Theoretical Background

In national perception education is essentially for all. This is fundamental to material, spiritual and all-round development of everybody. Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in the Constitution. Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.

Many educationists have defined the purpose of education differently -

“The central task of education is to implant a will and facility for learning; it should produce not learned but learning people. The truly human society is a learning society, where grandparents, parents, and children are students together.” Eric Hoffer

“No one has yet realized the wealth of sympathy, the kindness and generosity hidden in the soul of child. The effort of every true education should be to unlock that treasure.” Emma Goldman

“The only purpose of education is to teach a student how to live his life – by developing his mind and equipping him to deal with reality. The training he needs is theoretical, i.e., conceptual. He has to be taught to think, to understand, to integrate, to prove. He has to be taught the essentials of the knowledge discovered in the past – and he has to be equipped to acquire further knowledge by his own effort.” Ayn Rand

“The aim of education should be to teach us rather how to think, than what to think- rather to improve our minds, so as to enable us to think for ourselves, than to load the memory with the thoughts of other men.” Bill Beattie
“The one real object of education is to leave a man in the condition of continually asking questions.” Bishop Creighton

“The central job of schools is to maximize the capacity of each student.” Carol Ann Tomlinson

These quotations demonstrate the diversity of beliefs about the purpose of education. How would one complete the statement, “The purpose of education is ..? If one asks five of one’s fellow teachers to complete that sentence, it is likely that one has five different statements. Some will place the focus on knowledge, some on the teacher, and other on the student. Yet people’s beliefs in the purpose of education lie at the heart of their teaching behaviors.

The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should endeavor to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.

In sum, Education is a unique investment in the present and the future

**Home Science Education**

Home Science, or the science, in simple words, includes all the things that concern oneself, one’s home, one’s family members and one’s resources. It aims at getting maximum satisfaction for oneself and one’s family members through the efficient and scientific use of one’s resources.

- **Home Science means the art of managing one’s resources efficiently and the science of achieving a healthier, happier home and, if need be, a successful career.**
Here the words “art” and “science” have been used together in the above definition. This is because Home Science teaches the art of using things so that a beautiful, harmonious whole is achieved and an overall pleasant effect is created. At the same time, it gives all the knowledge of the scientific procedures involved in making a home beautiful. For example, Home science teaches about the different nutrients required by the body and the different functions they perform. This is the “science”. When one is able to select various dishes having those necessary nutrients and serve them attractively to one’s family, it is an art. This combination of science and art holds true in every sphere of one’s life like any of the following –

- the house that one lives in;
- the food that one eats;
- the clothes that one wears;
- the family that one cares for;
- the resources that one uses;
- the environment around us;
- The skills that can lead to a successful career.

The philosophy of Home Science aims at utilization of modern science to improve home living, study of humanities to improve family life, sound scholarship for intellectual thinking, research to increase information on facts of life, use of all resources to make home and family effective parts of the social fabric, emphasis on the control of material things to realize the higher spiritual blessings, making natural and social forces useful towards realizing time and energy to make life more beautiful, gracious and worthwhile.

Home Science encompasses the five major components as follows-
The role of Home Science lies in developing women power and thereby achieving the goals of family life and protecting health. According to Sarvoday leader Smt. Meera Bhatt, “The realization of inner strength itself is women empowerment”. Home Science education has played an important role in strengthening the inner ability of our women by enhancing their level of education and by imparting financial independence. It has been a major pathway for women into public education and for providing entry to a wide variety of careers for women in academia, business, public education, government and health care. This development of women is essential not merely for the benefit of womenfolk but for the very survival of the society, for the progress, peace and prosperity of the country. From another angle, the Home scientist as a home maker enriches the quality of life of her family members and the society while the Home scientist who also enters a career takes on multiple responsibilities and makes strides at the home front and in her career sphere.

**Concept of Teaching**

Teaching is an art which prepares the learner for life by imparting the necessary knowledge and skills. Learner needs to be developed holistically to make a right use of the knowledge and skills. When the societies are degenerating with dominant material interests, increasing immorality and threatening violence, teacher needs to be more alert to play his judicious role. Fear, anxiety, conflict, enmity are seeping into the classrooms. Hence the teacher has to promote every learner to feel the situation to think independently, critically
and even creatively, to take right decisions and solve the problems. At this stage of human evolution self-awareness develops self-discipline with a matured balance of emotions.

Silvermal (1966) expresses, teaching as an art as well as science in the following words:

“To be sure—teaching, like the practice of medicine, is very much an art which is to say, it calls for exercise of talent and creativity. But like medicine, it is also a science, for it involves a repertoire of techniques, procedures and skills that can be systematically studied and described and improved. A good teacher like a great doctor is one who adds creativity and inspiration to the best repertoire.”

H.C Morrison (1934) says: “Teaching is an intimate contact between a more mature personality and less mature one which is designed to further the education of the latter.”

According to American Educational Research Association Committee on the ‘Handbook of research on teaching’, 1962 “Teaching is a form of interpersonal influence aimed at changing the behavior potential of another person.”

B.O.Smiths (1963) defines teaching: “Teaching is a system of action involving an agent, and in view a situation including two sets of factors those over which the agent has no control (class size, size of classroom, physical characteristics of pupil’s etc.) and those that he can modify ways of asking questions almost instruction and ways of structuring information or ideas gleaned.”
Michael Oakeshott (1971) defines teaching in this way: “Thus teaching may be said to be a two fold activity of communication of ‘information’ (which I shall call ‘imparting’) and instructional procedure designed by the teacher.”

According to Oakeshott, there are five tasks that a teacher performs in teaching:

- Conveying of information to his pupil,
- Organization of information of a subject,
- Being aware that information is being used,
- Instructional procedure followed for specific content, and
- Acquiring the ability to detect the individual intelligence, which is at work in every utterance?

Amidon (1967) has tried to give a comprehensive definition of teaching. He has defined teaching as “an interactive process, primarily involving classroom talk which takes place between teacher and pupil and occurs during certain definable activities.” He has recognized four types of teaching activities: (i) motivating (ii) planning (iii) counseling and (iv) evaluating.

The functional definition of teaching can be:

Teaching is a tripolar process which involves active participation of the teacher, the learner and the teaching–learning situation leading to the modification in the behavior of the learner.

Some other propositions about teaching, which may be useful, have been given as below:

**Teaching is a profession not a job**: There is a difference between a profession and a job. A job is one, which can be accomplished with skill and dexterity in
different situations and sectors. The skills that one has acquired are such that can be used in a variety of situations and sectors. These skills are not specifically confined to anyone particular sector. For instance, a good typist is useful in many sectors. If he is good he could work in a school, office, hospital, wherever he is necessary. While a teacher, a doctor, an engineer or an advocate are those who have to work in a particular sector for which they have been trained. The urge to grow continuously is the hallmark of any professional. Since teaching fits into this, it is said to be a profession and not a job.

**Teaching is an autonomous and reflective practice:** A teacher is a professional and a practitioner. Teaching is also an autonomous practice where the teacher has freedom to choose his time, mode, tools and techniques in his teaching and also owns up the consequences of the freedom one has taken. It is a reflective practice in the sense that a teacher can learn from his mistakes and improve continuously. One does not become complacent about the accomplishments but with learner’s attitude, he continues to grow.

**Teaching refers to providing learning opportunities:** In the changing contexts, it is all the more necessary to accept that teaching must be construed as an activity of providing learning opportunities for the learners. A learner is at the centre. All attempts are to be made to see that the learner learns to his best under the most conducive atmosphere. So, a teacher has to assume teaching as an activity of providing learning opportunities based on the needs of the learners. This perspective of a teacher and teaching can give a comprehensive dimension of teaching.

**Teaching is human engineering and soul doctoring:** “The term ‘human engineering’ has an implicit meaning of the possibility of modifying and constructing human behavior in intended ways on the basis of certain technical procedures. The term ‘soul doctoring’, on the other hand, puts it on an altogether different plane. Just as a doctor prevents and/or cures any undesirable bodily
ailments whenever approached, teaching deals with the inner spirit or soul of the individual to ensure its nurturing. The human personality can be ‘engineered’ and through proper ‘doctoring’, it can be maintained healthy. The emphasis is on the recipient of teaching- the learner” – Yadavand Lakshmi, 2003.

**Types of Teaching:**

The variables of teaching and their functions can be presented in the following chart.

![Diagram](image)

**Functions of Teaching**

- **Diagnostic**
  - (i) Analysis of teaching problem
  - (ii) Determining entering behavior of people
  - (iii) Individual differences
  - (iv) Analysis of task elements
  - (v) Analysis of content

- **Remedial**
  - (i) Selection of teaching strategies & tactics
  - (ii) Arranging feedback devices

- **Evaluating**
  - (i) Construction of criterion test.
  - (ii) Evaluation of behavioral changes
  - (iii) Diagnostic Phase

**Top ten Requirements of good teaching**

**One.** Good teaching is as much about passion as it is about reason. It's about not only motivating students to learn, but teaching them how to learn, and doing so in a manner that is relevant, meaningful, and memorable. It's about caring for craft, having a passion for it, and conveying that passion to everyone, most importantly to the students.
Two. Good teaching is about substance and treating students as consumers of knowledge. It's about doing one's best to keep on top of one's field, reading sources, inside and outside of one's areas of expertise, and being at the leading edge as often as possible. But knowledge is not confined to scholarly journals. Good teaching is also about bridging the gap between theory and practice. It's about leaving the ivory tower and immersing oneself in the field, talking to, consulting with, and assisting practitioners, and liaison with their communities.

Three. Good teaching is about listening, questioning, being responsive, and remembering that each student and class is different. It's about eliciting responses and developing the oral communication skills of the quiet students. It's about pushing students to excel; at the same time, it's about being human, respecting others, and being professional at all times.

Four. Good teaching is about not always having a fixed agenda and being rigid, but being flexible, fluid, experimenting, and having the confidence to react and adjust to changing circumstances. It's about getting only 10 percent of what you wanted to do in a class done and still feeling good. It's about deviating from the course syllabus or lecture schedule easily when there is more and better learning elsewhere. Good teaching is about the creative balance between being an authoritarian dictator on the one hand and a pushover on the other.

Five. Good teaching is also about style. Should good teaching be entertaining? Does this mean that it lacks in substance? Not a chance! Effective teaching is not about being locked with both hands glued to a podium or having one's eyes fixated on a slide projector while you drone on. Good teachers work the room and every student in it. They realize that they are the conductors and the class is the orchestra. All students play different instruments and at varying proficiencies.

Six. This is very important -- good teaching is about humor. It's about being self-deprecating and not taking oneself too seriously. It's often about making innocuous jokes, mostly at one's own expense, so that the ice breaks and
students learn in a more relaxed atmosphere where one, like them, is human with one’s own share of faults and shortcomings.

**Seven.** Good teaching is about caring, nurturing, and developing minds and talents. It's about devoting time, often invisible, to every student. It's also about the thankless hours of grading, designing or redesigning courses, and preparing materials to still further enhance instruction.

**Eight.** Good teaching is supported by strong and visionary leadership, and very tangible institutional support -- resources, personnel, and funds. Good teaching is continually reinforced by an overarching vision that transcends the entire organization -- from full professors to part-time instructors -- and is reflected in what is said, but more importantly by what is done.

**Nine.** Good teaching is about mentoring between senior and junior faculty, teamwork, and being recognized and promoted by one’s peers. Effective teaching should also be rewarded, and poor teaching needs to be remediated through training and development programs.

**Ten.** At the end of the day, good teaching is about having fun, experiencing pleasure and intrinsic rewards ... like locking eyes with a student in the back row and seeing the synapses and neurons connecting, thoughts being formed, the person becoming better, and a smile cracking across a face as learning all of a sudden happens. Good teachers practice their craft not for the money or because they have to, but because they truly enjoy it and because they want to. Good teachers couldn't imagine doing anything else.

**Concept of Effective Teacher/ Effective Teaching**

Effective teaching is defined as either that which (a) causes students to learn and grow, or (b) is accepted by teachers and other educational
professionals. Both definitions yield lists of teaching behaviors that can be assessed by trained classroom observers using performance-based evaluation.

**Some definitions of effective teacher:**

“An effective teacher is a good person who meets the community ideal for a good citizen, good parent, and good employee. He or she is expected to be honest, hardworking, generous, friendly, and considerate, and to demonstrate these qualities in their classrooms by being authoritative, organized, disciplined, insightful, and dedicated. However, this definition lacks clear objective standards of performance.”

“An effective teacher is one who has an achievement-motivated personality with a strong commitment and rich teaching experiences. He or she is expected to have a motivation to teach, empathy towards children, and good records at college GPA and student teaching.”

However, this definition does not reflect a teacher's day-to-day work in the classroom, does not include the most important and obvious measure of all for determining good teaching: the performance of the students who are being taught.

“An effective teacher is one who concerns students' learning outcomes. He or she is expected to demonstrate five key behaviors and five helping behaviors in teaching. Five key behaviors are: 1) lesson clarity, 2) instructional variety, 3) task orientation, 4) engagement in the learning process, and 5) student success. Five helping behaviors are: 1) using student ideas and contributions, 2) structuring, 3) questioning, 4) probing, and 5) teacher affect.”

However, there can be no single definition of the effective teacher because there is no simple definition. The effective teaching varies with the age of the student population, background, subject matter etc. The multiple definitions will be more accurate to describe what is an effective teaching?
Traits of effective teacher: Although many people believe that good teaching is impossible to define in any general way, a large body of research suggests that certain characteristics are consistently associated with good college teaching as viewed by students, other teachers, and administrators.

The main characteristics of effective teacher are:

- The teacher should get right down to business. He should begin class promptly and should be well organized.
- The teacher should teach at an appropriately fast pace, but should stop regularly to check student comprehension and engagement.
- He should use a variety of instructional strategies rather than lecture alone.
- He should be focused on the topic and on his instructional objectives and should not get sidetracked. His explanations should be clear.
- He should use humor according to his own style.
- He should practice good classroom management techniques, holding the attention and respect of the group.
- He should interact with students by providing immediate answers to questions or comments and corrective feedback when needed. He should praise student answers and should use probing questions to extend the answers.
- He should provide a warm classroom climate by allowing students to speak freely and by including personal humor or other attempts to relate to students as people.
- He should use nonverbal gestures, walking around, and eye contact, to reinforce his comments.
Methods of Assessing Teacher Competencies:

The single greatest obstacle to use of consequence competencies in teacher appraisal is the paucity of research evidence linking specific knowledge and performance competencies to pupil outcomes. In the absence of such evidence, appraisals, have, during the last two decades, relied primarily on four methods to assess knowledge and performance competencies.

(a) **Judgment:** The performance of teacher has been appraised nevertheless, though often with non-empirical methods and criteria: typically, the appraiser has used his or her own personal judgment to determine the competency of a teacher. As might be expected this practice is considered the least valid of the four approaches.

(b) **Observation:** Among the alternatives to assessing teacher competencies from personal judgment is in classroom observations. The classroom observations involve systematically recording a variety of specific, discrete teacher behaviors that are assumed according to theoretical framework, to be related to pupil growth. After these behaviors are observed and recorded, they are correlated with indices of pupil change to validate their importance.

(c) **Theoretical framework of teacher behavior:** The third procedure of assessing teacher competencies used existing theory regarding the teaching learning process to predict effective teacher-behaviors. Since the researcher uses theory to plan his or her study the development of logical theory should precede the actual research. In the field of teacher behavior, however, persuading theories providing a logical and coherent rationale for encouraging certain teacher behaviors have not been forthcoming. The dearth of theory in the field of teacher behavior is particularly disappointing teacher competencies.

(d) **Experimental studies:** Experimental research is a sophisticated method of deriving teacher competencies. While the correlational research associated with classroom observations typically relates teacher behavior to pupil and
comes experimental research assignee teacher with observably different styles to separate categories observation and analysis.

**Criteria of Teacher Effectiveness:**

Barr and Mittzel have classified the criteria of teacher effectiveness into three categories:

1) **Presage Criteria** - It involves the personal qualities of teacher such as cognitive abilities, intelligence creativity, aptitude and attitude and non-cognitive abilities such as personality, values, interest morale etc.

2) **Process Criteria** - It includes the practical teaching abilities and skills. It concerns with verbal and non-verbal classroom teaching activities or teacher behavior. The feedback devices can be used for modifying and improving class-room teacher-behavior. The teaching skills and competencies are developed with the help of micro teaching and simulated social skill teaching the verbal behavior of classroom teaching is improved with the help of interaction analysis techniques. The quality of content is improved by using a program instruction as a feedback devise. The process criteria are dependent on presage criteria.

3) **Product Criteria** - It includes the student achievement and attitude which have been developed by teaching. These are the dependent criteria on presage and process criteria. The teaching effectiveness and teacher effectiveness are usually examined, in terms of students learning outcomes. The improvement and modification of teacher behavior ultimately influences the product criteria.

**The Four Aces of Effective Teaching**

The "Four Aces of Effective Teaching" (Walls, 1999) summarize the most prevalent recommendations from the teaching-effectiveness research literature. They are the strongest links between what teachers can do and the learning that
students achieve. The Four Aces represent a consolidated way of thinking about the "process" of teaching as it influences the "product" (student learning). The Four Aces of Effective Teaching are summarized as:

**Ace 1: Outcomes**

The first Ace of Effective Teaching concerns the utilization of an outcomes-based instructional orientation. Outcomes enable students to focus their attention on clear learning goals. These outcomes inform students of where they are going and how they will get there. Outcomes also provide the teacher with a framework for designing and delivering the course content. Furthermore, outcomes enable teachers to assess student learning as a measure of their own instructional effectiveness. More effective teachers use designated outcomes as a basis for the establishment of curricular alignment. Curricular alignment is the degree to which the employed instructional methods and assessment techniques enable the student to acquire and/or demonstrate the desired outcomes.

**Ace 2: Clarity**

The second Ace of Effective Teaching involves the clarity of instruction. More effective teachers typically provide students with highly explicit directions and explanations concerning the course organization and content. When delivering instruction, nothing should be left to chance. If students are not meeting one’s expectations, one’s methods of delivery may lack the required degree of clarity. When a teacher tells, shows, and makes the message available from alternate perspectives to alternate senses, that teacher is engaged in effective instructional practice. Additionally, the course should be structured in a way that affords students the opportunity to make connections between the new material that is being presented and the concepts that they have already learned. This instructional strategy is referred to as curricular scaffolding. When a teacher helps students connect new information with what they already know, the teacher is assisting these students in accurate organization of information.
Ace 3: Engagement

The third Ace of Effective Teaching is engagement. This principle suggests that students learn by doing. The formal lecture represents an archaic model defined by instructor as deliverer and student as receiver. This model exemplifies one-way communication and perpetuates an incomplete model of education. Accordingly, teachers must create a dynamic, educational environment that affords students the opportunity to practice every concept that they are learning. More effective teachers utilize instructional strategies that engage students repeatedly throughout the entire lesson. This engagement should begin early in the lesson and continue throughout the lesson introduction, body, and closure. As a general rule, a teacher should limit a lecture to no more than thirty minutes before employing a learning activity that actively engages all students (Walls & Cather, 1987). Furthermore, these engagement activities are intended to facilitate the development of the knowledge, skills, and attitudes that will enable the student to accomplish the previously identified lesson outcomes. This type of curricular alignment is a critical component of an effective, student-centered learning environment.

Ace 4: Enthusiasm

The fourth Ace of Effective Teaching is enthusiasm. As straightforward as it may seem, "if you hate to teach it, your students will hate to learn it." Conversely, if one loves to teach it, one’s students may very well love to learn it. Enthusiasm is contagious. More effective teachers display a high level of enthusiasm that reflects their professional competence and confidence. These characteristics are derived from the individual teacher’s subject matter knowledge and instructional experience. Teachers can begin to establish a positive learning environment by showing their passion for the subject matter, using student names, reinforcing student participation during class, and being active in moving among the students. The most critical component for fostering classroom enthusiasm, however, is student success. Accordingly, it is the teacher's
responsibility to establish a classroom environment that allows for a high degree of student achievement. Ultimately, high levels of student achievement serve as a powerful motivator for both student and teacher.

Joseph Lowman (1996) describes two main dimensions of effective college teaching: intellectual excitement (enthusiasm, knowledge, inspiration, humor, interesting viewpoint, clarity, and organization) and interpersonal concerns/effective motivation (concern, caring, availability, friendliness, accessibility, helpfulness, encouragement, and challenge). Chickering and Gamson (1991) consistently identify knowledge of subject matter, organizational skills, enthusiasm, clarity, and interpersonal skills as marks of the effective teacher. This is commonly agreed that the characteristics of good teaching are not mysterious or extremely discipline-specific.

Inspection of these characteristics fails to support another commonly held belief about teaching: “Good teachers are born, not made.” While certain characteristics, such as humor and interpersonal skills, seem to come easily to some people and not others, people are not born with knowledge of a given discipline or competency in the use of instructional strategies. Furthermore, those who exhibit these qualities most consistently state that they work hard at attaining them and are very conscious of their actions and their effects.

**Instructional Procedures:**

Instructional Procedures describe the teaching process: Most of the decisions a teacher takes on the basis of these procedures. The management of teaching of skills, language, concepts, principles and problem solving result in those changes in student behavior which we call learning outcomes or level of performance.

“The instructional procedures imply the components of skill and knowledge. They are clearly analyzed and defined and instructions are arranged
to the components not already possessed by the students and instructions are revised until objectives are attained.”

Glaser (1964), Tiedmann (1966) and Anderson (1969) have defined the instructional procedure. “A Process that includes specifying objectives, managing of teaching skills, language, concepts, principles and problem solving, then trying and revising material and techniques usually result in effective instruction.”

An effective instructional strategy is required to develop the following components:

1) **Preparation of objectives** - The first requirement of an effective instructional procedure is to identify objectives and write them in behavioral terms. The instructional decisions are based upon these objectives—cognitive, affective and psychomotor.

2) **Task Analysis** - The second requirement is to analyze the skill and knowledge that a student requires to achieve the objectives.

3) **Entering behavior** - This step is to determine the prerequisite in terms of skill and knowledge of students.

4) **Content of teaching** - This is crucial aspect of instructional procedure. In this step instructional materials and techniques for teaching the concepts, principles, problem solving, skills and language are identified in the task analysis.

5) **Procedure for teaching** - Concepts, principles, problem solving, skill and language are the components of teaching. The different steps are required for teaching these components.

6) **Evaluation of students’ performance** - After teaching, students’ performance is evaluated to determine that all students have attained each objective.

7) **Diagnosis and remedial teaching** - The purpose of evaluation is not only to determine the level of performance but also to diagnose the causes of
students’ poor performance. This provides the basis for preparing remedial instructions to re-teach the students.

**Teaching Styles**

Teaching styles can be classified according to a number of dimensions that represent how the teachers approach their students, the ways in which they think learning takes place, and personal strengths and preferences. Lowman (1996), observes that exemplary college teachers “appear to be those who are highly proficient in either one of two fundamental sets of skills: the ability to offer presentations in clearly organized and interesting ways [intellectual excitement] or to relate to students in ways that communicate positive regard and motivate them to work hard to meet academic challenges [interpersonal rapport]. All are probably at least completely competent in both sets of skills but outstanding in one or, occasionally, even both of them.

Grasha (1996) delineates five teaching styles:

**Expert** – is concerned with transmitting information from an expert status; challenges students to enhance their competence

**Formal authority** – is concerned with the acceptable ways to do things and providing students with the structure they need to learn

**Personal Model**—believes in teaching by personal examples; oversees and guides students to emulate

**Facilitator** – emphasizes the personal nature of teacher–student interactions; guides students toward developing their capacity for independent action

**Delegator** – is concerned with developing students’ capacity to function autonomously; encourages independent projects
Grasha advocates an “integrated model of teaching and learning styles, recognizing that individual teachers will naturally exhibit different styles, but stressing that teachers must cultivate certain styles so that they can use approaches that are appropriate to the instructional situations and kind of learners they encounter. For example, he observes that a blend of the Expert-Formal Authority styles works best with learners who are dependent and less capable with the content. Grasha advocates that teachers reflect on their stylistics approaches and make conscious decisions about these.

**Effective Teaching Practices**

Currently, the following theories are considered to be informative with respect to pupils' learning:

1) Behaviourism
2) Information Processing Theory
3) Constructivism

**1) Behaviorism:**

*Behavioural Learning Theory*, which was developed by psychologists such as Pavlov, Skinner and Bandura from the 1920’s onwards, emphasises *change in behaviour* as the main outcome of the learning process. Behavioural theorists concentrate on directly observably phenomena using a strict positivistic scientific method borrowed from the natural sciences (see full details in Muijs and Reynolds, 2001).

Main tenets are that one can condition learning by providing positive reinforcement to teach desired behaviours and negative reinforcement to deter unwanted behaviour.
Bandura’s theory of observational learning is particularly relevant to direct instruction models. This contains four stages:

1. **Attention Phase**: the first phase of learning is paying attention to a particular model. Students will tend to pay more attention if the model is perceived as successful, attractive, interesting and popular.

2. **Retention Phase**: Once the students' attention has been captured (e.g. by the teacher), the teacher must model the behavior s/he wishes the students to imitate, and then give them a chance to practice that behavior. An example of this type of teaching would be the modeling of handwriting.

3. **Reproduction**: During the reproduction phase learners try to match their behavior to that of the model, e.g. after having learnt a times table, can the students independently reproduce it?

4. **Motivational Phase**: The final step in Bandura’s model is motivation. Students will imitate a model because they think that this will increase their chances of receiving reinforcement. This phase in the classroom can, for example, consist of praise or the awarding of grades, so students know what it is the teacher wants them to do, and also that doing so carries rewards.

2) **Information Processing Theory**

*Cognitive Information Processing Theory* is a more recent development, inspired by the evolution of computing technology. Especially important in this theory is the role of memory in learning processes. The memory consists of three parts: the sensory buffer, the working memory and the long-term memory.

The memory works as follows: one’s experiences (tactile, visual or auditory) are registered in the sensory buffer, and then converted into the form in which they are employed in the working and long-term memories. The sensory buffer can register a lot of information, but can only hold it briefly. Some parts of
the information in it will be lost; other parts will be transmitted to the working memory. The working memory is where —thinking gets done“. It receives its content from the sensory buffer and the

Long-term memory but has a limited capacity for storing information, a fact that limits human mental processes. The working memory contains the information that is actively being used at any one time. The long-term memory has a nodal structure, and consists of neural network representations, whose nodes represent chunks in memory and whose links represent connections between those chunks. As such, nodes can be equated with concepts, and links with meaningful associations between concepts. Together these form schemata, or clusters of information. Activating one item of the cluster is likely to activate all of them. Information Processing Theory thus emphasizes the importance of helping students to memorize content, by connecting new knowledge to the schemata already in existence, and aiding students by providing them with clear structures to form new schemata. This is clearly connected to the need for structure and clarity in presentations, which are particularly stressed in direct instruction. The use of advance organizers (which can sometimes take the form of schemata themselves) is based on this theory of learning.

3) Constructivism

Constructivist Theory emphasizes the active role of the learner in constructing his/her learning. Learning in this view does not result from transmission of information by the teacher which is "soaked up" by the learner, but consists of the learner reconfiguring her/his reality based on her/his actions on the environment. This means that learning needs to be active, and that teaching can have unpredictable results on learning. The two main theorists to influence this view are Piaget (e.g. Inhelder and Piaget, 1958) and Vigotsky (1973). The Swiss psychologist Jean Piaget, argued that in order to understand how children think one has to look at the qualitative development of their ability to solve
problems. Cognitive development, in his view, is much more than the addition of new facts and ideas to an existing fund of information. Rather, children's thinking changes qualitatively; the tools which children use to think change, leading children and adults, and indeed children at different stages of development, to possess a different view of the world. A child’s reality is not the same as that of an adult. According to Piaget, one of the main influences on children's cognitive development is what he termed *maturation*, the unfolding of biological changes that are genetically programmed into us at birth. A second factor is *activity*. Increasing maturation leads to an increase in children’s ability to act on their environment, and to learn from their actions. This learning in turn leads to an alteration of children’s thought processes. A third factor in development is *social transmission*, learning from others. As children act on their environment, they also interact with others and can therefore learn from them to a differing degree depending on their developmental stage. A Soviet psychologist, Lev Vigotsky’s (a contemporary of Piaget) main interest was the study of language development, which he believed initially develops separately from thought, but starts to overlap with thought more and more as the child grows up. According to Vigotsky, a non-overlapping part still remains later in life, some non-verbal thought with some non-conceptual speech remaining even in adults. A major disagreement between Piaget and Vigotsky was that Vigotsky did not think that maturation in itself could make children achieve advanced thinking skills. Vigotsky, while seeing a role for maturation, believed that it was children's interaction with others through language that most strongly influenced the level of conceptual understanding they could reach. Vigotsky thus believed that one can learn from others, both of the same age and of a higher age and developmental level. One of the main ways this operates is through *scaffolding* in the *zone of proximal development*. This latter concept, one of Vigotsky’s main contributions to learning theory, refers to the gap between what a person is able to do alone and what s/he can do with the help of someone more knowledgeable or skilled than him/herself. It is here that the role of teachers, adults and peers comes to the fore in children's learning, in that they can help bring the child's knowledge to a higher level by intervening in
the zone of proximal development by providing children’s thoughts with so-called scaffolds, which once the learning process is complete are no longer needed by the child. Not all children are as educable in this respect, some being able to learn more in the zone of proximal development than others. Thus, for Vigotsky, it is co-operation that lies at the basis of learning. It is œ formal and informal œ instruction performed by more knowledgeable others, such as parents, peers, grandparents or teachers that is the main means of transition of the knowledge of a particular culture. Knowledge for Vigotsky, like for Piaget, is embodied in actions and interactions with the environment (or culture), but unlike Piaget, Vigotsky stresses the importance of interaction with a living representative of the culture.

**Effective ways to teach Bloom’s Cognitive Domain:**

Although Mager and Krathwohl have done appreciable work regarding classification of learning objectives, Prof. B.S.Bloom’s contribution in this direction has special importance. Its main reason is that Bloom’s classification is directly related to the teaching learning environment and evaluation. This has proved more helpful in formulating the techniques of effective teaching.

Linda B.Nilson, Clemson University Orlando, has suggested effective teaching techniques for six stages of Bloom’s Cognitive domain:

**Knowledge**

➢ To measure knowledge (common terms, facts, principles, procedures), ask these kinds of questions: Define, Describe, Identify, Label, List, Match, Name, Outline, Reproduce, Select, State
Effective Teaching Techniques

- Provide a meaningful context to link new information and past and/or future knowledge.
- Organize information into coherent groups or themes.
- Share devices to improve memory such as mnemonic patterns, maps, charts, comparisons, groupings, highlighting of key words or first letters, visual images, and rhymes.
- Have students practice recalling and restating information.
- Point out parts, main ideas, patterns, and relationships within sets of facts or information.

Effective Assessments

- Have students recognized and/or identify information.
- Have students recalled and reproduced information.
- Have students restate information.

Comprehension

➢ To measure comprehension (understanding of facts and principles, interpretation of material), ask these kinds of questions: Convert, Defend, Distinguish, Estimate, Explain, Extend, Generalize, Give examples, Infer, Predict, Summarize

Effective Teaching Techniques

- Outline, explain, or visually show what will be learnt in simple form.
- Explain with concrete examples, metaphors, questions and/or visual representations.
- Teach students how to take / make good class notes and/or provide them with skeletal notes of lectures and class activities for them to fill in.
• Have students relate new to previously learnt information.
• Have students paraphrase or summarize new information.
• Have students construct visual representations of main ideas (mind or concept maps, tables, flow charts, graphs, diagrams, pictures, etc.)
• Give students opportunities to add details, explanations, or examples to basic information.
• Have students apply knowledge or information.

Effective Assessments

• Have students give a summary or restatement of information.
• Have students describe or explain phenomena or concepts in their own words.

Application

➢ To measure application (solving problems, applying concepts and principles to new situations), ask these kind of questions: Demonstrate, Modify, Operate, Prepare, Produce, Relate, Show, Solve, Use

Effective Teaching Techniques

• Define the contexts, problems, situations or goals for which given procedures are appropriate.
• Explain reasons why procedures work for different types of situations.
• Define procedures, including the rules, principles, and/or steps.
• Provide the vocabulary and concepts related to procedures.
• Explain steps as they are applied.
• Give students practice in applying procedures.
• Assure students’ readiness by diagnosing and strengthening their command of related concepts, rules, and decision-making skills.
- Provide broad problem-solving methods and models.
- Give students practice in solving different types of problems.
- Begin with having students solve highly structured problems, then gradually move them to less structured ones.
- Pose questions to guide student thinking about problem components, goals, and issues.
- Give students guidance in observing and gathering information, asking appropriate questions, and generating solutions.
- Give students practice in finding trouble, inequities, contradictions or difficulties and in reframing problems.
- Give students practice and drills to improve their speed, consistency, and ease in following problem solving steps.

**Effective Assessments**

- Have students apply the material to a problem or situation.
- Have students generate new examples and non-examples.
- Have students choose types of problem-solving strategies for different situations.

**Analysis**

To measure analysis (recognition of unstated assumptions or logical fallacies, ability to distinguish between facts and inferences), ask these kinds of questions; Diagram, Differentiate, Distinguish, Illustrate, Infer, Point out, Relate, Select, Separate, Subdivide.

**Effective Teaching Techniques**

- Provide a clear definition of each concept.
- Point out important or unimportant features or ideas.
- Point out examples and non-examples of the concept, showing similarities and differences.
• Give students practice in classifying concepts.
• Give students a wide range of examples, increasing their complexities with time.
• Emphasize the relationships between concepts.
• Explain different types of thinking strategies, including how to think open-mindedly, responsibly, and accurately.
• Give students practice in applying, transferring, and elaborating on thinking strategies.
• Encourage students to persist when the answers are not apparent.
• Encourage students to self reflect and self evaluate.
• Ask questions that make students explain why they are doing what they are doing.
• Guide students in how to do systematic inquiry, detect flaws in thinking, and adjust patterns of thinking.

Effective Assessments

• Have students identify or classify concepts, examples, or phenomena into correct categories.
• Have students identify types of thinking strategies to analyze and evaluate their own thinking.
• Have students summarize different types of thinking strategies.
• Have students choose the best type of thinking strategy to use in various situations.
• Have students detect instances of open-v.-closed-mindedness.
• Have students detect instances of responsible v. irresponsible and accurate v. inaccurate applications of thinking strategies.
• Ask students questions that require their persistence in discovering and/or analyzing data or information.
• Have students apply specific thinking strategies to different real-world situations.
• Have students solve structured and unstructured, simple and complex problems.
• Have students state procedures, principles, or rules.
• Have students choose which ones to apply in different situations.
• Provide situations that require students to recognize the correct use of procedures, principles, or rules with routine problems.
• Provide situations that require students to demonstrate the correct use of procedures, principles, or rules with routine problems.

**Synthesis**

→ To measure synthesis (integrate from different areas or solve problems by creative thinking), ask these kinds of questions: Categorize, Combine, Compile, Devise, Design, Explain, Generate, Organize, Plan, Rearrange, Reconstruct, Revise, Tell.

**Effective Teaching Techniques**

• Promote careful observation, analyze, description, and definition.
• Explain the process and methods of scientific inquiry.
• Explain and provide examples of (a) typical solution procedures, (b) how to form hypotheses, (c) how to speculate, and (d) how to identify and interpret consequences.
• Assign students inquiry and discovery activities.
• Encourage independent thinking and avoiding dead ends and simplistic answers.
• Have students explain their experiences with inquiry activities and the result of their inquiry activities.
• Provide students with challenging thinking situations with concrete data to manipulate.
• Provide students with examples of creativity.
• Have students provide examples of creativity.
• Give students models, metaphors, and analogies.
• Encourage students to take novel approaches to situations and problems.
• Show and provide students practice in turning a problem upside down or inside out or changing perceptions.
• Encourage students to brainstorm.
• Pose students questions and problems with multiple answers.
• Give students opportunities for upgraded, unevaluated creative performance and behaviour.

**Effective Assessments**

• Put students in situations requiring inquiry and discovery.
• Have students resolve situations or solve problems that require speculation, inquiry, and hypothesis formation.
• Have students resolve situations or solve problems requiring novel approaches.
• Have students design a research study to resolve conflicting finding.
• Have students write the limitations section of a research study.
• Have students write the conclusions section of a research study.
• Give students new problems to “turn upside down,” study, or resolve- perhaps puzzles, dance performances, drama performances, or products to create.
• Have students develop products or solutions to fit within particular functions and resources.

**Evaluation**

➤ To measure evaluation (judging and assessing), ask these kinds of questions: Appraise, compare, Conclude, Contrast, Criticize, Describe, Discriminate, Explain, Justify, Interpret, Support.
Effective Teaching Techniques

- Create conflict or perplexity by posing paradoxes, dilemmas, or other situations to challenge students’ concepts, beliefs, ideas, and attitudes.
- Focus on teaching students how to recognize and generate proof, argument, and criteria for judgments, and then give them practice in these cognitive operations.
- Give students practice in detecting mistakes, false analogies, relevant v. irrelevant issues. Contradictions and faulty predictions.
- Have students critique each other’s work.
- Give students practice in drawing inferences from observations and making predictions from limited information.
- Explain and show students the consequences of choices, actions, and behaviors.
- Provide students with relevant human or social models that portray the desired choices, actions, or behaviors.
- Explain and give students practice in recognizing factors that influence choice and interpretations, such as culture, experience, desires, interests, and passions, as well as systematic thinking.
- Have students explain how they form new judgments how and why their current judgments differ from their previous ones.

Effective Assessments

- Have students evaluate information or results.
- Have students critique a research study.
- Have students use of analysis and research in arriving at best solutions.
- Have students make choices among possible behaviors and justifications.
## Instructional Methods and Nature of Teaching Learning

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## Techniques for Higher Teaching

Most of the teaching methods or strategies and techniques have been developed for secondary level to achieve the lower objectives of learning. At
college and university level, teaching, lecture method is most commonly used which does not encourage the higher learning. One's teaching confines to memory level from primary level to university level.

The purpose of higher learning is to develop the abilities of criticism, appreciation, to respect the ideas and feelings of others, to present own ideas and seek clarification. The learner should be able to present his own views on a theme. The potentialities can only be developed by employing higher techniques of teaching and instructions at college and university level. The following are the main techniques which are used for higher learning:

1) **Conference technique:**

In the area of higher teaching learning, the conference is one of the most important techniques. It is used to create higher learning situation by using appropriate instructional technique. The higher cognitive and effective objectives of education are achieved by employing the conference technique.

The conference technique is a meeting of large or small group of people. The participants make up a close knit group which considers certain problems in normal and serious fashion. The conference technique has acquired important place in different areas to discuss and solve the problems: social, political, health, education, scientific, technological & new innovations.

2) **Seminar technique:**

A seminar as an instructional technique involves generating a situation for a group to have guided interaction among themselves on a theme which is generally presented to the group by one or more members. The person who presents the theme should have studied the theme thoroughly before hand. This would mean selection of relevant material at its organization. The collected material is put in the form of paper which is circulated among the participants in
advance or before the paper reading. It provides the structure of the theme, to facilitate its communication.

Thus, seminar is an instructional technique of higher learning which involves paper reading on a theme and followed by the group discussion to clarify the complex aspects of the theme.

3) Symposium technique:

Meaning of symposium is a meeting of persons to discuss a problem. The views on a theme are presented in a sequence. The specific aspect of a theme is presented by an expert of the theme. The definition of the term symposium is as follows:

“The symposium technique/forum serves as an excellent device for informing an audience, crystallizing opinion and general preparing the listener for arriving at decision, policies, value, judgment or understanding”

The main purpose of the symposium is to provide the understanding to the students or listeners on theme or problem specifically to develop certain values and feeling.

4) Workshop technique:

The workshops are organized to develop the cognitive, mainly psychomotor, aspects of the learner regarding practices of new innovations in subject area. Under this technique participants have to do some practical work to produce instructional teaching and testing material.

Workshop is defined as assembled group of ten to twenty five persons who shares a common interest or problem. They need together to improve their individual and skill of a subject through intensive study, research, practice and discussion.
5) Panel discussion technique:

The discussion technique of learning is based on the modern theory of organization. The assumption of this theory is that every member of the organization has the capacity to initiate and solve the problem and brings certain attitude and values to the organization. The techniques at the first time were used by Herry A Ober Street in 1929. He organized a discussion for small group to definite period for the audience. At the end of the discussion audience had also participated. The important questions were put by the audience on the topic. The experts tried and answered the questions and certain points were clarified, which were not included in the discussion. The main objectives of panel discussion are to provide information and new facts and to analyze the current problem from different angle.

It is an effective instructional technique which crate situations to facilitate higher cognitive learning.

Principles of Teaching:

The principles of teaching are not based primarily upon the problems of instruction but can be drawn from various theories of learning. The following principles of teaching are acceptable for practice:

1) Principles emphasized within S-R theory:

i) The learner should be active rather than a passive listener in teaching process.

ii) The principle of repetition or exercise.

iii) The principle of reinforcement.

iv) The principle of generalization and discrimination.

v) The principle of novelty in behavior.

vi) The principle of drive conditions.
2) Principle emphasized on cognitive theory:

i) The principle of perceptual characteristics.
ii) The principle of organization of knowledge.
iii) The principle of learning with understanding.
iv) The principle of cognitive feedback.
v) The principle of goal setting.
vi) The principle of creativity or diversion thinking.

3) Principles of Motivation, Personality and Social Psychology:

i) The principle of individual differences.
ii) The principle of culture and values.
iii) The principle of anxiety level of the students.
iv) The principle of appropriate motives.
v) The principle of self esteem.
vi) The principle of group climate

Problem of Study:

Teaching and learning are so intertwined in the present fast growing field of education that besides teaching students, teacher himself needs learning in order to acquire latest knowledge and techniques of teaching so that he may effectively teach his students making them successful in their future life. A successful teacher believes that effectiveness of instruction can be increased by offering a variety of intellectual challenges to meet students’ needs.

The traditional methods in teaching as well as learning, call for drastic changes in the modern age. The expansion of knowledge and aspirations of generations are fast developing in these years of fast changing world. The furors of quantity and quality in education needed for the time has posed a serious problem in education. The globalization and equalization of educational opportunities have emerged as vital democratic concepts. Hence, the traditional
and authoritarian approach can no longer persist in any democratic institution. These conditions are bound to bring about innovative changes in teaching learning methods. As evidenced by psychological findings, the quality of education largely depends upon effective teaching and learning methods. One has to tune to a strategy of educational methodology evolving new techniques in teaching learning.

The problem of the study gets explained from the need of ‘Effective Teaching’ and ‘Home Science Education’.

Effective teaching is the chief instrument of quality education. It is essentially concerned with translating the objectives of education into action and practice. It is concerned with how best to bring about pupil learning by various activities. Effective teaching may be defined as the teacher’s ability to stimulate intellectually and move them emotionally to instill in them love for learning and develop suitable skills and attitudes.

Home science education covers a broad spectrum of science and technology. The specific goals of Home science Education are to improve the:

Conditions contributing to spiritual, psychological and social development.

Conditions contributing to health and nutrition development.

Physical components of existence and quality and an availability of services which enrich family life.

Home Science education integrates modern scientific knowledge with the cultural an spiritual traditions of the past, the Home science is an ideal discipline for helping families manage human and material resources thus making home life a source of happiness and strength for the family.

Hence from the above two perspectives the problem of the study is stated as:
‘Evolving Effective Teaching Methods for Home Science Teaching at Degree Level with reference to Effective Teachers & Less Effective Teachers’.

**Scope of the study:**

The study was designed to evolve teaching methods for effective Home Science teaching at Degree level.

The effective Home Science teachers were identified on the basis of three criteria namely their teaching attitude, principal’s opinion, student feedback and student results. Then their classroom teaching was video graphed and observed to explore the instructional procedure by the investigator herself. The classroom observations were analyzed and interpreted in terms of teaching procedures, teaching principles, teaching skills, structure of learning and teaching tactics. The teaching techniques and maxims were also identified to reveal the components of instructional procedure employed by them. The instructional strategies were identified for teaching terms concepts, facts principles, generalizations and problem solving with regard to its learning situations generated.

**Objectives of the Study**

1. To identify effective Teaching Methods of Home Science.
2. To identify teaching skills and activities of effective Home Science teaching at Degree Level.

**Hypothesis**

As the study was exploratory in nature therefore the hypothesis could not be formulated and the findings are based on actual observations of actual teaching process employed in classroom teaching by Home Science lecturers.


**Rationale of Study:**

Teaching is a dynamic and well-planned process. It includes series of events through which a teacher attempts to bring desired behavioral changes in his students. All the students do not possess homogenous personalities and learning styles. This heterogeneity in learners requires different method/strategies for teaching-learning process and consequently effective teaching requires alternative methods/strategies to accomplish different goals.

Methods of teaching have an intimate relationship with teaching and instructional objectives. So the main aim of teaching is to bring about socially desirable behavioral changes in the children. Teaching is an art and methods are the way or mode to understand and practice this art. The teaching methods tell the teacher how s/he should teach his/her students. This is true that ‘as in the absence of the correct directions/true path a person cannot reach his destination, in the same way in the absence of proper method the student cannot be given desired knowledge’.

A number of teaching methods have been developed in order to attain the instructional objectives. Idealists have not adopted any specific and definite method of teaching. They prescribe some methods like—Lecture, Discussion, Conversation, Dialogue, and Questions answer, Argumentation etc. Realists emphasize scientific and objective method to teaching. They emphasize Heuristic, Experimental, Self-experience, Research and Correlation method of teaching. Thus they emphasize informal methods of teaching. Naturalists emphasize learning by doing. Learning by experience and learning by playing and advocated some methods like- Observation, Play way, Heuristic, Montessori, Dalton plan and Kindergarten method of teaching. Pragmatists have not specified any teaching method. They have rather emphasized on the principles of learning by doing and learning by experience, purposive process of learning and correlation and integration on the basis of these principles. Kilpatric gave birth to the project method of teaching, which is widely accepted and useful in the teaching of science and mathematics.
Home science is a multi-disciplinary and multi-dimensional study comprising Biochemistry, Biology, Human Physiology, Psychology, and Physics etc. In fact Home Science is not only a subject or merely a group of subjects. It is in fact a way of life. Home Science is divided into five major areas viz. Food and Nutrition, Human Development, Home Management, Clothing Textile and Extension Education. Thus in the field of Home Science, every area is unique and different from other areas.

Therefore to achieve the objectives of teaching each area of Home Science effectively, it becomes necessary to evolve pertinent teaching methods for teaching Home Science subject. Teaching methods play an important role along with its content. These teaching methods should be such which keep in mind the capability of students and the curriculum. Thus with the help of these methods the teacher can impart understanding of the subject matter along with the knowledge of the curriculum.

**Definition of Terms Used**

1) **Teaching** :

   Teaching is a system of actions intended to induce learning through interpersonal relationships. Teaching is the task of teacher which is performed for the development of a child. Development, here, refers to bring change in the behavior potential of the learner.

2) **Teaching Method** :

   In this investigation the term teaching method is used in broader perspective which refers the methodology of teaching, which include the teaching strategy, tactics, maxims etc. used in complete instructional procedure.

- **Teaching Strategy** – The 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 Technique** – Teaching techniques are such aids which are used for making the people interested in the lesson, explaining the contents and remembering it by heart during teaching. Teaching techniques are used in order to make the lesson interesting, effective and a success.

- **Teaching Tactics** – Teaching tactics is good linked influenced/influencing behavior of teacher the way he behaves in the instructional situation in working towards the development of the strategy; units of teacher behavior through the teacher fulfils his various instructional roles with the students of his class from moment to moment; the component of teacher behavior through which the teacher, the students and the subject matter interact.

- **Teaching Skills** – Teaching skills are specific instrumental activities and procedure that a teacher may use in his classroom. These are related to the various stages of teaching or in the continuous flow of the teacher performance.

- **Maxims of Teaching** – Maxim means principle of conduct or methodical procedure. Besides the general or psychological principles, there are certain well known maxims of teaching. They are universally accepted and are reliable. They help in seeking pupils' interest and attention towards learning task. They provide clarity, comprehensiveness and thus, help in making teaching-learning process effective. These maxims provide the teacher a systematic and scientific base for classroom teaching.

**Delimitations of the Study**

1. Teaching method will be studied to identify teaching skills and activities of Home Science lecturers only.
2. This study was based on the sample and population of lecturers of degree colleges affiliated to C.C.S University Meerut only.

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