

TECHNIQUES AND MAXIMS OF TEACHING

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ABSTRACT

This is a theoretical paper which tries to explain the techniques and maxims of teaching. In this paper we tried to explain the meaning, types of maxims and techniques. The most important ingredient of teaching is that the 'Instructional Procedure' designed by a coach to use within the classroom. Verbal and nonverbal interaction is bringing desirable behavioral change among students. Within the pedagogy of education techniques and maxims are employed for preparing instruction' for teaching. Now in Educational technology strategies, tactics and devices are used for developing instructions for teaching to achieve the objectives of teaching. While in pedagogy the techniques are used for effective persecution of content within the classroom teaching. The term and ideas are the identical but their nomenclature and purpose has been changed. The term devices and tactics are used their nomenclature and purpose has been changed. The term devices and tactics are used for techniques and maxims. These techniques and maxims are indispensable in designing instructional procedure for teaching. Teaching is social-phenomena, so it's very complex, the notice of methods and teaching can't serve the aim. Teaching includes several components like teaching activities learning conditions, entering behaviors of the student's age level, the indirect and desires, school organization classroom climate, teaching techniques and maxims for generating appropriate learning situations.

Keywords: Instructional Procedure, Maxims of Teaching, Educational Technology, Techniques and Pedagogy.

MAXIMS OF TEACHING

The task and responsibility of teacher is to satisfy the curiosities and wishes of the scholars. Teacher job is to come up with conducive learning situations or climate so desirable behavioral changes may happen by performing learning activities. Some educationists and experienced teachers have developed some teaching techniques and maxims for this purpose. These techniques and maxims are very useful for the acceptable instructional procedure of classroom teaching similarly as distance teaching. Meaning and Definition of Maxims of Teaching. The term 'Maxim of Teaching' could also be defined as rules for presenting difficult terms and ideas to form them easy to understand in classroom teaching. A lecturer employs some specific ways to prepare teaching to form terms and ideas communicable up to the cognition or operation of learners. The subsequent are the most features of an aphorism of teaching. (1) Teaching maxim helps in organizing teaching activities. (2) It makes presentation of the terms and concept easily understandable. (3) It enables teacher to form his communication effective for the mental level of the scholars. (4) It is a vital component of instructional procedure which is employed in designing and presenting content in a good way. Type of Maxims of Teaching Even an idea is presented in numerous ways. It's the teacher who decides the way of his teaching activities supported his experiences and insight and seeable of learner's comprehension level. Therefore, awareness of those maxims is important for teachers. the subsequent are some important Maxims of teaching: (1) From Simple to complex, (2) From known on unknown, (3) From a part of whole, (4) From whole to part, (5) From concert of abstract, (6) From direct to indirect, (7) From particular to general, (8) From analysis to synthesis, (9) From empirical to rationale, (10) From psychological to logical, (11) To follow nature etc. These maxims of teaching are developed by the foundations: philosophy sociology, psychology and technology these are called tactics and devices. For instance, from particular to general the maxims have same way of organizing activities in educational technology is understood 'From example to rule' (eg. rule) as a tool of teaching and instructional procedure. The brief description of those maxims of teaching has been provided within the following paragraphs: (1) From Simple to Complex: the character of this maxim is more psychological, that child learns easy things and avoids complex or difficult contents. Under this maxim simple terms and ideas are taught first them proceeds to complex thing. In pedagogy simple sentences

awareness is given to practice then proceeds to make complex sentences. In teaching history and geography local awareness is provided then related complex facts and ideas are taught. Similarly, in math's teaching simple problems or sample questions are given to practice at that time complex type questions and problems are taught. An instructor should have the understanding of development stage of the scholars and individual differences. The content of teaching is split into simple and difficult components. Teacher can easy use the maxim of teaching in his presentation. (2) From Known to Unknown: it's supported the Appreciative Mass Theory of learning. It assumes that student acquired knowledge is given by linking with actuarial knowledge; the coed can learn better and retain for an extended time. A coach introducer's new use on liking with previous knowledge, thus he makes use of maxim from known to unknown. The alphabets are taught by liking with objects and things which a baby known. Addition is taught after providing the notice of numbers. The characteristics and functions of roots and leaves are taught by showing them. The scholar may easily learn and retain them for extended period. (3-4) from part to Whole and Whole to Part: The maxim of teaching is given by this Gestalt school of psychology or perception. In human perception, we perceive the entire first then to part. The entire is perceived first then its parts. Communication effective for the mental level of the scholars. (4) It is a vital component of instructional procedure which is employed in designing and presenting content in a good way. Type of Maxims of Teaching Even an idea is presented in numerous ways. It's the teacher who decides the way of his teaching activities supported his experiences and insight and seeable of learner's comprehension level. Therefore, awareness of those maxims is important for teachers. the subsequent are some important Maxims of teaching: (1) From Simple to complex, (2) From known on unknown, (3) From a part of whole, (4) From whole to part, (5) From concert of abstract, (6) From direct to indirect, (7) From particular to general, (8) From analysis to synthesis, (9) From empirical to rationale, (10) From psychological to logical, (11) To follow nature etc. These maxims of teaching are developed by the foundations: philosophy sociology, psychology and technology these are called tactics and devices. for instance, from particular to general the maxims has same way of organizing activities in educational technology is understood 'From example to rule' (eg. rule) as a tool of teaching and instructional procedure. The brief description of those maxims of teaching has been provided within the following paragraphs: (1) From Simple to Complex: the character of this maxim is more psychological,

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B.F. Skinner gave emphasis on part to whole maxims of teaching. He assumes that a student learns well if the content is presented in small parts. The first fundamental principle of this strategy principles of small steps or parts. The both maxims of teaching are used in preparing instructional material.

(5) From Concrete to Abstract: It is also psychological rule of learning. The child has the curiosity to know about objects and things which are around him. The learning of a children from perception and experience about the objects. After perception, concepts are formed which are partially concrete and partially abstract in nature. At the primary stage letters and numbers are presented in concrete form then proceed in its abstract form. A child develops his vocabulary by perceiving domestic things, objects of this social and physical environment. It is a natural procedure of learning. The teacher should try to present his content in concrete form then its abstract form. In arithmetic teaching numbers and its rules are taught with the help of things and objects. In history and geography time sense and place sense can be easily developed by using time line, maps and charts.

(6) From Direct or Seen to Indirect: The awareness of certain things and events can not be provided directly or some time difficult. A teacher should take help of things and events which are directly related or in contact. New terms and concepts can be easily taught by related to their experiences.

(7) From Particular to General: It is also based on the perception psychology. It is said that 'part conveys the whole'. In the communication part of the whole is used, even in preparing instruction material for teaching parts are used. These parts are arranged in logical order so that these can convey the whole. Teaching activities are organized and performed in parts logically

so that these can function psychologically as well. There is certain situation in which whole to part maxim of teaching is used. The maxims part to whole and whole to part are given by Gestalt school of psychology. Part is important in communication and whole in presentation or visual concepts.

(8) From Analysis to Synthesis: This maxim is given by connective psychology. The analysis is a mental process. Every phenomenon is multidimensional; therefore, it is to be analyzed into its components. An effective teacher first analyses the various aspects of content then he tries to integrate or synthesis. The analysis and synthesis both are mental process. This maxim is most frequently used in creative teaching.

(9) From Empirical to Rationale: A child learns by doing or experiencing. The learning by doing is most popular teaching technique. The observation of child has the significant role in his learning process. A child acquires most of his learning through observations. The learning by imitation is also based on observation. In the process of education empirical and logical both type of knowledge is essential. The activities of teaching should be so organized that can provide new experience through observation them teach should proceed logical aspect of it. The maxim also develops logical attitude among children the maxim of teaching is employed in teaching languages mathematics science and social subjects.

(10) From Psychological to Logical: The maxims of teaching are commonly used in designing instruction material. A teacher plans his lesson by organizing teaching activities logically so that a child may learn by the sequence. A psychological sequence varies child to child.

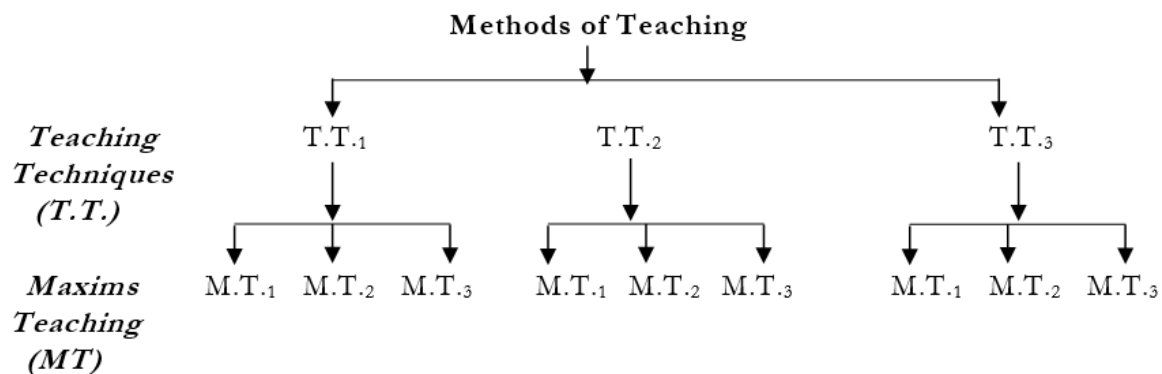
A teacher analyses teaching content into sub content or topic, each sub-topic is analyzed into units. The sub-topics are arranged in a logical sequence then units of each sub-topic are further arranged in logical sequence. This sequence should function psychological. It may suit to students learning. In ancient time logical sequence was given importance but now psychological sequence is considered most-important in teaching learning process. In programmed institution material workability of a logical sequence is evaluated psychologically by preparing a scalogram. In psychological sequence several factors are taken into consideration interest's age-level, comprehension level, curiosity, previous knowledge

(entering behaviors) and learning of the children or learners. The psychological sequence is a natural way of learning.

(11) Follow Nature: This maxim of teaching is given by naturalism. Rousseau has given the concept of Follow Nature. The child is a centre of educational process. A child should be given full freedom to learn according to his own way. Teacher's role is to observe his behaviors and activities of learning. There should be one teacher and one taught as an ideal situation.

TEACHNIQUES OF TEACHING

Teaching techniques generates a chain of teaching learning process. Teaching method is an abstract concept while techniques of teaching are helpful in using a certain method of teaching. A method of teaching determines the style or way or presentation of content which techniques assist in doing so. A teaching method reveals that how content is presented in classroom. While techniques indicate with what activities of teaching. Techniques are psychological as well as logical in nature. Some time nature of content is most important in employing a particular technique. While scientific concepts are presented by techniques which employs several maxims of teaching. The following chart shows their relationship.



Questioning, story telling, supervised study are the main techniques of teaching as well as method of teaching. Simple way to differentiate between technique and method is that a technique is partial or part of activities of teaching while method is the whole style of

presentation. If questioning is partially used then it is technique, if the whole presentation is done by questioning then it is a method of teaching. A questioning technique may used one or more maxims of teaching. Some important techniques are as follows:

Types of Teaching Techniques: There are eight important techniques of teaching which are most commonly used in classroom and distance teaching. The following are the teaching techniques.

1. Questioning Techniques
2. Narration Techniques
3. Description Techniques
4. Explanation Techniques
5. Exposition Techniques
6. Story Telling Techniques
7. Supervised Study Techniques and
8. Illustration Techniques

The brief description of these techniques has been given in the following paragraphs.

(1) Questioning Techniques

The questioning is technique as well as method of teaching. It is given by Socrates. It serves various purposes in the teaching learning situations. Questioning is also an important teaching skill. An effective teacher employs questioning technique appropriately and also prepares good questions.

- Exploring the entering behaviors of the learners.
- Provides motivation and encouragement.
- Makes them active in the classroom.
- Establishes a chain of learning by linking previous knowledge with new knowledge.
- Provides the direction to the mental process of learning.
- Develops thinking and analysis abilities of the learners.
- Revise the teaching content.
- Evaluate the effectiveness of teaching learning activities.

Characteristic of Good Questions: An effective teacher should be able construct and to use good questions. Preparation of good questions requires insight, experience mental ability and awareness of teaching problems. Teaching is very social and dynamic activity. A teacher should have the full understanding of good questions. The following are the main characteristics of good questions:

- The language of questions should be simple and understandable,
- The form of the questions should be straight forward. These should not be ambiguity.
- The questions should have the definite meaning.
- The questions should be in logical sequence. It should be psychologically workable,
- The questions should be thought provoking,
- The questions should serve the purpose of teaching learning,
- The questions should have utility from learners and content point of view.

Some Defective Forms of Questions: The questions play an important role in organizing teaching activities. The defective questions make presentation ineffective or do not serve purpose of teaching. A teacher should also understand and have an insight about defective questions. Some defective forms of questions have been given in the following paragraphs.

(1) Echo questions, (2) Yes or No type questions, (3) Corroborative questions, (4) Rhetorical question, (5) Ambiguous and indefinite question and (6) Questions require more than one answer. The brief description of such questions is also known as elliptical questions. A teacher should not use such questions in his classroom presentation.

(2) Echo-Questions: This form of question involves some facts which echo in the answer of the questions itself. The questions are known as echo-type questions, for example. Is capital of India New Delhi? It is very simple to answer such questions. These questions do not serve any purpose of teaching. Such questions are also known as elliptical. A teacher should not use such questions in is classroom presentation.

(3) Yes or No Type Questions: This form of questions requires answer in yes or no. for example. Is the sum of three angles of triangle equal to two right angles? Is this poem having national feelings or Is Atal Behari Vajpayee prime minister of India? The answer of such

questions is based on unthinking mental process. These questions are also known as suggestive. Some suggestion is give for the answer of the question.

(4) Corroborative Questions: This form of questions includes acceptance such as. Is it correct, or right? Such questions hamper the thinking process of children. For example. India is a democratic country is it true? Answer is yes. This type of question is highly directive. A teacher should not use this type of questions in his presentation.

(5) Rhetorical Questions: This from of questions uses flowery language. Generally, inexperience teachers make use of such defective questions in his presentation. For example, President of country committed to serve the nation as the first citizen.

Such form of the questions does not provide the situations to the learn for thought provoking ideas. This type of questions should not be used in any type of presentation.

(6) Ambiguous and Indefinite Question: This form of questions does not know the definite answer. Such question creates confusion in the mind of the learners. We should not leave any doubt in the form of questions. Such type of defective questions has the adverse effect on the minds of learners. It is the weakness of teaching process.

(7) Question Require More than one Answer: This type of defective questions require more than one answer. For example, where and how Mahatma Gandhi was dead? How a where battle of freedom was started? This type of questions should be divided into two questions.

These are the examples of defective questions. There may be several types of defective questions which do not serve the purpose of teaching. A teacher should remain careful to avoid defective questions in his presentation.

WAY OF ASKING QUESTIONS

The way of asking questions is an art. It is known a teaching skill. Asking question mastery on this skill can be developed with the help of Micro teaching. The following things should be kept mind while asking questions in classroom presentation:

(1) The questions should be asked in general addressing the whole class. It should not be addressed by name a student. The purpose of asking a question is to make attentive each and every student of the class.

(2) There should be evenly distribution of questions over the class. The questions should be asked only some students again and again or repatriate. Every student of the class should make feel that he may be asked questions therefore; he should be remaining active in the presentation.

(3) In asking questions and recurring the answers appropriate time should be given. A teacher should not make hurry in this context. On the other hand, he should not make delay. He has to develop curiosity among students.

(4) A teacher should not repeat his questions. He should ask once in the class. In language teaching repetition is useful in presentation.

(5) A teacher should not use unnecessary words before asking question. e.g., yes, you feel or answer etc. or who can answer this question.

(6) The questions should be asked in different ways, one way of asking question should not be used. The teacher should ask questions in various way.

Receiving Answers: The activity of asking questions is simple and easy but receiving answer from the student is difficult. Sometime a teacher loss his patient on absurd answers of the students. The answers of the students reveal the mental state and attitude of the learners. Some students are very active in answering questions; therefore, the teacher should try to others to answer questions. He should confirm the correctness and provide motivation a verbal praise for the right answers. A teacher should answer him self the difficult questions or may provide some clue or hint for correct answer.

A teacher should make suggestions for correct language of the answer. He should try to improve upon the wrong answers. He should make correction immediately.

(2) Narration Technique

It is very essential technique of teaching. This technique is used at various stages of teaching because a teacher has to state something during his presentation. The purpose of narration is to

high light the main aspects of a content. Narration technique means, the statement of a teacher to highlight the major components of teaching content. It is used at the following stages of teaching.

(a) Introductory stage (b) In the presentation of content or at the middle stage of teaching.

(a) At Introductory Stage: In introducing a new topic, a teacher use questions, visual aids, examples for emitting the new topic through students' responses. At the end teacher states the topic in proper words and terms.

(b) At the Stage of Presentation: At developing stage of teaching at several places, to morale to highlight the main aspects of the content. There should be involvement of teacher.

This technique is used in different teaching subjects in different ways. In history teaching, this technique is used to state the part events and facts. The science teacher states the use of the apparatus and the experiences. This technique plays a significant role in social subjects teaching.

Characteristics of Narration Techniques: The following are the main features of this techniques:

- It has the permanent effect on the minds of the students. It makes teaching interesting and economical.
- It highlights the main aspects of teaching content. It helps in summarizing them of the teaching content.
- It makes teaching attentive and develops the capacity of understanding.
- It creates anxiety and curiously among the students.
- It helps in developing reasoning ability related to the content.
- The narration should be interesting appropriate and make use of teaching aids.
- The style of narration should be comprehensive and effective.

(3) Descriptive Teaching

Description is a detailed narration of an event or a scene. A narration is a brief description of an event or a scene. A teacher tries to describe the event or a scene as whole so that learner can comprehend it easily as a whole. Description includes comments and analysis involved feelings. The purpose of descriptive technique is to present an event of a scene. This technique is used in history teaching. The language teaching develops the capacity of using descriptive technique. In writing descriptive essay the students develop the skill of using the technique of teaching. It is used in social studies subjects, language, economic and science teaching.

An effective and interesting use of this technique depends on the following activities:

(1) Style of Description: There should be modulation in using words, organization of sentence and expression. The language of description should be simple, general and clear.

(2) Descriptive Content: The events or a scene which is to be described is to be related to the learner's mental level and his social environment.

(3) Appropriateness of Description: The description should be appropriate according to the learner's interest and stage of development. The technique may leave good impression in natural way.

(4) Completeness of the Description: These should be a holistic approach in the description. The description should be comprehensive. The description should be multi-sided and broad.

Comparison between Narration and Description

Narration Technique	Descriptive Technique
It is brief statement.	It is detailed description of an event or a scene.
It is used causally for stating a topic a theme.	It is used continuously for presenting the whole event.
It should be logically justifiable.	It should be in logical sequence but psychological workable.
	It is highly synthesis. It is used to present the whole rather than part.

It is highly analytical technique. The components of content are narrated.

Narration is mainly oral statement of terms or concepts.

It is used in an introduction of a new topic and in developing a lesson.

The purpose of narration is to develop knowledge of terms, concepts and facts.

Description is oral as well as written

It is used in the presentation or developing a lesson.

The purpose of this technique is to develop understanding of the learners.

(4) Explanation Technique

A teacher makes his teaching content clearer and more understandable. Under this technique teaching content is analyzed in depth. A teacher makes efforts for the comprehensions of his content. It is used to teach the difficult and complex content. The following precautions should be taken in using this technique effectively:

(1) **Appropriate Use of Language:** In the use of this technique language plays significant role. The teacher should have the mastery of language. The language should be simple, accurate, easy and effective.

(2) **Mastery of the Content:** A teacher should have the mastery of the teaching content, so that he can explain in various ways. The teacher can communicate the concepts and ideas appropriately.

(3) **Appropriateness of Explanation:** A teacher should have the insight and understanding to realize the need of explanation. Teaching is an art. This technique makes teaching effective and comprehensible. It should be used when students can not understand through presentation.

(4) **Concreteness in Explanation:** The explanation technique can be more interesting and effective by using teaching aids and examples related to the learner's life situations. This technique is used in language and social study teaching. The grammar of any language can not be taught effectively with out using the technique. The teaching literature also requires the use of this technique for teaching prose and poetry. The information of social subjects can be taught effectively by employing this technique.

This technique of explanation is used in the following manner in teaching language:

(a) Samas teaching, (b) Sandhi analysis, (c) Defining terms and concepts (d) Clarification, (e) Origin of words, (f) Synonymous and (g) Antonymous teaching.

The following precautions should be taken in using the technique.

- The language should be simple easy accelerating and effective.
- In the explanation, moral aspect should not be emphasized.
- Relearned thing should be used in explanation.
- The explanation should not be too large or too small.
- The style of explanation should clear and interesting.
- The teaching aids and devices should be used to make the explanation concrete.
- Under this technique maxim of teaching should be effectively used.
- The explanation should be based on difficulty of the learners or their problems.
- In the explanation proper references should be given to the students for supplementary reading.
- There should be proper and adequate use of black board.

(5) Exposition Technique

An exposition is an important technique of teaching for the understanding of content. The exposition is done in a sequence presentation the narration is supplementary technique for an exposition of content. A exposition is a complete and detailed statement. The narration technique detailed narration of the whole content is done in a sequence way. The description is the general presentation where as exposition is very specific in a logical sequence. An exposition technique is used for clarifying the specific aspect of a content. For example, in the description of 'Cow' various aspects are described while in exposition, the utility of a cow is highlighted. The explanation is done for difficult and complex aspects of content. An exposition is done to highlight some specific aspects of content.

The following precautions should be taken for the effective use of exposition technique:

(1) Wholeness in Exposition: A teacher should be well aware about the all aspects of the content. The content should be presented in an interesting way. Teacher should present all the aspects of the content effectively.

(2) Utility of an Exposition: The exposition is done in the interesting manner according to mental level of the learners. The students should realize the need of the exposition.

(3) Language of Exposition: The teacher should use simple and easy language in exposition of a specific aspect of the content. The language should not be difficult and complex in the exposition.

(4) Specificity and Adequacy Exposition: The exposition technique should be using a specific aspect of content. The main feature of the specific aspect should be highlighted.

Limitations of Exposition Technique: The following are the limitations of expositions technique of teaching:

- It is difficult to decide the specific aspects of content for using exposition technique.
- It is also difficult to arrange the facts in logical sequence for exposition.
- Adequacy of exposition can not be decided in teaching process.
- It is not possible to cater the needs of every student of the class through exposition.

The use of this technique requires mastery of the content and insight into the specific aspects of the content. He should also be aware about individual variations of the learners.

Precautions in Using Exposition Techniques: In view of the above limitations, the following precautions should be taken in using this technique:

The content should be analyzed into the small units which are easily understandable to the learns.

The language of exposition should be simple and easy to understand.

The exposition should be done in view to attain the objectives of teaching.

The teacher should use some criteria to examine the effectiveness and appropriateness of the expositions.

The exposition technique should be used to remove the difficulties of students related to the specific aspects of content.

The exposition technique should be supplemented by the teaching aids, maps, diagrams and charts.

The exposition should be well organized in a logical sequence of the units of content.

The exposition should be supported by the questions to develop curiosity among the students.

(6) Story Telling Technique

It is method and also technique of teaching. It is commonly used for teaching lower classes or small children. It creates curiosity among students and develops the ability of imagination. Generally small children like to listen stories. Teaching can be made easy by using this technique. The students can learn and retain stories for a longer period.

This technique can also be used in teaching higher classes. It is also strategy of teaching. Some teachers are very expert in story telling technique. The use of this technique in teaching is highly psychological. This technique can be used in all the school subjects.

Precautions in Using Story Telling Technique: The following precautions should be taken in using this technique:

- The language of this techniques should be simple easy, interesting and effective.
- The style of story telling should be clear and attractive.
- The climate of classroom should be calm and quit.
- The actors of the story should be close to learners' situations.
- The theme of story should be according to the mental level, interests and emotional stage of the children.
- The story should be the means to serve the purpose of teaching not the end.
- The main objectives of storytelling technique are to develop imagination, curiosity and interest among the learners.
- The story telling technique should always be used orally. The reading should not be done.

- A story telling is an art. Every teaching cannot use it effectively. This skill is to be developing through micro-teaching or simulated social stall training.

At the end of story, some relevant questions should be asked to as certain. Whether students could compass and the theme of the story.

The story telling is a teaching skill, teaching technique and teaching method. Therefore, a teacher should be aware of these facts whether he is using as technique or method of teaching.

(7) Supervised Study Technique

In the earlier techniques of teaching a teacher remains more active in classroom interaction while in supervised study technique learners are more active in teaching process, teacher's job is to supervised the student's activities or written work and he has to assist and guide them in the learning difficulties and problem. This technique is based on the principle of 'learning by doing.' Each and every student work is to be supervised and guided by the teacher but it is difficult to do so as the class size is usually large enough. A teacher role in this technique is as a guide and as a friend. It also facilitates the individual variation in teaching learning process.

This technique is used for two purposes:

To provide the opportunity to do some thing while learning. Every student has to practice.

To supervise the activities of each and every learner. The teacher has to provide the guidance for the learning difficulties.

The supervised study technique is used in various forms:

Conference Plan, (b) Special Teacher Plan, (c) Division of Period Plan

(Review, assignment exercise and study assignment) and (d) Periodical Plan.

The following things are to be taken into consideration while using this technique effectively:

- The study assignment should be according the mental level, interest and attitude of the learners.
- Scientific out book in the study of learners should be developed.
- It develops democratic way of learning. The learners get the freedom as well as guidance in learning process.

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- A teacher should be well aware about material available for self study in the classroom.
- The technique should be used to realize the objectives of teaching easily.

Illustration Technique

- The verbal illustrations should be used side by side.
- Teacher should try to use more visual illustration at lower classes.

CONCLUSION

In this paper we tried to explain we teaching maxims of teaching by our teaching experience and some collected information's from the college of education teachers and many educational journals and books so that we feel that mentioning some as reference may not appropriate. We referred nearly 125 books over the two years so unable mention only few of them.

