants to take the first step at self-learning voluntarily then it is a move in the right direction. Self-learning has to happen from within because you cannot force someone to do iteffectively. It is actually motivated by a desire to make yourself richer knowledge so that you can better your circumstances.

Self-learning is considered enriching and worthwhile because the learner can set space that is convenient and affordable. With the advent of the internet, it has become the process self-learning has become very easy and flexible. It is especially beneficial for professionals who want to brush up their skills to refresh and hone their knowledge.

Self learning helps a person in understanding the basic concept of learning and it says that everyone has to learn by himself at the end of the day. Actively pursuing your goals single-handedly gives the learner the necessary confidence to deal with the eventualities of life by any means.

Self-Learning Materials

Any learning resource that can be used by a learner without the presence of a teacher. There are 10 of the best free learning tools currently available for self-learners. They are

1. Khan Academy
2. Duolingo
3. Solo Learn
4. Coursera
5. Book boon
6. The University of Oxford
7. edx
8. iTunes U
9. Codecademy
10. Udemy

Advantages of self-learning

* It is not time- bound and is dependent upon the person who wants to learn for whatever number of hours he feels like. It gives him the opportunity to set his own pace and remove frustration and boredom from the equation

* Learning is without any restrictions.

* Self-Learning is not subjected to location- constraint as an individual can make use of the learning process from anywhere he pleases. He does not need to travel at a particular place at a specific time and this works in his favour.

*It boosts the self-esteem of a person because he knows that he has learned everything on his own.

* Self-Learning helps to identify issues and find solutions quickly because youdonotwanttowasteyourvaluabletimesortingoutissues.Theabilitytolearn,identifyandchangebecomesmorespontaneous

* The importance of self-learning is that it takes the crutches away. You are no longer dependent on other sand this proves beneficial in the long run. Identifying and tackling problems works as a booster and gives you immunity against issues and problems that a person faces in life.

* Self-Learning helps you to find the ground under your fee. It prepares you for the future where you have to work alone to reach your goal. There silence and the immunity that you gain here are the key tools that will take you further in life.

Disadvantages of Self-Learning

1. You do not have ready made material at your disposal and whatever you need will have to be acquired through additional effort on your part.

2. You will have to verify your study materials whereas in traditional learning method these were already verified beforehand.

3. Working with others help in brainstorming which is not possible during self-learning.

4. Teamwork encourages open communication that is not seen during the process of self-learning.

5. There is no face-to-face interaction during self-learning.

6. The lack of transformational power is a serious limitation of self-learning.

Programmed Instruction

Programmed Instruction is also known as programmed learning as learning is focused in it. It provides opportunity to the learner to study and learn individually.

Learning opportunity is provided through a frame or series of frame having i) learning material ii) in built mechanism of evaluation and iii) related answer of the evaluation part to provide feedback. It is considered the antecedent of modern computer- aided learning.

Principles of programmed instruction

* Principle of small steps

* Principle of Active responding

* Principle of immediate feedback

* Principle of self- pacing

* Principle of student testing

1. Principle of small steps: This principle is based on the basic assumption that a person learns better if the content matter is presented to him in a suitable small steps and in meaningful segment of information called frames.

2. Principle of active responding: The principle rests on the assumption that a learner learns better by being active. In programmed learning, the learner may remain active if he responds actively to every frame presented to him. Therefore a good programme should actively involve the learner in learning process.

3. Principle of immediate reinforcement: One person learns better when he is motivated to learn by receiving information of the result just immediately after responding. Therefore in a good programme, appropriate consideration is always made for the provision of immediate reinforcement by informing about the correctness of his response.

4. **Principle of self-pacing**: Programmed instruction is based on the basic assumption that learning can take place better if an individual is allowed to learn at his own peace. The programming of the material should be done in view of the principle of individual difference and the learner should be able to respond and move from one frame to another according to his own speed of learning.

5. Principle of student testing: For better learning, it important to seek continuous evolution of the learning process. The principle of student testing meets this requirement. In the programmed learning, the learners record of his response and its feedback is immediately given.

PROGRAMMED INSTRUCTION

It is a method of individualized instruction where each individual learns by himself at his own rate. Programme is a sequence of small steps of instructional material (called frames) most of which requires a response to be made completing a blank space in a sentence. A system of cueing is applied and each response is verified by the provision of immediate knowledge of results. The teacher is not physically present. The programmer while developing the programmed materials has to follow the laws of behaviour and validate his strategy in terms of student learning. It is based on Skinner's - operant conditioning

Characteristics of programmed instruction

1. It is an individualized instruction.

2. Materials are developed keeping in view logical sequence.

3. Immediate feedback is being provided.

4. There is inbuilt mechanism of interaction between the learning materials and learners.

5. Learners learn the materials with their own pace.

6. Continuous evaluation is integral part of the learning material.

Development of programmed learning material

I) Preparatory phase

II) Development or writing phase

III) Evaluation phase/ Tryout and revision

Preparatory phase

* Selection of a unit or topic

* Preparation of content outline

* Defining objectives in Behavioural terms

* Construction of a Test of Entering behavior

* Construction of Test of Terminal behavior

Development or writing phase

* Provide for Active Student Response

*Constructing test after each frame

* Provide for correction of student Response

* Use of prompts to Guide student Response

* Provide careful sequencing of Frames

* Preparing answer Key.

Evaluation phase

* To evaluate to improve through pre- tryout and tryout

* To revise

* To evaluate the impact of the learning material

Advantages of programmed learning

* There is no fixed time for learning

* Students may learn at their own pace

* Programmed learning is a strategy for self-learning easily without any tutor

* It gives drill, practice, self-evaluation and motivation

* It is a new method of presenting context to the students through consequent sequences in a controlled manner

* It enhances students critical thinking ability and power of judgment

* In a short period of time students can learn huge content

* It helps for individual learning and avoids social and emotional problems

* It immediately provides result of progress

* It is very helpful for distance learning

Disadvantages of programmed learning

*It limits students in creativity and originality

* It restricts student teacher interaction and relationship

* Students may get separated from society

* Doubts cannot be resolved through this instruction Immediately as formal education.

COMPUTER ASSISTED INSTRUCTION (CAI)

Computer Assisted Instruction is an interactive instructional technique whereby a computer is used to present the instructional material and monitor the learning that takes place. It may be used in offline/online. It is a self-learning technique whereby the computer is used to provide learning resources, record keeping, progress tracking and assessment of learner performance.

CAI uses a combination of text, graphics, sound and video in enhancing the learning process. The computer has many purpose in the classroom, and it can be utilized to help a student in all areas of the curriculum. CAI helps to improve instruction. CAI programs are tutorials, drill and practice simulation and problem solving approaches to present topics and they test the student's responses. Generally it involves three types of techniques namely hardware, software and courseware.

Types of Computer Assisted Instruction

1. Drill and practice: Drill and practice provide opportunities in skills to become mastery in the content.

2. Tutorial: Tutorial activity includes both the presentation of information and it's extension into different forms of work, including drill, and practice, games and simulation.

3. Games: Content in the forms of games are presented. Games software help to achieve highest score.

4. Simulation: Simulation software can provide an approximation of reality.

5. Discovery: Discovery approach provides a large database of information specific to a course or content area and challenges the teachers to analyze, compare, infer and evaluation based on their exploration of the data.

5. Problem Solving: The approach helps students develop specific problem solving skills and strategies.

Advantages of CAI

* CAI provide one-to-one interaction

* It is a great motivator

* Immediate feedback to the answer elicited.

* Self-pacing-Allow students to proceed at their own pace.

*Helps teacher can devote more time to individual students

* Privacy helps the shy and slow learner to learn

* Learn more and more rapidly

* Multimedia helps to understand difficult concepts through multi sensory approach

* Self directed learning-Students can decide when, there and what to learn.

* CAI can be arranged for nearly 4000 students simultaneously.

Disadvantages of CAI

* May feel overwhelmed by the information and resources available.

* Over use of multimedia may divert the attention from the content.

* Learning becomes too mechanical

* Non availability of good CAI packages

* Lack of infra structure

* CAI can become boring if a student is alone at a terminal for too long.

THE KELLER PLAN

The Keller plan, also called the Personalized System of Instruction (PSI) was developed by Fred.S.Keller and his associates in the middle of 1960 as an innovative method of Instruction. The individualized learning method was oriented on improvement of high school learning. It is highly personlised learning method in which students progress at their own pace. It is based on Skinner's theories of operant conditioning.

* Go-at-your-own-pace. A student can move through the course content at his own pace, independently of other students.

* Detailed definitions of learning objectives.

* Unit perfection requirement. In order to advance to the next unit, a student-needs to demonstrate mastery of the 'preceding unit.

* Emphasis on written materials. The emphasis is on learning from written materials. Lectures and demonstrations will be provided only when you have interest in it. No examination will be based upon them and you need not attend them if you do not wish.

* The use of proctor. Proctors entrance the social aspect of education process, enable repeated testing with immediate scoring and tutoring.

* They help with individual problems.

Course module

Physically the teaching Lab has tables with seating for about 20. The lab is open to students for three to four hours each day and one or more tutors are available in the lab each of those hours. Students come to the lab to write their quiz and to seek help with course material from the Tutors or from other students. In the Lab students receive quiz sheets and work individually to answer them. Students may consult their texts, notes and calculators freely during the quizzes, monitoring of the students is not a concern. The quizzes consist of ten multiple choice questions and students must answer eight correctly. Otherwise they must return for the next attempt. If necessary students take repeated attempts to demonstrate their mastery. Multiple forms of quizzes are prepared for repeated candidates. Result of the quizzes are posted in the lab on the next day.

The module consist of reading assignments, films, auto tape, filmstrips, programmed instruction, conducing an experiment, conducting an interview etc..

Keller divided the process for creating PSI into four steps.

* Determine the material for the course

* Divide the material into self-contained module(segments)

* Create methods of evaluating the material in a given module.

* Allow learners to move from module to module at their own place.

Advantages of Keller Plan

* PSI has significantly positive effects on learning.

* Keller plan there is no punishments, and the instructors imply award pass or fail grades. It is yielded better results than more traditional lecture- based learning.

Disadvantages of Keller plan

* Limited instructional methods

* High dropout rates

* Decreased human interaction

PROJECT METHOD

Project is a purposeful activity related to life and it should be carried out in a natural environment in a school or outside the school. Project method is of American origin and is an outcome of Dewey's philosophy of pragmatism. This method developed and applied practically by Dr. Kilpatrick. In this method student's learn subject matter in natural setting. Here the content knowledge and skills found in English textbook are carried out with the actual happenings in life. Projects can be done individually or in a group or all the students together

Basic principles of project method

* Learning by doing.

* Learning by living.

* Learning through association, co-operation and activity.

* Learning by experience .

* Learning by sociability

Some projects form a the matics

* Running a co-operative bank in the school.

* Running a stationary store in the school.

* Running a school hostel.

* Lying road in the school.

* Maintaining kitchen garden in the school.

Steps in a project

For completing a project, we have six stages

1. Providing a situation
2. Choosing a project

3. Planning of the project

4. Executing the project

5. Evaluating the project

6. Recording all activities of the project

1. Providing a situation:

A project should arise out of a need felt by students and the content of the subject. It should never be forced to them. For the teacher will explain various projects according to need, interest of the students, and their skills to do the project.

2. Choosing Project:

Project will be selected according to the wish of the students. The teacher may give guidance in selection of a better project if the student's make an unwise choice.

3. Planning the project:

The students are encouraged by the teacher to plan out the details of the project. While planning, the following points to be considered. i)the nature and scope of the project. ii) The degree of complexity of project. iii) time allotted to finish the project and iv)availability of material resoures. Discussion may be held among students before the final decision is agreed upon.

4. Executing the Project:

The teacher helps the students in assigning work to different students accordance with their interest, aptitude and capabilities.

Each member of the group should be actively involved in the execution of the project. The teacher supervise and guide the students in the execution of the project.

5. Evaluation

The students along with the teacher should review the progress of the project at frequent intervals. The evaluation of the project has to be in the light of plans, difficulties in execution and achieved results. Let the students have self criticism and look through in the their own failings and findings.

6. Record

A complete record of the project be kept by the students. The record should include everything from the beginning to end about the project. It should include the proposed plan, duties allotted to different students and how far were they carried out by them, details of places visited, guidance we received, books consulted and all other details.

Example1: Laying out a vegetable garden in the school.

Providing a situation: After knowing the interest, abilities of the students and content. Teacher explain projects likelaying road in the school, Lying vegetable garden, Running a stationery store.

Choosing a project: According to wish of the students the projects elected is laying out a vegetable garden in the school.

Planning the project: To lay a vegetable garden in the school, the following points are discussed

i. Area of the garden and place selected for garden.
ii. What are the vegetables to be grown?

iii How much of seeds, fertilizers and pesticides we have to buy?

iv Type of work to be allotted to students

v Total amount required to form the garden

vi Expected revenue

Execution: Each member of the group actively involved in the execution of the project. The teacher supervise the work and guide the students then and there.

Evaluation: With the help of project, students learn how to calculate the area of the garden, profit or losses and percentage of profit or loss.

Recording: All activities of the project are recorded here. Area of garden, area of vegetables planted, total expenditure, total revenue, profit or loss, profit or loss percentage guidance for future etc.. are all recorded here.

Example2:

Running of a hostel mess in the school

It involve the following steps.

1. The number of hostlers will be recorded.
2. Secretary of the hostel will be selected by the hostlers.
3. The expected expenditure will be calculated.
4. Expenditure on various heads will be allocated.

5. Budget will be prepared.
6·The amount of collections from the students will be noted.
7. A chart of 'balanced diet' for the hostlers will be prepared.
8. The time for breakfast, lunch, tea and dinner will be notified.
9. Weight of each hostler will be checked after regular intervals and the same will be put on notice board.
10. Punctuality in all the activities will be maintained.
11. Evaluation of all the entire program.
12. Entire activities are recorded and will be informed to a concerned.

Merits of project method

1. It is a psychological method and learners centered.

2. It introduces democracy in education.

3. It promotes social interaction, inculcates spirit of co-operation and exchanges of experiences among the students.

4. It develops self confidence and self-discipline.

5. It makes the learning more interesting and facilities better understanding of the subject matter as the learning is related to reality.

Demerits

1. The project method is expensive and time consuming and it is not possible to fit into the regular timetable.

2. Systematic and continuous teaching is not possible.

3. The knowledge obtained from various activities are not continuous.

4. All the students are not getting same type of learning.

ACTIVITY BASED LEARNING (ABL METHOD)

To make students to involve in an activity and thereby learning the subject matter with interest is called Activity Based Learning. Children with the help of materials participate in activities, doing exercises given and fulfill in learning.

In Activity based learning a skill is taken and learn it without any doubt and then only be proceeds to next skill. After knowing all skills of a class, he will be allowed go next class. Children themselves take the learning cards of a skill and learns step by step.

For the first time in Tamilnadu activity based learning was introduced in 2003 in 13 model schools under 10 regions of Chennai Corporation. Due to success of this method, this method was introduced in all schools of Chennai corporation in 2004-05.From the academic year2006-07 this method was implemented all over Tamilnadu in elementary schools for the stds1to4.The implementation of this method in Tamilnadu is due to credit of ThiruM.B Vijaykumar I.A.S.

Approaches of Activity Based Learning

* Following the curriculum completely.

* Each skill is divided into small parts and change it into learning steps.

*In each learning step various activities are followed.

* All learning steps are linked to complete the syllabus.

Activities arranged in each learning step

* Initial activities are formed for skill development.

* Giving motivation for the skill introduced.

* Activities for skill exercises.

* Evaluation activities

* Diagnostic activities

* Wholesome activities for the skill

The four core learning styles of Activity based learning are

1. Visual

2. Auditory

3.Reading and writing

4. Kinesthetic

1. Visual

Visual learners are better able to retain information when it is presented to them, such as arrows, charts, diagrams, symbols and more.

2. Auditory

Auditory learners prefer listening to information that is presented to them vocally. The selearners work wellin group settings where vocal collaboration is present and may enjoy reading aloud to themselves too.

3. Reading and Writing

Focusing on the written word, reading and writing learners succeed with written information on worksheets presentations and other text-heavy resources. These learners are note takers and perform strongly when they can reference written text.

4. Kinesthetic

Taking a physically active role, kinesthetic learners are hands-on and thrive when engaging all of their senses during coursework. These learners tend to work well in scientific studies due to the hands-on lab component of the course.

Following are few activity based learning methods

1. Real objects

Real objects work better when trying to understand them rather than something virtual or imaginary. Science lessons can be extremely interesting through this method of teaching. For example let us go for classification of plants. Students can be asked to collect different varieties of plants and the teacher can teach them about the plant during class.

2. Project work

For projects, students do it themselves or get help from their parents. But whatever it may be, students get to familiarise with the project topic they are working on. Having regular project work not only increases subject knowledge but also increases to learn more and with clarity.

3. Video classes:

Videos have taken the centre stage in grabbing attention. Any form of video will learn the interest of the students. Even a short video featuring news could be the subject of interest for

students who are bored of seeing the blackboard all the time. Arrange video classes to teach the content.

4. Fieldtrip:

Many a times sitting in the same classroom is boring. Changing the environment can do wonders. If you want to teach post-office ,railway station, river or a factory take the students to that place and teach them.

5. Story and role plays:

Do you know why language classes are more interesting than the other subjects? It is because of lots of stories and enacting them through role plays. This method could be tried out for other subjects too. It helps in breaking the monotony of the lessons and getting the students animated.

Merits of Activity Based Learning

1. There is no content burden.

2. No examination for the children.

3. Learns on par with individual difference.

4. Teacher-student relation improves.
5. Learns with peer group.
6. Students who are absent can continue their lessons where they left.
7. Improves with self-Confidence.
8. Backward students improves in learning with the help of gifted students.
9. Teacher can teach speak with individual student.
10. Flexible home assignments.

11. Recognition is given to particular achievements. Thiscreate interest to students to learn further.

12. This is a curriculum which develops full personality.

Demerits

1. Teachers work load increases.

2. If the number of students in the class is more than class discipline fails.

3. Learning affected by a teacher who took frequent leave.

4. Evaluation of learning is difficult.

5. Since we are teaching only minimum skills which are required, we are not competent with private school.

ACTIVE LEARNING METHOD (ALM)

Active learning is an approach to instruction that involves activity engaged students with the course material through discussions, problem solving, case studies, role plays, and other methods. Active learning approach places a great degree of responsibility on the learner than passive approaches such as lectures, but instructor guidance is also necessary in the active learning method. Active learning activities may range in length from a couple of minutes to whole class sessions or may take place over multiple class sessions.

Active learning activities help promote higher order thinking skills such as application of knowledge, analysis and synthesis. These activities engage students in deep rather than surface learning and enable students to apply rather than surface learning and enable students to apply and transfer knowledge better.

Principles of Active learning

1. Reflective - Students reflection on the meeting of what is learned.

2. Negotiated- negotiation of goals and methods of learning between students and teachers.

3. Critical- Students appreciate different ways and means of learning the content.

4. Complex- Students compare the learning tasks with complexities existing in real life and making reflective analysis.

5. Engaged- real life tasks are reflected in the activities conducted for learning.

Nature of Active learning

Active learning techniques include role playing, case studies, group studies, think-pair share, peer teaching debates, teaching and short demonstrations followed by class discussion. In active

learning the teacher acts as a guide. The teachers task in to let the learners lean on their own through the use of active learning activities. Active learning is the opposite of passive learning. It is learner- centered not teacher- centered. Active participation of each and every student is necessary aspect in active learning.

Active learning techniques

Few active learning techniques are given below

1. Try a think-pair share activity encourage all students to interact with the material. In this activity, the instructor states an open ended question. Ask students to spend a minute or two about the writing a response. Then ask students to pair with a partner to discuss their responses.

2. Use a one minute paper test in your class as a formative assessment. Give students 1 to 2 minutes to write brief responses . Address student responses either during next class on online.

3. Providing feedback: Students often don't know why something is wrong, so whenever possible and time permitting, take a few moments to explain why you have marked incorrect on tests and assignment. Give plenty of positive feed back as well as feedback.

4. Cooperative learning: Students learn effectively when they are working together. Plan activities that require students to work together and learn from one another. In the process they will learn critical thinking skills, communication skills, problem solving skills and more.

5. Class Discussion: Another way to teach each other is through class discussion. As Students take turns discussing the subject, you can assess their knowledge and discover which students grasp the concept and to what extent.

Advantages of active learning methods

1. Research has proven that there is increased content knowledge for participants of the approach.

2. Development of critical thinking and problem solving are other benefits.

3. Creative thinking, collaborative and interpersonal skills also show great improvement when active learning methods are implemented.

4. Students engage in higher order thinking tasks such as analysis, synthesis and evaluation.

5. Promote research based learning through investigation.

6. Encouraging leadership skills of the students through self development activities.

7. Integration of prior knowledge with new knowledge to incur a rich structure of knowledge among the students.

8. Cultivating a dynamic environment through inter disciplinary learning and generating high profile activities for a better learning experience.

Activities based learning principles for the Digital classroom

Due to Covid- 19 pandemic schools, colleges and universities across the country were forced to accelerate their on live lesson delivery. There are five activity based learning principles, teachers can bring into their digital delivery.

1. Act as a guide rather than a lecturer

No one wants to state at a talking head for hours. Break class time into short segments. Between each segment provide students with activities such as polling questions or clicker questions that students can answer with their own smart phone. Other ideas for between segment breaks are lecturer provide as on topic quote and students take five minutes to formulate an argument for or against the topic.

2. Maintain open communication with students

Since lectures are generally teaching to a webcam, they have no way of picking up the visual clues from students. Using calls and emails, get how well students are learning, suggested activities include, inviting students to email the instructor a question or idea related to the topic.

3. Encourage student interactions

When students learn only on online, they miss out on learning form their peers. You can implement some strategies to facilitate interaction and get students to exercise their communication skills during and even outside of class session.

4. Be flexible and creative

With the shift to online learning, boredom and tensions can run high. Try to inject some humour into lessons. Be as flexible as you can with your assignment time table.

5. Explore Interactive online tools

There are variety of online tools for interactive teaching. Zoom, Panopto, Google hangout, Skype and pre- recording teaching resources etc are interactive online tools. Use the available resources for the students.

MIND MAP

A mind map is a diagram in which information is represented visually with a central idea placed in the middle and associated ideas arranged around it. Mind mapping is a way of linking key concepts using images lines and links. A central concept is linked via lines to other concepts which in turn are linked.

Buzen (1993), the inventor of mind maps, claimed that mind mapping is vastly superior to traditional note-taking methods. A mind map is a tool for the brain that captures the thinking that goes on inside your head. Mind mapping helps you think, collect knowledge, remember and create ideas. Most likely it will make you a better thinker. Mind maps can be created in many different ways, but they share the same basics. Mind map soft wares are also available.

Purpose of mind map

* To present information effectively

* To improve reading comprehension

* To inspire creativity

* To improve memory and recall

Steps draw a mind map

1. Write the main idea in the center of the paper

2. Draw branches that point away from the center. Each branch symbolises one thought or idea related to the idea of the subject.

3. From each branch more ideas can branch off

4. If necessary use colors and images whenever possible. Research shows that using colors and images are better in remembering than those who do not.

Use of mind map for teachers

* Mind mapping for lesson plan can help teachers or trainers identify teaching route and increases recall of the subject matter. This can boost teaching confidence.

* As a pedagogical tool, mind map provides an effective approach for promoting better understanding in students.

* It is a useful strategy for introducing new concepts and research projects

* A teacher must design for class curriculum for the school year with the help of mind map and gives her a clear and overview of what needs to be cover.

* By using mind mapping to plan her teaching, a teacher can reduce the amount of notes she takes into class.

* Mind maps are ideal for teaching and presenting concepts in the classroom as they provide a useful focus for students.

* Mind maps can be used in class to brain storm and generate discussions.

* Mind map are a great tool to present complex concepts.

* It is a useful tool to present information clearly and in logical order.

Uses of Mind map for Students

* This learning technique promotes greater creativity for all learners.

* Mind mapping was developed as an effective method for generating ideas by association.

* Mind mapping can be used for assignments and essay writing especially in the initial stages, where it is an ideal strategy for thinking.

* It can also be used for generating, visualizing, organising, note-taking, problem solving, decision making, revising, clarifying a course content.

* Mind mapping raise the performance of students at all levels of ability as they become more efficient in generating and organising ideas for their writing.

* The students also displayed a positive attitude towards using mind- mapping as a pre writing activity.

* It is also for easier for Student to remember single words in mind map rather than to remember long sentences.

* By using key words in mind map, a student opens up his or her thinking and stimulate his or her mind to dig deeper and see greater detail on thoughts.

* Mind mapping enhances students critical thinking and co-operation as well as problem solving.

* Mind mapping can be helpful for all kinds of educational tasks such as note taking, creating, engaging presentations and more.

* Taking notes in a lecture and listening for the most important points.

* Showing links and relationships between the main ideas in the subject.

* Stimulating creative thinking and creative solutions to problems.

* Reviewing learning in preparation for a test or examination.

* Mind maps are more compact than conventional notes.

* Mind mapping can also help you to break down large projects or topics into manageable pieces.

* Mind maps are unique for individual students.

ADVANCED ACTIVE LEARNING METHOD (AALM)

Advanced Active Learning Method is designed to engage a student's critical thinking skills and apply previous and new knowledge to real life situations. It emphasis on the higher order learning processes.

It is designed for students for their own learning with structured and open ending guidance from instructors.

Importance of Advanced Advice Learning Method

Advanced Active learning involves student development of critical thinking and problem solving skills. More advanced engaged learning activities that require additional planning by the instructor are case based learning. Students continue to fail in their ability to demonstrate complex thinking skills because their educational experiences have provided little support for development of these skills for maximal performance. Multiple teaching styles exist to encourage students to apply critical thinking skills to open ended problems utilizing multiple points of view.

Responsibility of the instructor

The traditional model of students is passive recipients of learning which is to be inadequate to factor a students understanding and enhance a student's interest. As Students become active learners, faculty become active teacher. A teacher's responsibility moves beyond providing a educative lecture and more towards encouraging students to be more independent after providing a conductive learning environment.

Advanced Active Learning Strategies

Case based learning or scenario based learning helps students develop a deeper understanding of the material. The instructor is responsible for creating a complex and engaging scenario or case which parallels the concepts of the lesson. Student may be additionally directed using guided questions. Students will use critical thinking skills to analyse the scenario while communicating a collaborating as a group. Using this technique, students are presented with real life scenarios that are multifaced.

Team- based Learning (TBL)

This approach utilizes student-student interaction in small team to develop critical, practical and creative teaching in their courses. Students assume the role of bring inquires and faculty burnout is decreased with increased students responsibility and student engagement. Key characteristics of TBL include the creation of heterogeneous work groups.

The team based learning module is especially appropriate in larger class sizes by allowing the class to function as multiple small classes.

Problem based learning

In this approach, a student learning is facilitated by an instructor presented a problem. Students will work through this carefully constructed open ended problem by engaging and applying new knowledge. The success of PBL is dependent on several factors: Problems should allow for free inquiry, collaboration is encouraged and essential and feed back in the form of reflection on their learning should be provided. The premise of PBL resides in the students to apply previous knowledge to new situations.

For the success of Advanced Advice learning method

* Allow the student to be an inquirer.

* Think strategically of what your students to accomplish by the end of the class and design your advanced active learning lesson accordingly.

* Be mindful of the time for preparation for an advanced active learning structure. If designed poorly, students may be less engaged.

* Employ an advanced learning model strategically that best fits the structure and purpose of the course.

* Heterogeneous groups should be created with a structure in place to allow each team to function independently.

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