CONTENTS

01.   TEACHING APTITUDE: NATURE & OBJECTIVE

Teaching is a complex process which brings socially desirable behavioral change in a person. Teaching is a part of teaching-learning process. It is required to bring certain changes in a person according to the need of his society and environment in which he is living. 'Teaching is not an act as it is dynamic in nature so it is termed as process. It is also not fundamental concept as it is greatly influenced by social and human factors.

Teaching is both art and science. It is an activity involving teacher and student with a view to the development of student. The main aim of teaching is to bring about socially desirable behavioral changes in the students and can be achieved only if teaching is effective and based on certain values or principles. Teaching is one of the main parts of the teaching-learning system. So effective teaching mostly depends on the teacher. It is a common fact that a good teacher is born and not made. Training and research can make a good teacher better and a better teacher best.

Teacher should follow various methods of teaching revised from time to time. A teacher encourages the practice of thinking among students. Teacher should give to the students the' freedom and opportunity to express their ideas.

Teaching is required to give education to the students. We can define education as "the aggregate of all processes by means of which a person develops attributes, attitude and other forms of behaviour of positive value in the society in 'which he lives". We can also define it as "the 'social process by which people are subjected to the influence of a selected and controlled environment, so that they may attain social competence and optimum individual development".

The complete process of education must contain four common factors

(i)   Educator (teacher)
(ii)   Educand (Student)
(iii)   The subject matter
(iv)   The context (setting)

Now, education is the process of developing some abilities in an individual. Though abilities are inborn quality, it is also a fact that these can be nurtured and developed in an educand through various means by an educator.

Education must also be relevant and useful to the society in which educand has to live. Since 'every individual is unique in their own way, the educator has to adopt strategies and methods suitable to individual needs. The educational productivity (rate of efficiency of work) can be classified as qualitative and quantitative. For better education both qualitative and quantitative productivity is required. Quality means here the excellence in the part of textbook, teacher student aids, facilities and other teaching aids where as quantity refers to the number of teachers, institutions, professionals, etc.

Education is a complex social cultural and ethical process designed in a social or cultural content. It is related with social structures, cultural environment, values, and ideas of people, society and government. All these factors are dynamic in nature. So teaching is also a dynamic process and its definition changes according to place and time. Morrison defines it as a disciplined social process in which teacher influences the behaviours of the less experienced pupil and helps him develop according to the needs and ideas of the society.

A good definition of teaching should

(i)   Tell whether teaching is a process or act.
(ii)   Clearly indicates constitutional factors.
(iii)   Reveals objectives, and
(iv)   Say something about its organizational tripolar process involving human or material source of teaching students and set of organized activities designed and manipulated for bring changes in the behaviour of the teaching.

Since teaching is a process and it is dynamic in nature so it changes its concept according to time and place. It is a professional activity. Teaching can be analyzed and assessed. This analysis and assessment provide feedback for further improvement in methods of teaching. Teaching is highly dominated by communicating skill. It is interactive process carried with purpose and objectives. Teaching may have various forms; formal, informal, directional, instructional formational; training, conditioning, talking, showing etc. All these words can't be synonym of teaching. Teaching is a much broader term. All these activities are parts of teaching at different level. Teaching has been analyzed in several ways for understanding it, for designing. Teaching methods and materials with a view to realizing specific objectives making teaching more effective. This modification is based on feedbacks.

02.   TEACHER: CHARACTERISTICS

Teacher is a person, who, due to his rich unusual experience in education or both in a given field is able to contribute to the growth and development of the other person who comes in contact with him. There are four dimensions associated with a teacher, his competence, efficacy, enthusiasm and morale.

Teacher's competence:

Teacher's competence has been defined as the extent to which the teacher has relevant subject matter and the pedagogical expertise needed to impart the curriculum effectively.

Teacher's efficacy:

It is defined as the self belief in his capacity of doing what is expected from them.

Teacher's enthusiasm:

A teacher must be very enthusiastic.

Teacher's Morale :

It is very important in maintaining balance in the classroom interaction. The various factors contributed to

the morale are psychological well being, self-es-teem; commitment to a cause. Knowledge and identification with the organizational goal. The teacher's morale is a combination of psychological, physiological and environmental cause.

03. CLASSROOM INTERANCTION

The classroom interaction between a student and a teacher is completely based on the climate created by teacher. He should be able to bring the bondness of friendship with a definite degree of firmness. The interaction must be smooth and pleasant without any friction for a complete and fruitful teaching learning process. Normally, verbalism goes on in the name of teaching.

Students are merely expected to listen to the explanation and lectures. This is known as direct teaching. The effectiveness of direct teaching has been questioned many times and it is found that this type of teaching is not very effective. For effective teaching the active, participation of students is very important.

This participation is done through the classroom interaction. This interaction consist of their explanations and lectures with student's suggestions, ideas concepts, and questions, etc. These activities of students make important for making teaching learning process effective, democratic and friendly. Interaction is required for the rectification of the drawbacks of direct teaching. This interactive teaching is known as indirect teaching. Through the interaction; the teacher analyses the capacity and requirement of students and can bring subsequent changes in their behaviour according to the requirement and can also change the way of teaching.

One of the most important things in classroom interaction is the communication.

04. SUBJECT MATTER

It is also known as curriculum. Curriculum is a "general overall plan of the content or specific material if instruction that an educational institution should offer to the student by way of qualifying him for graduation or certification". It is also a body of prescribed educational experience under an institutional supervision, designed to provide an individual with the best possible training and experience to fit him for the society of which he/she is a part, or to qualify him for a trade or profession. It is also defined as "a subject matter, instructional materials, situations or experience that may help to develop understanding, skills, appreciation and attitudes. Curriculum should be logical, psychological and according to the needs of the pupil and also the society. It should be objective in approach. Curriculum can be of two types:

(i) Teacher oriented curriculum -

In this type of curriculum the process of selection of materials content is based on the needs-of the instructor/teacher. The teacher is proficient in his particular field and is considered superior.

(ii) Child/student oriented curriculum –

A curriculum in which the criteria for the selection and sequence of material, activities and experiences for any particular pupil are the needs, maturity, interests and experiential backgrounds of the individual child.

In our country NCERT is the main institution authorized for making curriculum. Every state has his own curriculum making bodies known as SCERT. Some states follow the NCERT curriculum. All schools affiliated CBSE boards generally follow NCERT curriculum. At higher level every university make their own curriculum according to the guidelines of University Grant Commission which acts for the uniformity in curriculum at higher level in our country.

05. TEACHING PROCESS

Teaching is a process carried out in different steps. There are five main steps of teaching:-

(i) Preparation :-

This state is required or intended for the preparation of both the teacher and the student. The teacher prepares the student for a new topic or lesson in a variety of ways.

(ii) Presentation : -

At this stage the new lesson actually begins. The students know what they are going to learn. The subject material should be carefully arranged by the teacher. He has to encourage the students to observe, compare and contrast the facts presented to them. This stage require mental alertness from the students. The presentation rests in the principle of selection of the area to be covered. It is not necessary for a teacher to cover up all areas of the course of study. He may leave some areas for students self study.

(iii) Comparison : -

In this section after presentation of subject matter, the student is given opportunity to compare two or more sets of facts. This enhance the understanding of lesson among students as they compare and observe different facts.

(iv) Generalization :

This stage comes after the comparison and observation. Different types of conclusions can be drawn from comparison and generalization. These conclusions are systemized in a particular order to give a generalized truth.

(v) Application :-

At this stage the generalized facts are applied for various uses. This is the most important step of teaching learning process.

06. BASIC REQUIREMENTS OF A TEACHER

(i) Teacher should be mentally and physically fit.

(ii) Teacher should be keen in his work and should be enthusiastic and anxious to keep his knowledge fresh & update.

(iii) He should possess patience and tolerance and try to study the difficulties and problems of students and try to solve them in a quiet and calm manner.

(iv) He should have feelings of love and sympathy.

(v) He must not be superstitious about his students and class.

(vi) He should be well dressed and well maintained.

(vii) His voice should be sweet, polite and clear.

(viii) His language should be understandable to the students.

(ix) He must not give any false promise.

(x) He/she should have interest in his profession and the knowledge must be updated.

(xi) He must not have any bad habits.

(xii) Teacher must have a good communication skill and must be a master of his area or field of teaching.

(xiii) Teacher should be trained in various methods of teaching.

(xiv) He should know the child psychology.

(xv) Teacher should be a good researcher.

(xvi) He should have a control over students to maintain peace and order in class.

(xvii) Teaching should be pupil central rather than subject central.

(xviii) Teacher – should organize extra curricular activities for better understanding of subject matter.

(xix) Good interpersonal relationship should be maintained.

(xx) Rewards and punishments should be given according to their behaviour but usually punishment should be avoided.

(xxi) Teacher should use modern techniques, methods and gadgets in teaching for better understanding of subject matter.

(xxii) Teacher should evoke curiosity in the pupils by presenting the subject matter in an effective manner with clear explanation leading to better understanding of the matter.

(xxiii) Teacher should arrange subject matter in a logical way.

(xxiv) Teacher should make a lesson plan before presenting the lesson class.

(xxv) Teacher should work as a leader in the class.

(xxvi) Teacher should maintain a democratic atmosphere in the class so that every student will be able to put his doubt, questions and ideas with suggestion.

(xxvii) Teacher should act as a role model for his students with his character and behaviour. He may follow the way of simple living and great thinking.

(xxviii) Teacher should inspire his pupil.

07. PSYCHOLOGY THEORIES

What we know about human thought and behaviour has emerged from various psychology theories. For example, behavioral theories demonstrated how conditioning can be used to learn new information and behaviors. Psychology students typically spend a great deal of time studying these different theories. Some theories have fallen out of favour, while others remain widely accepted, but all have contributed tremendously to our understanding of human thought and behavior. By learning more about these theories, you can gain a deeper and richer understanding of psychology's past, present and future.

01. Behavioral Theories
02. Cognitive Theories
03. Developmental Theories
04. Humanist Theories
05. Personality Theories
06. Social Psychology Theories
07. Learning Theories

Behavioral Theories

Behavioral psychology, also known as behaviorism, is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Advocated by famous psychologists such as John B. Watson and B. F. Skinner, behavioral theories dominated psychology during the early half of the twentieth century. Today, behavioral techniques are still widely used in therapeutic settings to help clients learn new skills and behaviors.

Conditioning occurs through interaction with the environment. Behaviorists believe that our responses to environmental stimuli shapes our behaviors.

Cognitive Theories

Cognitive theories of psychology are focused on internal states, such as motivation, problem solving, decision-making, thinking, and attention. Cognitive psychology is the branch of psychology that studies mental processes including how people think, perceive, remember and learn. As part of the larger field of cognitive science, this branch of psychology is related to other disciplines including neuroscience, philosophy and linguistics.

The core focus of cognitive psychology is on how people acquire, process and store information. There are numerous practical applications for cognitive research, such as improving memory, increasing decision-making accuracy and structuring educational curriculum to enhance learning.

Developmental Theories

Humanistic psychology theories began to grow in popularity during the 1950s. While earlier theories often focused on abnormal behavior and psychological problems, humanist theories instead emphasized the basic goodness of human beings. Some of the major humanist theorists include Cari Rogers and Abraham Maslow.

Personality Theories

Almost everyday we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do. Personality psychology looks at the patterns of thoughts, feelings, and behavior that makes a person unique. Some of the best known theories in psychology are devoted to the subject of personality.

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Social Psychology Theories

Social psychology is focused on helping us understand and explain social behavior. Social theories are generally centred on specific social phenomena, including group behavior, prosocial behavior, social influence, love and much more.

Social psychology looks at a wide range of social topic, including group behavior, social perception, leadership, nonverbal behavior, conformity, aggression and prejudice. It is important to note that social psychology is not just about looking at social influences. Social perception and social interaction are also vital to understanding social behavior.

Learning Theories

Learning theories focus on how people learn and acquire new knowledge. This is an interdisciplinary topic of interest that often draws upon information from psychology, education, instructional design, and other areas.

08. LEARINING THEORY AND BEHAVIORAL PSYCHOLOGY IN TEACHING

Learning can be defined as the process leading to relatively permanent behavioral change or potential

behavioral change. In other words, as we learn, we alter the way we perceive our environment, the way we interpret the incoming stimuli, and therefore the way we interact, or behave. John B. Watson (1878 – 1958) was the first to study how the process of learning affects our behavior, and he formed the school of thought known as Behaviorism. The central idea behind behaviorism is that only observable behaviors are worthy of research since other abstraction such as a person's mood or thoughts are too subjective. This belief was dominant in psychological research in the United State for a good 50 years.

Behavioral Psychology is basically interested in how our behavior results from the stimuli both in the environment and within ourselves. They study, often in minute detail, the behaviours we exhibit while controlling for as many other variables as possible. Often a grueling process, but results have helped us learn a great deal about our behaviours, the effect our environment has on us, how we learn new bahaviors, and what motivates us to change or remain the same.

Classical and Operant Conditioning

Classical conditioning.

One important type of learning, Classical Conditioning, was actually discovered accidentally by ivan Pavlov (1849 – 1936). Pavlov was a Russian physiologist who discovered this phenomenon while doing research on digestion. His research was aimed at better understanding the digestive patterns in dogs.

During his experiments, he would put meat powder in the mouths of dogs who had tubes inserted into various organs to measure bodily responses. What he discovered was that the dogs began to salivate before the meat powder was presented to them. Then, the dogs began to salivate as soon as the person feeding them would enter the room. He soon began to gain interest I this phenomenon and abandoned his digestion research in favor of his famous Classical Conditioning study.

Basically, the findings support the idea that we develop responses to certain stimuli that are not naturally occurring. When we touch a hot stove, our reflex pulls our hand back. It does very instinctually, in this no learning involved. It is merely a survival instinct. But why some people, after getting burned, pull their hands back even when the stove is not turned on? Pavlov discovered that we make associations which cause us to generalize our response to one stimuli into a neutral stimuli it is paired with. In other words, hot burner = ouch, stove = burner, therefore, stove = ouch.

Operant Conditioning.

Another type of learning, very similar to that discussed above, is called Operant Conditioning. The term "Operant" refers to how an organism operates on the environment, and hence, operant conditioning comes from how we respond to what is presented to us in our environment. It can be thought of as learning due to the natural consequences of our actions.

Let's explain that a little further. The classic study of operant conditioning involved a cat who was placed in a box with only one way out; a specific area of the box had to be pressed in order for the door to open. The cat initially tries to get out of the box because freedom is reinforcing. In its attempt to escape, the area of the box is triggered and the door opens. The cat is now free. Once placed in the box again, the cat will naturally try to remember what it did to escape the previous time and will once again find the area to press. The more the cat is placed back in the box, the quicker it will press that area for its freedom. It has learned, through natural consequences, how to gain the reinforcing freedom.

We learn this way every day in our lives. Imagine the last time you made a mistake; you most likely remember that mistake and do things differently when the situation comes up again. In that sense, you've learned to act differently based on the natural consequences of your previous actions. The same holds true for positive actions. If something you did results in a positive outcome, you are likely to do that same activity again.

Reinforcement

The term reinforce means to strengthen, and is used in psychology to refer to anything stimulus which strengthens or increases the probability of a specific response. For example, if you want your dog to sit on command, you may give him a treat every time he sits for you. The dog will eventually come to understand that sitting when told to will result in a treat. This treat is reinforcing because he likes it and will result in him sitting when instructed to do so.

This is a simple description of a reinforce, the treat, which increases the response, sitting. We all apply reinforces everyday, most of the time without even realizing we are doing it. You may tell your child "good job" after he or she cleans their room' perhaps you tell your partner how good he or she look when they dress up; or maybe you got a raise at work after doing a great job on a project. All of these things increase the probability that the same response will be repeated.

There are four types of reinforcement; positive, negative, punishment, and extinction. We'll discuss each of these and give examples.

Positive Reinforcement.

The examples above describe what is referred to as positive reinforcement. Think of it as adding something in order to increase a response. For example, adding a treat will increase the response of sitting; adding praise will increase the chances of your child cleaning his or her room. The most common types of positive reinforcement are praise and rewards, and most of us have experienced this as both the giver and receiver.

Negative Reinforcement.

Think of negative reinforcement as taking something negative away in order to increase a response. Imagine a teenager who is nagged by this mother to take out the garbage week after week. After complaining to his friends about the nagging, he finally one day performs the task and to his amazement, the nagging stops. The elimination of this negative stimulus is reinforcing and will likely increase the chances that he will take out the garbage next week.

Punishment.

Punishment refers to adding something aversive in order to decrease behavior. The most common example of this is disciplining (e.g. spanking) a child for misbehaving. The reason we do this is because the child begins to associate being punished with the negative behaviour.

The punishment is not liked and therefore to avoid it, he or she will stop behaving in that manner.

Extinction.

When you remove something in order to decrease a berhavior, this is called extinction. You are taking something away so that a response is decreased.

Research has found positive reinforcement is the most powerful of any of these. Adding a positive to increase a response not only works better, but allows both parties to focus on the positive aspects of the situation. Punishment, when applied immediately following the negative behaviour can be effective, but results in extinction when it is not applied consistently. Punishment can also invoke other negative responses such as anger and resentment.

09.   LEARNIERS CHARACTERSTICS

Characteristics of learner's are:

(i)   Intelligence

A person with an above average IQ might be a good learner in the classroom but not necessarily a better learner out in the real world.

(ii)   Aptitude

There is evidence in the research literature that some individuals have an exceptional 'aptitude' for learning.

(iii)   Personality

A number of personality characteristics have been proposed as likely to affect learning, but it has not been easy to demonstrate their effects in empirical studies.

(iv)   Motivation and attitudes

Positive attitudes and motivation are related to success in learning.

(v)   Learner preferences

The term 'learning style' has been used to describe an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. For example, there are 'visual', 'aural' and 'kinaesthetic' (there is a need to add a physical action to the learning process) learners.

(vi)   Learner beliefs

All learners have strong beliefs and opinions about how their instruction should be delivered. These beliefs are usually based on previous learning experiences and the assumption. Learner beliefs can be strong mediating factors especially in their experiences in the classroom.

Learning Theories : The Three Representational Modes

All information that is perceived via the senses passes through three processors that encode it as linguistic, nonlinguistic, or effective representations (Marzano, 1998). This is how we learn.

For example, if you go to a football game for the first time you encode information linguistically such as rules; retain mental images nonlinguistically, such as mental images of the players positioning themselves and then getting set (pose); and finally, you have various sensations that are encoded affectively, such as the excitement during a touchdown. Each representation can be thought of as a record that is encoded and then field away.

The Linguistic Mode

In the educational and training world, knowledge is most commonly presented linguistically (the study of language), so perhaps this mode receives the most attention from a learning standpoint (Chomsky, 1988). The linguistic mode includes verbal communication, reading, watching (e.g. learn the rule of chess through observation), etc.

Discussions and theories around the linguistic mode can get quite complex so I am keeping this fairly simple. Basically, the linguistic processor encodes our experiences as abstract propositions.

Propositions are thought to perform a number of other functions in addition to being the primary bearers of truth and falsity and the things expressed by collections of declarative sentences in virtue of which all members of the collection "say the same thing". Propositions represent the things we doubt and know. They are the bearers of modal properties, such as being necessary and possible. Some of them are the things that ought to be true.

These propositions are organized into two network:

The declarative network contains information about specific events and in the formation generalized from them. These are the "what" of human knowledge.

The procedural network contains information about how to perform specific mental or physical processes. These are often thought of as IF and THEN statements.

These two networks are the main channels for interacting with each other (communication). Communication is the main functions of language. Language symbols are used to represent things in the world. Indeed, we can even represent things that do not even exist. Communication does not imply a language, for example using hand signals. But a language does imply communication, that is, when we use language, we normally use it to communicate.

A few linguistic definitions

The forming of language is done by syntax-putting sounds together to form words, and the words, in turn, form sentences. For example, English words required at least one vowel sound. However, in Czechoslovakia there are words that are all consonants with no vowels. These sounds we put together are morphemes-the smallest units of language that have meaning. A word is morpheme, as is a prefix or suffix, also the "s" we add onto the end of a word is a morpheme

Semantics is the study of meaning. With semantic knowledge we can often understand what people mean when they say things that are syntactically-unusual or even incorrect.

In transformational grammar, the meaning of a sentence is its deep structure, and that meaning is transformed into the surface structure, which is the actual sentence itself. The deep structure of language is the meaning, and the surface structure is the means by which that meaning is expressed. The rules that translate the meaning into the deep structure are the phrase rules, and the rules that translate the deep structure into the surface structure are the transformational rules.

The Nonlinguistic Mode

This includes mental pictures, smell, kinesthetic, tactile, auditory, and taste. First, we might believe that they are entirely different structures, however these representations are quite similar to each other in that these nonlinguistic sensations function in a similar fashion in permanent memory (Richardson, 1983). That is, although we sense things differently, such as smell and touch, they are stored in mental representations that are quite similar. They also lose a lot of their robustness once the experience is over and transferred to memory. For example, picturing the smell of a rose from memory is not as vivid as actually smelling a real rose.

Although we can realistically study linguistics, taste, hearing, etc' mental images are another matter ….. how do you study a picture in someone's mind? Hence, there are several models for the nonlinguistic mode in the psychology world. However, there are a few things we know for certain:

The Affective Mode

The affective mode can be thought of as a continuum of feelings, emotions, and ultimately moods. The end points of the continuum are pleasure and pain and we normally strive to stay on the pleasure end of it.

The limbic system (pituitary gland, amygdala, thalamus, hippocampus, etc.) is the physiological system that ties the affective mode together. Since the limbic affects virtually every part of our brain, it also has a very powerful affects on learning.

10. FACTORS AFFECTING TEACHING

To know factor affecting teaching is so important because after analysis all factors which affecting teaching, teacher can improve himself and can become good teacher and create better citizen for country. If study teaching subjects, we find many factors which affecting teaching which can write in list of these factors.

01. Educational qualification of teacher

Higher qualified teacher can provide high scholarly instructions which can effect than general graduate teacher. Many teachers hold different degrees which is the sign of their higher education qualification. A teacher is just B. A. and other teacher is M. A. E. Ed., PhD, is we compare both, then is sure that higher qualified teacher can cede good teaching result.

02. Skills

Skill is an ability to do any work with better way. If a teacher has teaching skill then he can provide effective teaching. Often says that teaching is God gifted but getting good education training and Psychologize best educational books, we can get this skill and create better result. In teaching talent we can include following skills.

⇒ Communication skill of teacher
⇒ Taking teaching aids
⇒ Technique of teaching
⇒ Method of teaching
⇒ Human relation skill

03. Experience of Teacher

Experience of teacher affects also the teaching. After increasing teaching experience, a teacher learns many new thing in teaching experience which he can employ in next time teaching. First day teacher may not effect on students but after 5 years teaching, a teacher can more effect on students.

04. Class – room environment

Class room environment effects also on teaching. This environment is made both by teacher and students. Without both active participation in education, teaching never effects. If the concentration lives in class room and students listen teacher's voice and teacher also cares the activity of teacher doing interacting with students.

05. Economic Factor

Economic background of teacher and student is also affected teaching. Even salary of teacher effects on his thinking level. Poor and rich students can also classify economically and sometime these factors can effect on effective teaching.

CONTENTS
01. Method of Teaching
02. Innovative Tools for teaching
03. Teaching Aids
04. Evaluation System

01. METHOD OF TEACHING

The traditional or innovative methods of teaching are critically examined, evaluated and some modifications in the delivery of knowledge is suggested. As such, the strengths and weaknesses of each teaching methodology are identified and probable modifications that can be included in traditional methods are suggested. Here is an another teaching method i.e. modern teaching method.

01. TRADITIONAL TEACHING METHOD – AN EVALUATION

In the pre-technology education context, the teacher is the sender or the source, the educational material is the information or message, and the student is the receiver of the information. In terms of the delivery medium, the educator can deliver the message via the "chalk-and-talk" method and overhead projector (OHP) transparencies. This directed instruction model has its foundations embedded in the behavioral learning perspective and it is a popular technique, which has been used for decades as an educational strategy in all institutions of learning.

Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In order words, the teacher delivers the lecture content and the students listen to the lecture. Thus, the learning mode tends to be passive and the learners play little part in their learning process. It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. In such a lecture, students assume a purely passive role and their concentration fades off after 15-20 minutes.

Some limitations which may prevail in traditional leaching method are:

- Teaching in classroom using chalk and talk is "one way flow" of information.
- Teachers often continuously talk for an hour without knowing students response and feedback.
- The material presented is only based on lecturer notes and textbooks.

- Teaching and learning are concentrated on "plug and play" method rather than practical aspects.
- The handwriting of the lecturer decides the fate of the subject.
- There is insufficient interaction with students in classroom.
- More emphasis has been given on theory without any practical and real life time situations.
- Learning through memorization but not understanding.
- Marks oriented rather than result oriented

02. MODERN TEACHING METHODS

A. Lecture Method

- It create new ideas.
- It is good for large class.
- Teacher is experienced and has mastery on subject, explain all points and can answer all questions raised by students.
- Students can ask if they need any clarification.
- Learn through listening.
- Teacher explains all points.
- Students give their input.
- Teacher discuss whole topic in the class in easy language so students can easily understand the topic.