STRATEGIES OF EFFECTIVE TEACHING WITH SPECIAL REFERENCE TO THE HIGHER EDUCATION

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Human resources for administration, planning, designing, teaching, and research are obtained through higher education, because it acts as the feeder system in life. Countries heavily rely on advanced education systems to develop in scientific and technical breakthroughs and economic prosperity.The focus of the article is on the attributes that make a good teacher for teaching effective. The major purpose of the paper was to evaluate effective teaching tactics, methods, and techniques that benefit students at a university level. To enhance higher education quality, the author proposed a variety of teaching techniques, such as using digital technology in the classroom, combining and balancing the curriculum, and implementing best practises. A student might expect a different teaching style from each teacher, and an instructor will vary in his or her teaching approach from student to student. Several teaching methods are applied while teaching how to learn, including the lecturer, facilitator, and delegate methods.

KEYWORDS: *Administration, Teaching, Education, Techniques, Curriculum etc*

1. INTRODUCTION

The belief that teaching is a great career has lasted for many years, but it has gained more support since teachers have been more needed in recent years to help with solving problems like overcrowded schools. Teachers with the ability to overcome all of the challenges in the job are in demand. Despite the difficulties of increasing teachers' wages, enjoying health benefits, renovating school facilities, and widening their options for career advancement, there is nevertheless still considerable disenchantment among the teaching corps about the dismal prospects for advancement.

For those instructors who are still in the profession and passionate about their work, the deep connection to the craft keeps them going. Although some people think present-day economic initiatives are failing, education remains both interesting and satisfying. Being a teacher requires dedication to changing the life of your student, developing their full potential so they may live as fulfilled human beings and active members of their community. The quality is very important because of this. Teachers who are ready to do the work necessary to provide top-notch education in their classes can motivate their students to put out their best effort. Although educators work hard to look after the well-being of their students, they are not getting the backing they need from parents and the community. When these different groups decide to take some of the burden, everyone benefits by improving the quality of life for the whole community. Teachers have a key role in advancing society because they deal with the problems of the day. Teachers will eventually be in demand if they prioritise teaching as a greater calling than any other job in the world. Teaching is the

means through which a multitude of actions related to teaching are carried out. Teacher does many actions in teaching, such as explaining, questioning, demonstrating, submitting required documents, going to meetings, offering advice, and making sure that students are in class. Teaching is, in fact, done when the main tasks in the classroom, teaching methods, and tactics are employed. It defines the focus on learners by equipping them with knowledge and giving them the capacity to be successful teachers and learners.

The teaching community is increasingly worried about the quality of instructional activities in the context of the growing and diversifying systems of higher education. Teachers need to understand that all students are different and plan to use this knowledge to effectively educate. Strategic teaching and learning starts with the understanding that every curriculum should be a mixture of what we know about instruction, learning, accomplishment, and context. Our search as individuals and communities has been guided by this idea (Jones, 1987: p. v). For instructors to have meaningful connections with students and have a personal and professional influence on them, teachers must be student-focused and show respect for their individual backgrounds, views, and learning styles. The finest teachers understand the importance of helping their pupils succeed by making sure they provide appropriate guidance and create a good learning environment.To highlight and advance effective teaching practises, national and regional institutions with an established reputation may start implementing programmes to discover and promote outstanding teaching techniques. Higher education institutions benefit from an institutional environment that fosters great teaching via a variety of techniques, styles, and activities.

Higher education centres' primary role is to equip students with knowledge and skills, and they do so by ensuring that teachers are prepared to support student learning. One of the aims of a higher education system is to increase the importance of teaching. The Canadian Council of Learning, a non-profit organisation, met in 2006 to create a uniform and reasonable agenda for post-secondary education, including all kinds of learning, such as technical and general education (Cappon, 2006). In India, there are major problems with the quality and quantity of higher education as well as the lack of great instructors (Bhushan, 2009; Kamran, 2004). Education in India was beset by bad technology, facilities, and teachers (Bora, 2012; Komow, Khanna, Raghav and Sharma, 2012; Roy, 2007; Singh, 2009). Teachers, students, and other stakeholders in the community all have roles to play in helping quality improve in the classroom facilities, curriculum development, teacher effectiveness, and so on (Chauhan, 2016; Kaur, 2015; Thamarasseri, 2016).

In a rapidly changing higher education setting, great teaching relies on professors having expertise in their subject matter, but teaching excellence also includes knowing how to transmit ideas to the students, who may struggle with understanding. to guarantee that excellent university teaching and learning is consistent, it is crucial to have a clear grasp of effective teaching practises, as they exist in different settings (Allan, Clarke and Jopling, 2009; Kreber, 2002; Samarawickrema, 2009). To perform well in a higher education context, it is important to know your topic well and how to effectively convey that information to students (Stephanou and Kyridis, 2012). Also, it was discovered that an effective teacher shows their dedication to students by helping them know their academic level in order to keep their progress moving along. These effective teachers were then tested, and five attributes were identified that they have in common: strong commitments to their students; fresh knowledge of the subject; organisation and environmental control of the classroom; determination to grow; and collaboration with others in their work. Found that excellent university teaching may be identified and judged by its individual components (Saroyan, and Amundsen, 2004). A direct correlation was found between the students' view of mathematics and their teacher's understanding of the subject matter, ability to communicate well, and abilities in classroom management and instruction. Additionally, students who dislike math tend to think their teachers are bad, which further reinforces their dislike for the subject (Ampadu, 2012; Etuk, Maria, Afangideh and Asukwo, 2013).

1.1 Objectives of the Study
- The first objective is to study the teaching strategiesto improve students' performance.
- The second objective of this study is to assess the effective teaching strategies in Higher education.
- The third objective is to study teaching effective Styles and use of skills in Higher education/

Statement of Problems
- The study efforts on understanding how successful teaching strategies influence the learning process in Higher education
- What is the variety of teaching approaches and Styles teachers use to effectively transmit information to their students?
- Is there a difference in the teaching-learning method depending on the teaching strategies in Higher Education?
- Why should an educator want to provide a method that is advantageous to the learning process?

2. REVIEW OF LITERATURE

Integrate strategy instruction at the elementary, middle, and high school levels. The successful teaching technique will be both integrated and informative. The Latin term "integer", meaning whole, originates from the word "integrated". To have a more full, accurate vision of realities, we need to have all the details of everything together. Remember the storey of the four blind men who were each told to touch an elephant. One of the fans in the crowd claimed to be listening to the news. The first person to touch the body said it was a wall. The second and third people who touched it thought it was a column. The fourth and final person who touched it said it was a rope. Nobody could answer correctly because they only felt different aspects of the elephant. It occurs when we learn isolated concepts, like when we divide the sciences from the arts, or study math as if it had no connection to science. We are far from the truth and reality when we teach the subject in isolation from one another. To get closer to the truth, we join subjects and connections rather than building dividing lines among them. Science courses contain topics such as valves, health, grammar, and algebra. When we teach grammar, we teach science, values, and math. The core subjects are all part of a complete life education, a complete education. Interdisciplinary and in-line with basic education curriculum design, the integrated strategy was developed. The learner's day-to-day experiences permeate a learning technique that integrates numerous intelligences and learning styles. Learners are empowered by using the software, which allows them to participate in the process of creating their own meaning.(**Dept. Ed. And 2002 Basic Education Curriculums**)

The teachers who believe in integrated teaching claim that teaching and learning should happen at the factual, conceptual, and moral levels. Students learn solitary facts at the facts level, which are viewed and organised into ideas. At the values level, the knowledge they gain is based on their life experiences. Integrated Teaching: Multiple Intelligence-Based Instructional Strategies Based on a Learner's Style. The ability to include the ideals of MI and diverse learning styles while creating teaching strategies is key. Previously, we thought of intelligence as being exclusively linguistic and mathematical. With the use of Gardener's MI theory, the naturalist intelligence has been added to the list, in addition to the bodily-kinesthetic, spatial, musical, intrapersonal, and interpersonal intelligences. All of these characteristics were exhibited with just a couple of them being overwhelmingly prevalent. For any learner, it is best if their intelligence (or ability) is equal across all of the eight areas. In that case, we have unfairly disadvantaged many of our students for years. We are well aware that in the past, our teaching and testing approaches have often had an unfair tilt towards the linguistically gifted and mathematically talented pupils. We learned many times more from actions than from words. Words and speeches were also tested. This was detrimental to students who had a strong non-linguistic intellect.

I don't think we were concerned about how we learned at the time. I heard nothing about learning styles when I was in elementary or high school. I received information about recognising learners' personal attributes and providing tailored learning experiences, but I don't recall being taught about having a clear definition of the learning style profile I've been discussing here, like feeling-thinking (mastery), feeling-feeling (interpersonal), thinking-thinking (understanding), and thinking-feeling (empathic) (self-expressive style).(**Silver and Hanson 1998).**

Studies carried out by Hunter and McCouts (as cited by Hunter, 1980) were discussed. They gathered results from a total of 1,000 students at Sinclair Community College in Dayton, Ohio using the Canfield Learning Styles Inventory. Differences in learning styles were detected on twelve of the sixteen scores when comparing the age groups. Students over the age of twenty favoured lengthy reports and in-depth discussions with a high level of detail. Younger pupils choose closeness with their professors and other students, and prefer the icons, specific interactions, and inanimate objects. Studies that studied the correlations between preferred learning and teaching styles were both successful and unsuccessful.

Hunter (1979) did research at three North Central Accreditation Region two-year institutions. Of the 15 classes, there were 5 teachers and 285 pupils, with the former group consisting of the latter group. Hunter discovered that pupils preferred hearing and hands-on experience to reading.

Zippert (1985) studied whether teaching methods which matched students' learning patterns would lead to greater academic success. Her investigation was at Miles College, which is located in Eutaw, Greene County, Alabama. A learning style preference assessment was done using the Productivity Environmental Preference Survey. The measurement of achievement was done using the CLEP Social Studies and History test. The subjects were all students, and there were 30 of them. The experimental group had 15 pupils and the control group had the same number. Instruction was given in a different way to students in the experimental group than to those in the control group since the former group's learning style differed from the latter's. Zippert found that students can identify their learning preferences and respond well to instructional strategies that fit their chosen learning style.

3. TEACHING STRATEGIES

Institutions of higher learning across the country are responding to political, economic, social, and technical challenges by being more sensitive to

students' needs, as well as more concerned with how well students are prepared to assume future societal roles in the workplace. It's no secret that faculty are feeling the push to lecture less, make learning spaces more interactive, integrate technology into the learning experience, and adopt collaborative learning methodologies when the situation calls for it teaching Strategies

According to the results of this investigation, participating educators held the view that learning is a collaborative effort that depends on both students and instructors. This shared method involves engaging students in exploring the environment and the ways in which it operates, which encourages them to improve their grasp of a topic. While this challenge exists, not all students are prepared for it, and those who aren't often are more interested in receiving high marks by learning only what is necessary to pass their classes and then immediately moving on to something else. Teaching should encourage students to explore assumptions and drive them to learn. It should put them in situations where they see themselves as agents of responsibility for change. Students must be given opportunities to tackle issues they believe are critical. Furthermore, they feel that industrialised countries are seeking to employ modern techniques of education, such as the student-centered, active methods of teaching, along with project-based and problem-based approaches.

To truly inspire children, teachers need to have a special outlook on the purpose of education. Behaviours and instruction are heavily impacted by attitudes and emotions. This portion of the paper describes the teachers' attitudes.

Lawton define, ***"Teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy".*** Teaching strategies are ways that are utilised to assist students in learning the desired course content and being able to set attainable objectives for themselves in the future. Teaching strategies recognise the various learning methods that are available to them, allowing them to build the most appropriate strategy for dealing with the specific target group that has been selected. (studylectures.com).

4. HIGHER EDUCATION AND TEACHING COMMUNITY

In offering ideas, knowledge, and the finest techniques to educators who are enthusiastic about successful teaching in higher education, the academics serve as excellent leaders in their fields. It is presumed that nationally and regionally renowned academics in higher education play a significant role in the control of teaching regulations, and that they should become more active in this process. Another advantage is that other college/university professors will become more familiar with excellent teaching

and learning processes. Because of this, curriculum designers and faculty members may enhance their teaching techniques in higher education.

4.1 Effective Teaching Strategies for Higher Education

Teaching well includes a context-aware awareness of students' learning processes, including how they learn, what they get motivated by, and what gets in the way of their learning.Anderson (1994) concluded that, "student outcomes may heavily depend on the teacher's instructional planning, teaching method selection, and having a variety of learning activities". An effective teaching strategy helps students to achieve their goals and success in life.

4.2 Strategies to Improve Quality of India's Higher Education

The amount of people who require university education in India has grown, much as in the other recently industrialising countries. Around the world, enrollment has doubled in the last decade, and currently there are more than 150 million students worldwide. Half of the total number of students is enrolled in emerging-market nations. Enrolments have skyrocketed from 10 million in 2000 to 23 million in 2013 in India. Higher education in India is seen as in need of improvement, with a growth in student enrollment. However, there is no consensus on this because there is insufficient empirical evidence to support a position. The following are approaches to improve higher education in India with no doubt.

1) Instead of dogmatic, transform the curriculum into something dynamic

The curricula for most Indian college students are somewhat outdated, especially for those in the field of engineering. The material is dry and boring, and it goes over information that people already know. The curriculum must be changed to increase dynamism. The option of selecting a broad number of courses in the first year with the opportunity to select something entirely different in the following semester or year should be granted to students. A key theme of the course should be projects, rather than exams. Innovation is required to prevent getting bogged down. There must be tests, which help gauge performance, but some other forms of assessment, such as using an exam's scores for 50% of final grades and projects for the other 50%, should be included to make the educational experience more enjoyable. It's crucial that the faculty members who judge the projects are not members of the current faculty. Additionally, students should be allowed the freedom to choose or justify a career change according to personal interest. Streams can be simple to design but more difficult to be approved for a Commerce stream (assuming that the institute is a full-fledged university offering all these courses).

Faculty members who serve on university teaching curriculum committees are vital to accomplishing this goal.

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2) Give Teachers their Due by Paying Them More

The academic board is headed by people aged 60 to 70 years old. The current education system needs a new group of younger lecturers and professors to get some new blood in while keeping the experience level high. It's the younger professors who can better understand the evolving requirements of students seeking higher education, who would thus be in a better position to relate to technological advances. One sobering fact is that many of today's young professors have previously worked in the IT business or are working at a university only because they couldn't find another job. As a career choice, teaching has lost traction as a result of professors only being teachers because they like teaching. There is a secondary issue with the quality of teachers in India: They earn an absolute pittance compared to other professions. Those in IT-related positions earn significantly more after graduation than those who stay in teaching or academia. Teachers in government institutions got a pay boost through the sixth Pay Commission, but this did not change their perceptions. A raise in wages for teachers will cause the number of instructors who enjoy their jobs to rise. After this decision, there will be younger professors in the curriculum boards who won't take any excuses. Where will the extra money come from? That's the question.

3) Convert Private Institutes into Profit-making Ones Rather than Non-Profit

After giving it a lot of thought, this proposal seems really wonderful. It might sound silly, but think about it. Colleges that are privately funded are administered by major corporate groups, and are renowned to produce profits. The answer is making non-profits better by not labelling them as such. It's better for colleges to compete openly rather than to struggle in secret. We need to acknowledge that education is also a business, and by ignoring this, corruption in our school system will only increase. If education is considered a commodity, as some institutes are doing, that is a good indication of improving quality. To excel like our Western counterparts, we should copy their methods. The most efficient route is to support private profit- and tax-based schools. In addition to growing the

university's finances, we can assure greater transparency with the admissions process.

4) Industry Interaction should be a Placement Obligation

The relationship between students and industry plays a major role in education advancement. We should get some big-name firms in for these discussions. College placement departments should have a minimum qualification for students, so that students only participate in the placement process if they are well prepared. For example, students should demonstrate their value by assisting the college in R&D and bringing in additional money. Human resources are incredibly important to other organisations, and so other companies will certainly follow suit. Even if an IT company has a hiring campaign for 600 to 1,000 employees, they probably won't notice a few lakhs missing. It's nearly impossible for organisations to turn down the many human resources offered by an institute. This will maximise the institute's human potential and vastly improve interactions with the industry. A lot of the time, better educational resources can help a student to do better. In the end, the investment would lead to a better educational experience for the student. The students will return to their schools as graduates and become personally invested in them.

5) Use the Influence and Fame of Alumni

Alumni's influence and ability to mobilise India's education system's overlooked strengths are the real unsung heroes of the future. Under the exclusion of IITs and premier institutes, alumni networking is non-existent. At a university where graduates are receiving jobs, it is important to link alumni with each other and the university. Alumni will freely offer financial assistance. Even yet, they have two major obstacles to overcome: 1) they are not sure who to give to, and 2) they fear their money will be given to people who have no intention of following through with their obligations. Having already made a believable and transparent network, graduates are now ready to donate or share their knowledge, as the process opens new opportunities.

The challenges faced by the Indian higher education system can be addressed by using any of the recommendations made above. It is important to consider these proposals, as they may fail to overturn the status quo or serve as a catalyst for revolution. Even if some of these ideas are outlandish, if even one of them can improve the higher education system to a degree, then the effort was worth it.

5. EFFECTIVE TEACHING STYLE

Traditional teaching approaches are always evolving to help students have a personalised education. More teachers are using differentiated instruction to serve the diverse requirements of their

pupils. However, there are several common teaching methods employed by university faculty members.

The Authority or Lecture Style

Lectures or one-way presentations take up a lot of time under the teacher-centered authority model. Notes or absorption of knowledge is required of students. This method is fine for several areas of higher education and larger auditorium settings when huge groups of students are present. For courses like history, where memorising of dates, people, and crucial facts is necessary, the lecture method is perfect. One downside is the lack of student engagement. It might take a little nap as well. Older, more mature pupils benefit more from this technique (Post Graduate Students).

The Demonstrator or Coach Style

Students see what they need to learn from a demonstration while the presenter keeps his official authoritative role. In addition to talks, lectures will feature demonstrations and activities. Mathematics, science, and music, and other such disciplines Teachers are provided options to integrate several types of presentation formats such as multimedia lectures. It is good for teaching a variety of subjects, including math, music, PE, arts and crafts, but the bigger class sizes make it difficult to respond to student needs.

The Style of the facilitator or the activity

Facilitators assist students by helping them grow in their critical thinking and retention skills, as well as the amount of information they can process and retain, helping them move closer to self-actualization. Teacher encourage pupils to hunt for information from numerous sources, and this approach supports it (Print & Electronic). This training encourages students to ask questions and fosters techniques to search for answers and solutions through experiment. It is excellent for teaching topics like science. Some difficulties with this approach are that teachers will need to find ways to engage with students and help them find discoveries through effort rather than simply telling them facts and assessing their knowledge with memory work. It is thus more difficult to assess tangible results.

The delegator or group style

For classes where the use of lab equipment is a priority (such as in science courses like biology, chemistry, and microbiology) or that benefit from peer review (such as in debate and creative writing), delegator is the better form. In this meeting where the teachers participate as listeners, they inspire students by helping them reach group goals. Some critics claim that this type of teaching method damages the standing of teachers. Teachers are leaders in the classroom, but as delegates, they often operate more like consultants than traditional authorities.

The hybrid or blended style

It is a hybrid style, which integrates personal interests and approaches with the requirements and interests of the students. It is an integrated approach to teaching that uses ways the instructor is already comfortable with, coupled with various teaching methods. Teachers can adapt their teaching techniques to student requirements and to the appropriate subjects. By being excessively unfocused, hybrid style leaves the possibility of being unsuccessful in every student's academic pursuits.

Kassem (1992, p. 45) defined, "teaching techniques as teacher's activities in the class to involve students in the subject matter, and requires that students participate in learning activities, share equally with other learners, and react to the learning experience". For example, allowing students to choose the type of assignment they do or which problems to work on can give them a sense of control that may just motivate them to do more. Monk and Dillion (1995) suggested in the planning and managing for teaching science that the aims of activities are to help teachers to develop the following:

- Understanding of the components of planning and classroom management;
- Techniques and tactics for planning, arranging, and supervising activities in class;
- Learning methods and skills in lesson design and management of continuity between lessons;

Experience in creating and planning a scheme of work is required. It is not necessarily bad to have a little competition in the classroom, and it might even help push kids to work hard to better themselves. Foster a friendly, competitive attitude in the classroom by putting students in group games around the class material or other learning activities. The values of higher education can be seen in Table 1.

Table-1: Teaching Activities for Valuable Higher Education

• Use positive competition	• ☐ Make things fun
• Track progress	• Know your students
• Provide opportunities for success	• Identify and try to solve personal queries
• Organize various games	• Help students find intrinsic motivation
• Organize Teamwork event	• Harness students interest Give praise when earned
• Offer varied experiences	• Encourage self-reflection
• Give students responsibility	• Create a threat free environment Be excited
• Give students a sense of control	• Allow students to work together
• Define the objectives	
• Change classroom environment	

5.1 Qualities and Skills for a good Teacher

The characteristics and abilities are essential. These can be acquired through self-learning, training (both internal and external to the company), as well as participation in skill-oriented programmes, workshops and seminars. Teachers can increase their topic knowledge as well as their understanding of other disciplines with the use of internet surfing and self-learning techniques. Teachers must possess certain characteristics and abilities in order to provide excellent higher education. The following table-3 lists the numerous characteristics and abilities that make a great teacher.

The role of instructors in the overall development of their personalities and the growth of their pupils' careers is significant. A excellent teacher is one whom a pupil remembers and values for the rest of his or her life. Instructors have a long-lasting impact on the lives of their pupils, and the best teachers encourage their students to achieve greatness in their own lives. The requirement for high-quality teaching communities in higher education is critical for providing a worthwhile education. A great teacher must possess certain characteristics and abilities in order to be effective.

Table-2: Qualities and Skills for a Great Teacher

• An engaging personality and teaching style	• ☐ Assessment or evaluation skills
• Clear objectives for lessons	• Correct speech and appropriate voice tone
• Constant learner	• Effective discipline skills
• Encouraging and positive words	• Good classroom management skills Good communication skills Good listener
• Gentle and kind	
• High expectations of their students	• Good sense of humor
• Inspire students toward greatness	• Leadership skills Managerial skills
• Knowledge of curriculum and standards	• Promotion or marketing skills
• Knowledge of subject matter	• Research skills
• Passion for students and teaching	• Teambuilding and teamwork skills
• Positive body language	• Technical & ICT skills
• Respect for students and other teachers	

CONCLUSION

Quality teaching is a difficult topic to grasp since it may be defined and interpreted in a number of different ways. Because of this, the authors of this review took a pragmatic approach, which was based on how institutions define excellence in their specific context. It has been demonstrated that an effective teaching method encourages students to examine their beliefs and drives them to acquire new information and concepts. These techniques, styles,

and activities all contribute to the improvement of the overall quality of higher education. However, if teachers are able to teach using these techniques, they are confronted with a number of obstacles and needs. Some of these qualifications are pre-requisites for the conduct and viewpoint of the teachers, while others are optional. In addition, there are certain significant roadblocks that are linked with rules and regulations. Faculty members at universities and colleges should thus be aware of these obstacles and needs in order to

provide effective instruction. This will help to enhance the overall quality of teaching.

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