CHAPTER III
LECTURE SUPPORTING METHODS

3.0 Introduction -

The traditional ‘chalk and talk’ method or the lecture method- The most popular one is off course helpful in providing a starting point for development of the cognitive skills by encouraging them to think about evaluation and application of theories, principles etc.. However this method is often a one way traffic.

With a view to actively involve the students in the learning process, it is imperative that alternative teaching learning strategies are introduced. These include innovative methods like discussion, symposium, field work, projects, case studies, brainstorming etc. which would encourage the students to prepare a paper by themselves and communicate their ideas by presenting the same before the audience the benefit of these supporting methods is that they provide the students with opportunities to interact freely with members, peers, thus widening their spectrum of knowledge particularly the application part of whatever theories they learn.

After the advent of the 20th century student is considered a tender plant whose growth is facilitated by the teacher as gardener. The student is taught according to his abilities, interests and aptitudes. Now to teach is to nourish or cultivate the growing student or to give him intellectual exercise. Students are motivated to search and experiment, together facts and information. They learn by doing and learn how to learn both individually and in group with the help of various media and materials.
3.1 Teaching Methodology of Modern Times -

Table No. 3.1

Distinction between Traditional and Modern Teaching Methodology

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Traditional methodology</th>
<th>Modern methodology</th>
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<tbody>
<tr>
<td>1</td>
<td>“Chalk and Talk method”</td>
<td>Participative and interactive method</td>
</tr>
<tr>
<td>2</td>
<td>Teacher centric approach.</td>
<td>Lerner centric approach</td>
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<td>3</td>
<td>Conditioned Environment.</td>
<td>Flexibility in setting</td>
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<td>4</td>
<td>Passive and less interactive learner</td>
<td>Active and more interactive learner</td>
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<td>5</td>
<td>More theoretical oriented</td>
<td>More of application oriented.</td>
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<td>6</td>
<td>Spoon feeding</td>
<td>Self paced learning</td>
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<td>7</td>
<td>Feedback over a period of time</td>
<td>Immediate feedback.</td>
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</tbody>
</table>

Classification of teaching modes:

- **Learner centered mode**
  - Individualized Mode
    - Program Learning
    - Resource based learning
    - Mastery Learning
    - Distance and Open learning
    - E-learning
    - Projects
  - Group Discussion
  - Meetings
  - Symposium
  - Role Playing
  - Brainstorming
  - Seminar
  - Workshop
  - Lecture
  - TV/Film/Slide show

- **Mixed Mode**
  - Small group mode
    - Group Discussion
    - Meetings
    - Symposium
    - Role Playing
    - Brainstorming
    - Seminar
    - Workshop
  - Large group mode

**Small Group Mode** -

This is a mixed mode of teaching where teacher and students interact in classroom or outside the classroom.

The size of group should be 5 to 10. All the students from a class can be divided into small groups. Teachers can monitor or guide the groups. All the members from each group should face each other.
Many students in small groups start talking and discussing. This is the main advantage of this mode. Now we will see the various techniques of this mode.

3.2 LECTURE METHOD

It is an oldest teaching method given by idealism philosophy. Lecture method is generally followed in the colleges and Departments of Universities. It is the most commonly and traditionally used method through ages at the higher education state. It is mostly a teacher-centred and expository method involving one way communication and transmitting good quantum of knowledge or subject matter to a large number of individuals. Lecture is also found to be a feasible method of teaching in higher classes to the students who are motivated and required to achieve the desired learning objectives. The advantages and limitations of this method may be discussed here for providing necessary insight and guidance to teachers.

**Focus :-** It may be used to achieve the cognitive and affective objectives. Lecture can be used to realize the highest order of cognitive objectives.

**Structure :-** Lecture lays emphasis on the presentation of the content. Teacher is more active and students are passive participants. Teacher controls and plans for all students act. He uses question-answer technique to keep them attentive in the class.

**Principles of teaching -**

1) The content is presented as whole.
2) The main stress in on presentation.
3) The students learn better through listening.
4) The subject - content is co-related with other subject.
5) The new knowledge is linked with student’s previous knowledge.
3.2.1 Characteristics of Lecture Method -

The lecture method has the following characteristics which have to be capitalised for better outcomes.

i) **Imparting good amount of content knowledge**: Since the lecture method is mostly one way communication process and meant for adult learners, a big quantum of content knowledge can be transmitted and many teaching points can be covered through this. Thus economy of time and energy is ensured in this method.

ii) **Providing better opportunity for clarification of concepts**: While teaching through the lecture method, a teacher knows the background and reception of the students from the attention and interests shown by them. He can assume and ascertain to what extent they have been able to appreciate and understand. Accordingly, he can clarify the difficult points or repeat the point not got by students properly. Thus he can carry the class with him getting proper feedback.

iii) **Vitalising dry and dead ideas**: Spoken words are more effective than printed ones. In a lecture a teacher not only speaks but also changes tone, gestures, postures and facial expressions. He can thus use various devices for bringing in life, blood, colour, vivacity and vividness to the dead, dry and dreary material.

iv) **Making presentation more psychological than logical**: A lecture can present the subject matter according to psychological and educational principles and not merely logically as is done in writing textual material. It, therefore, becomes emotionally appealing and psychologically sound.

v) **Ensuring flexibility and adaptability**: The lecture method can ensure adequate flexibility according to the needs, ability, interests and previous knowledge of the pupils. A lecture is not just a straight jacket readymade method or material. It can be adjusted or adapted, suiting to the requirements and capability of students for whom it is intended.
3.2.2 **Limitations of Lecture Method** -

It has the following limitations.

1) It has more emphasis on teacher presentation and has no place for the participation of students.

2) This strategy can be used in higher classes but it cannot be easily used in elementary classes.

3) Teaching activities are dominated by the teacher and there is no place for student’s abilities, interests and their learning.

4) It is not based upon the principle of psychology. The individual differences are not considered in implementing teaching strategy.

5) It can not be used for achieving the psychomotor objectives and the highest order of affective objectives.

6) Usually teacher deviates from the subject-content and teaching points, therefore, student can not perform well in examination.

7) An effective teacher can use this strategy effectively, because teacher should have mastery over the content.

3.2.3 **Uses of Lecture Method** -

Lecture-cum-Demonstration: A lecture is sometimes supported and enriched by demonstration which provides scope for students to observe and understand certain object or system in action and operation. Demonstration enables them to learn skills and get concepts clarified. The lecture explains the various parts of the material and different steps of an operation showing the actual objects of relevant audio-visual aids. Such lecture-cum-demonstration method is found quite useful for teaching science, language and different skill subjects involving practical activities.

**Illustrated Lecture** -

Various types of illustrations may be used by a lecture in course of his presentation. These illustrations may be projected ones like slides, film strips, transparencies, etc. and non-projected ones like models, charts, maps, pictures, diagrams and even blackboard writing. A lecturer carefully
selects or prepares various A V aids to show and explain different concepts, ideas and objects in the classroom. The illustrations must be related to the topics and properly sequenced and planned so that these can be used in right time and at the right place. Otherwise instead of helping, these may hamper the acquisition of learning experiences.

**Lecture cum Buzz Session** -

A topic is presented in a lecture at first and about ten to fifteen minutes before it is concluded, the entire class is divided into some groups of five to ten students for discussing and finding solutions to certain problems involved to give practical suggestions for improving the existing condition. Such discussions in small groups are called buzz sessions which may last for a few minutes, generally for five minutes. Then the group leaders present their views or findings in the class and the lecturer tries to moderate and conclude their observations.

**Lecture cum Discussion** : Since a lecture is a one-way communication, attempt is made to discuss some salient points with students in order to involve them and elicit their reactions. Such discussions may be held intermittently or at any stage of the lecture according to the need and convenience. In this process questions are asked by the teacher or the students and the method of interaction, the lecture, is able to clarify some important points through discussions and lecture is modified after getting feedback from the students. Thus, the rigid structure of one-way communication is broken and the subject matter is made meaningful through introduction of adequate freedom flexibility and feedback.

Lectures can be classified as follows

<table>
<thead>
<tr>
<th>Lectures</th>
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<tbody>
<tr>
<td>Outline Lecture</td>
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<tr>
<td>Tapeslides Lecture</td>
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<tr>
<td>Radio Lecture</td>
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<tr>
<td>Video Lecture</td>
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<td>OHP/Epidiascope Lecture</td>
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</tbody>
</table>
Communication Pattern for Lecture Method

FIG 3.1 COMMUNICATION PATTERN IN LECTURE

3.2.4 How to Make Lecture Effective -

With a view to making the lecture method more effective, the teachers should consider the following guidelines meant for necessary activities at three distinctive phases i.e. (i) Preparation (ii) Presentation and (iii) Evaluation.

i) Preparation -

a) The first step in the process is to define the objectives in clear and specific terms. The lecturer should be aware of the purpose for which he is going to teach.

b) The lecturer should be clear about nature of the audience or the students, their background, needs, interests, and so on. This will help him to plan his lesson accordingly.

c) He should know the duration of the period during which his lecture will be delivered. This will enable him to decide the quantum of content to be covered during the period.

d) The lecturer should prepare sufficient subject matter or teaching points for dealing with the students. It is better to collect more material than is usually required for teaching a class in a particular period, so that he may not run short of content before the lapse of time.

e) It is advisable to develop a synopsis of the lecture giving the important teaching points at various steps along with a list of
reference materials. This will save the teacher from pointless
digressions and save students from undue distractions. Thus, it can
save time and energy of the teacher and the taught.

f) The lesson of the lecture should be planned in a sequential manner
which will facilitate logical presentation of facts starting from
known to unknown and from concrete to abstract.

g) Relevant audio-visual aids can be thought of while planning and
adequate preparation for their use in right time and place be made
earlier to presentation.

ii) Presentation -

a) The lecture should create curiosity and motivation among students
from the very beginning and should continue the same throughout
the class. That is the introduction should be interesting as well as
motivating, and similar atmosphere may be sustained in the class.

b) Various techniques of creating interest and motivation should be
utilised according to the proficiency of the teacher. Some of these
examples are narrating illustrative stories, anecdotes, contemporary
incidents, newspaper items of relevance, visual presentations,
highlight of the previous lecture, etc.

c) There must be variation in the style of presentation like voice
modulation, change in speed of delivery, pausing for emphasis or
emotion and combining auditory with visual presentation. A well
modulated voice and combination of various techniques are
desirable.

d) Unnecessary movements, gestures or postures which are named as
mannerism should be avoided as far as possible during the lecture.
Some teachers, for example, move up and down in front of the class
or unnecessarily make some gestures or use some words more
frequently.
e) Blackboard writing as an art needs special skills, important points - names, year and drawings should find place on the blackboard during presentation. A lecturer should however not show his back to the class linger than is necessary. The use of overhead projector at present has reduced this difficulty.

f) The lecturer should distribute his attention throughout the classroom i.e., he should look at various places and individuals in the class, not at any place or anybody particularly. He should also convey thanks for encouragement and reinforce responses by a simple or similar non-verbal techniques.

g) Too many facts and figures should be avoided in the lecture which lead to boredom or drudgery. The lecturer should know that there is explosion of knowledge of course, but the sources of knowledge also are so many, starting from conversation among friends and peers to radio and television programmes.

iii) Evaluation of Lectures -

a) The lecturer should always try to get feedback to his lecture, so that he can improve upon the methods and techniques followed in the same.

b) He can get readymade feedback from the interest evinced and attention paid to his presentation by the students or audience. The faces in front of him can reflect the same like living mirrors.

c) Besides such informal methods of evaluation, the teacher can develop a proforma or a small questionnaire for formal evaluation by collecting views or reaction of the students on the lecture delivered in the class.

d) The sole objective of this evaluation is not to test the students but to ascertain the effectiveness of the lecture and to improve the learning experiences of students. The proforma and questionnaire should contain specific items and rating scales indicating the degree of response.
e) Such evaluation can be done in the beginning or in the middle to know students’ entry behaviour or status of their knowledge on the topic. But it is usually done at the end of a lecture to assess its effectiveness and locate the level of understanding and difficult concepts or ideas of students.

f) A colleague can be requested to assess the effectiveness of a lecture with the help of a checklist or proforma. The teacher can also use a self-evaluation proforma or checklist to ascertain such effectiveness of his own lecture.

g) Like in micro-teaching, recording of a lecture can be done with the help of a tape recorder or video recorder so that it can be played back and the lecture can be evaluated on the desired aspects or points.

3.2.5 Advantages -

1) The habit of concentration may be developed among the students.

2) It is an economical teaching strategy. A large subject be taught relatively in small duration.

3) Very high order of cognitive objectives may be achieved.

4) The personality of teacher influences the learner’s personality.

5) The new content can be easily introduced.

6) It provides the opportunity to the teacher to use different types of teaching aids.

7) Teacher can employ his full verbal communication.

3.2.6 Suggestions :-

1) The language, of the lecture should be simple, easy and comprehensive.

2) The developing question should be asked to make the students attentive in the class.
3) The students remain inactive and passive participants, hence the teacher uses humour to release their tension and monotony of the class.

4) The strategy should be used from secondary level to upward classes.

5) The teacher should explore their previous knowledge and make the efforts to link with new one.

6) The strategy should be supported by question-answer technique and appropriate teaching aids, maps, charts, diagrams, pictures, etc.

3.3 SYMPOSIUM -

It means a meeting or conference for discussion of a topic especially one in which the participants form an audience & make presentation.

Technique of Symposium -

Symposium technique is also one of the techniques of higher learning. It is also an instructional technique which is used to achieve higher cognitive and affective objectives.

3.3.1 Meaning and Definition -

The word ‘symposium’ has several dictionary meanings. Firstly, Plato has used this term for good dialogue to present the views towards God. Another meaning of the term is the intellectual recreation of enjoyment.

The recent meaning of the term is a meeting of persons to discuss a problem or theme. The view 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 serves as an excellent device for informing an audience, crystallizing opinion and generally preparing the listeners for arriving at a decision, policy, value, judgment or wider understanding.”

The main purpose of the symposium is to provide understanding to the students or listener on a theme or a problem specifically to develop certain values and feelings.
Symposium may be a form of group discussion where the participants may present to the audience, through speeches or paper readings, their views about various phases of a selected problem or topic.

In a symposium we find that is like a forum lecture, the only difference is that in a symposium many students can express their ideas in written or verbal form. It is broad based because there are more than one speaker.

3.3.2 The Objectives -

The following are main objectives of the symposium technique:

1. To identify and understand two various aspects of theme and problems.
2. To develop the ability to decision and judgment regarding a problem.
3. To develop the values and feelings regarding a problem.
4. To enable the listeners to form policies regarding a theme or a problem.

Purpose of a symposium -

1. The chief purpose of it is to clarify thought upon controversial issues. The audience listens to the discussions and each persons forms his own conclusions concerning the validity or value of the points which are presented.
2. It’s basic purpose is the supplying of definite information which is needed by the class to solve a problem or understand a topic.
3. The participants should represent different viewpoint so that along with information, ideas also are clarified.
4. It should be characterized by controversial problem also.

3.3.3 Arrangement of a symposium -

1. Select a problem which is educationally important.
2. Help the participants in getting the general and specific information for effective discussion.
3. Observe those who are not coming forward with their views to play their roles effectively.

4. Evaluate the results of the symposium.

5. Make the semi-circular seating arrangement.

   It consists of several formal speeches, given by an expert panels & followed by a general Group discussion. The participants or panels are selected for their special expertise in the subject. i.e. Each speaker gives a talk, a short speech of ten minutes. No questions are asked during speech. A chairperson performs the role of controlling the symposium.

**Seating Arrangement for Symposium -**

![Diagram of Seating Arrangement](image1)

**FIG. 3.2 (A) SEATING ARRANGEMENT FOR SYMPOSIUM**

![Diagram of Communication Pattern](image2)

**FIG.3.2 (B) COMMUNICATION PATTERN DURING AND AFTER SPEECH**
All members of the performing group can sit in a straight line behind table adjoining chairs with the chairman in middle or to one side of speaker.

**Steps in Symposium** -

1. Chairpersons introduction.
2. First speaker
3. Second speaker
4. Third speaker
5. Fourth speaker
6. General discussion speaker & audience
7. Summing up by chairperson.

Number of speakers may charge as per requirement recent & detail information on a topic can be transmitted to audience with this mode the learner’s get benefit from outside experts.

**3.3.4 The Mechanism** -

1) The symposium is a type of discussion, in which two or more speakers talk from ten to twenty minutes, develop individual approaches or solutions to a problem or present aspects of a policy, process, or programme.

2) The speeches are followed by questions or comments from the audience, as in the panel-forum.

3) The speeches may be persuasive, argumentative, informative or evocative. Each speech proceeds without interruption.

4) The chairman of the symposium introduces the topic, suggests something of its importance, sometimes indicates the general approaches.

5) The symposium forum serves an excellent device for informing an audience, crystallizing opinion; and in general preparing the listeners for arriving at a decision policy, value, judgment or understanding.
3.3.5 The Precautions -

We suggest three conditions in the use of the symposium technique:

1) The moderator should be sure to prepare the speakers or see that they are prepared.

2) They should know the rules of procedure, sequence of speaking, and way in which the forum will be conducted.

3) They should be aware of the ideas and back ground of the other performers.

4) Like panelist, they might benefit from a brief- warm-up.

5) The chairman or whosoever is responsible for preparing the agenda, should not attempt to stack the cards by omitting or ignoring vital phases of the problem as the select or delegates his speakers.

6) It is not good to face up to an inadvertent misinterpretation or commission.

7) To distort or omit an important point of view deliberately is to invite disaster.

8) The chairman in all the forum situations must plan very carefully for the questioning period that follows the prepared speeches, unless he wishes to risk boredom.

Scope -

The following are the main topics on which symposium technique is used.

1. Scope of distance education in our education.

2. Use of essay and objective type tests.


4. Cause of students unrest.

5. Use of team teaching in schools.

The nature of the topic should be such that should be interested in the theme.
3.3.6 Characteristics -

The symposium technique has the following main characteristics:

1. It provides the broad understanding of a topic of a problem.
2. The opportunity is provided to the listeners to take decision about the problem.
3. It is used for higher classes to specific themes and problems.
4. It develops the feeling of cooperation and adjustment.
5. The objectives as synthesis and evaluation (creativity) are achieved by employing the symposium technique.

3.3.7 Guidelines for the teacher -

1. In this teacher acts as a leader, with 4 or 5 members.
2. His guidance & leadership are more important at every stage to get maximum educational gain.
3. He stimulates students to mental self activity.
4. He informs about the source of information required.
5. He should not do spoon feeding & kill the initiative of the students.

3.3.8 The Limitations -

1. The chairman has no control over the speakers as they have full freedom to prepare the theme for discussion. The can present any aspect of the theme or problem.
2. There is a probability of repetition of the conduct because every speaker prepares theme as a whole. The different aspects of theme are not prepared separately. It creates difficulty of understanding to the listeners.
3. The different aspects are presented simultaneously. Therefore the listeners are not able to understand the theme correctly.
4. The listeners remain passive in-the symposium because they are not given opportunities to seek clarification and put questions.
5. The discussion and presentation of theme is not summarized at the end. The participants take decision according to their own. Hence mature persons can make use of this technique.

6. This technique is employed to achieve the higher objectives of cognitive domain but affective objectives are not emphasized properly.

3.3.9 **Effectiveness of symposium as compared to lecture method -**

1. It will help to develop a much needed attitude of tolerance & open mindedness toward view points differing from those an individual holder.

2. It promotes interest by giving the students a share in the responsibility for the course and in search for knowledge.

3. It motivates the learners by keeping the work within there their bounds.

4. It sharpens the students ideas and concepts by forcing them to express them in their own words.

5. This facilitates intellectual comprehension and application of new knowledge to life situations.

6. It permits the students to challenge statements with which they disagree or which they misunderstand, thereby facilitating the process of self discovery and self understanding and developing the sense of self assertiveness.

3.4 **SEMINAR -**

**Introduction -**

The English author Francis Bacon rightly said long ago, “Reading make the full man, writing the exact man and conference the ready man.” That is the skills of reading, writing and speaking are essential for development, writing and speaking are essential for development of the personality. There skills are well combined and well developed through the seminar method.
The term “Seminar” generally refers to a structured group discussion that may precede a follow a formal lecture. It may be either in the form of an essay are a paper presentation.

It is a type of group discussion where one learner or many prepare a paper on a given topic, issue or problem, which is then presented to the whole group for discussion & analysis.

A seminar, as an instructional technique, for independent learning & also for through learning which involves paper reading on a theme and followed by the group discussion to clarify aspects of theme.

3.4.1 The Objective -

This technique is employed to realize the higher objectives of cognitive and affective domain which have been enumerated as follows

A) Cognitive Objectives -

1. To develop the higher cognitive abilities, analysis, synthesis of evolution as compared to the situations involving human interaction.

2. To develop the ability of responding in this manner would involve higher cognitive actions: Valuing, organizing & characterization of quick can pretension of the situation.

3. To develop the ability to seek clarification and defined the ideas of others effectively.

B) Affective Objectives -

1. To develop the feeling of tolerance and the opposite ideas of others

2. To develop the feelings of co-operation with other colleagues & respects the ideas & feeling of others.

3. To develop emotional stability among the participants of the seminar.

4. To acquire good manners of putting question & answering the question of others affectively.
3.4.2 The Procedure -

Seminar as an instructional technique and involves creating 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 studies the theme thoroughly before hand.

Generally, this organized material put in the form of a paper which is circulated among members in Advance. The paper helps structure the theme, facilitates its communication, & focuses the theme, facilitates its communication, & focuses the scope for discussion after the theme is presented; it is discussed by the group. During the discussion participants may

i) Seek clarification of the theme presented.

ii) Make observation in the light of their Knowledge & experience regarding the theme, and.

iii) Raise issues relating to the theme for further analysis & evaluation.

Proceeding of a seminar are guided by a chairman who may be knowledgeable about the theme. The chairman’s role could be to keep the discussion on track, stimulate maximum participation & consolidate at appropriate stages the view points expressed.

The students practice the technique of intensive & orderly preparation of paper. It can be used for developing the presentation skill.

The student who is required to present his paper has to prepare himself. He has to search relevant material & develop paper which needs proper sequencing of facts & figures. He may use audio-visual aids.
3.4.3 Seating Arrangement -

![Diagram of Seating Arrangement]

FIG. 3.3 SEATING ARRANGEMENT FOR SEMINAR METHOD

3.4.4 Characteristic of the seminar Method -

1. The Seminar method is stimulating & motivating.

2. It is an effective mode of testing the students understanding & knowledge in the subject or topic.

3. It evaluates their skills in arranging formulating & presenting facts in a systematic manner.

4. It develops the sense of responsibility & co-operation as well as the power of self – reliance & self – Confidence.

5. It is an advanced means of socialization & instruction involving students participation, preparation & interaction.

6. It breaks the monotony of traditional teaching & promoting academic excellence.

7. It stimulates & tests the students power of comprehension & understanding.

8. Questioning power is developed through participation in this process of intellectual model.

9. It trains in planning, organizing, collecting data, reporting and evaluating process.

10. It is self-learning as well as group activity. It develops expression, co-operation, problem solving and evaluation.
Various Types of Seminar -

On the basis of levels of organization, the seminars are of four types-

(1) Mini- Seminar
(2) Main Seminar
(3) National Seminar
(4) International Seminar

Mini Seminar -

A seminar organized to discuss a topic in class is known as mini-seminar. The purpose of the mini-seminar is to train the students for organizing the seminar and play different roles. It is a stimulated situation for the students. In an institution such seminars should be organized before the Main seminar.

Major Seminar -

Such seminars are organized at departmental level or institutional level on a major theme. All the students and staff members take part in such seminars. These seminars are organized weekly or monthly in departments. Generally specific themes are selected for main seminar.

National Seminar -

A national seminar is organized by an association or organization at national level. The experts are invited on the theme of the seminar. The secretary of the seminar prepares the schedule, theme, time, dates, days and venue. Generally NCERT organizes such seminars at national level, on the theme: Education Technology, Trends of Education, Distance-Education, Non-formal education etc.

International Seminar -

Generally such seminars are organized by UNESCO and other international organization. The topic or theme of seminar is very broad, e.g., students unrest or activisms, Innovations in teacher-education and Examination reform. A nation can also organize such seminars on International theme.
3.4.5 Various Roles -

The roles of teacher and learners are shown as follows:

- **Teachers’ Role**
  - Guidance for preparation of seminar
  - Running Seminar

- **Learner**
  - Presenter
  - Audience
  - Preparation of paper Presentation
  - Contributing through questions
  - Discussion-Defending questions

1) **Role of the organizer** -

- It is the responsibility of an organizer to plan & prepare the whole program of seminar.
- He decides the topic or theme of the seminar & assigns the different aspects of theme to different persons who have to play the role of speakers.
- The date, time & place are decided by him.
- Generally he also suggests the name of convener of the seminar.

**Role of president**:

- The participants propose the name of president.
- In suggesting the name of chairman, the person must be well acquainted theme of the seminar.
- He directs the whole program.
- He encourages the participants to take part in discussion.
- At the end, he has to summarizes the discussion & may present his view point on theme.
Role of speakers -

- They prepare the topic thoroughly & cyclostyle copies of the paper are prepared & these are distributes among the participants. So that participants should also prepare themselves on theme.

- The speakers should ready to defend the question.

- The speakers should have the tolerance of anti-ideas or criticism of others.

Role of participants -

- The participants should be well acquainted with the theme.

- They should be able to seek clarification and put questions.

- They should place their own ideas regarding theme on the basis of their experiences.

Role of observers -

- The observers are allowed to observe the activities of the seminar.

- They should be allowed at the end of discussion & present their observations by permission of the chairman.

3.4.6 Advantages of Seminar Method -

Seminar as an instructional technique, has the potential to develop several abilities in students.

1. Due to the process stimulation of thinking brought about through interaction, different higher cognitive abilities like analytical & critical thinking synthesizing & evaluating the ideas will tend to be developed.

2. Tolerance for other’s views openness to ideas Co-operative with others, emotional stability & respect for other’s feelings will be inculcated among the participants during the course of such sessions.

3. Seminar as instructional technique will be the development of better, learning habits. While preparing for presentation & participating in the discussion. Learners will get induced to pursuer independent
covering the themes discussed as well as related ones, develop critical outwork to any ideas there by leading the learner to self-initiated learning.

4. It is mainly confined to higher education.

3.4.7 Limitations of Seminar Method -

A seminar technique has the following limitations.

1. A seminar can not be organized on all the content of a subject matter. A theme of a seminar should be such as which discussion may be held.

2. This technique can be used for only higher level of education.

3. When a seminar is being organized, the persons who speak too much, dominate the discussion of the seminar & do not provide opportunities to others to take part in the discussion. It means that discussion confines only few persons rather than whole group.

4. During discussion groups are formed in two ideas anti-ideas & provide on the theme. As a result they try to win over the other. The purpose of the seminar is not served. The chairman should discourage this type of activities.

3.4.8 Effectiveness of Seminar as Compared To Lecture Method -

1) In a seminar a group & students may investigate a problem & report their findings for discussion & criticism.

2) The seminar technique gives the students training in planning, organising, & collecting data & then discussing & evaluating that.

3) Besides promoting group spirit & an attitude co-cooperativeness, the students’ get training in self-learning.

4) It stimulates & tests- the students’ power of comprehension & understanding .

5) It is an advanced means socialization & instruction involving students participation, preparation & interaction.
3.5 **GROUP DISCUSSION METHOD -**

It is said that “two heads are better than me” when a number of heads combine to solve a problem results become wonderful.

In this method ideas are initiated, expressed & exchanged and the factual basis is traced out. The participants are engaged in interaction, interpretation & interpolation of facts. A kind of “Competitive cooperation” takes place. Agreement is the declared purpose of such discussion. If it fails to achieve an agreement at all, there is value in discussion for clarifying the concepts & widening the horizons of knowledge & understanding the issue in question.

Among the various methods of teaching, discussion occupies an important place. Whenever, there is a problem & there is difference of opinion, then controversial ideas are initiated, exchange of ideas take place. Therefore we can say that, discussion is an activity in which a person or persons indulge in argumentation over a topic. This activity has a purpose. In it’s course, It encourage learning & then, the participants arrive at some conclusion.

In discussion method, arguments for & against are weighed. The participants are interrelated in the process of competitive Co-operation. Speech is free but in a responsible way. The agreement is arrived at. It means discussion is an ordered process of collective decision making after clarifying different parts with the techniques of analyzing, comparing, evaluating etc.

### 3.5.1 Principles -

1. Active participation
2. Freedom for work.
3. Group work & equal opportunities to ask questions & to answer them.
3.5.2 Seating Arrangement for Group Discussion -

![Seating Arrangement Diagram]

**FIG. 3.4 SEATING ARRANGEMENT FOR GROUP DISCUSSION**

3.5.3 Procedure -

1. A teacher can introduce a topic or problem giving sufficient points or explanation for the discussion. Then questions can be asked, with other facts supplied as they are needed.

2. Students can be called upon by the teacher to give the facts, describe a scene / situation explain an incident, event or happening or to get a discussion started.

3. Students or a teacher can also prepare an out line of points cooperatively to be discussed as a basis of discussion. Then discussion of there points can proceed with questions & answers, by both the students & the teacher.
4. Students can be asked to describe their own experiences connected with the subject topic or problem. After this stage, the discussion can be followed by all the members of class or group.

5. Some special papers on topic under discussion can be used to add extra facts or interests. Then the members of the class can discuss it later.

6. The importance of audio-visual aids for starting discussion is very great.

7. Debates, discussion, discourses & demonstrations can be organized by a pair of students on important topics, involving controversial matters.

**Planning** -

Discussion for producing the desired results follows a well - directed procedure which can be divided into three states such as

1. Preparation
2. Discussion
3. Evaluation.

**Preparation** -

The teacher should at first introduce the topic & may read out the method purposefully & critical points need to be arranged in a sequence logically. The points may be written on the blackboard for reference of the students.

**Discussion** -

The teacher should see that discussion is conducted in a disciplined manner. Face to face talk should be arranged. Adequate data & information has to be presented, & viewpoints exchanged by the students freely & frankly. It must be ensured that every body takes part in the discussion. Queries may be made & comments made for clarifying the concepts & sorting out solutions to the problem faced. Teacher should see that discussion is made in a relaxed and Co-operative manner.
Evaluation -

Discussion aims at achieving certain specific results. It is to be evaluated whether these results have been secured through discussion whether knowledge has been increased, prejudices have been removed & interest increased in the burning issue.

While introducing the topic for discussion the following points should be kept in mind. They are

1. The significance of the topic.
2. Its nature or scope.
3. Causes why the class should discuss it.
4. Its relationship with the topic being studied.

3.5.4 Guidelines for the conduct of Group Discussion -

1. Interest should be maintained in the approach
2. Someone should be ready to lead to discussion
3. It should be confined to important aspects
4. Invite ideas without pressure
5. Ask for explanation, if necessary
6. Invite interpretations, & avoid arguments
7. Evaluate facts & points of view
8. Summarizes the details
9. Clear up doubts mistakes & wrong interpretation
10. Do not overlook important Points.

3.5.5 Teachers’ role in Group Discussion -

1. The goal should be formulated by him
2. All should participate in i.e. under his care
3. He should help students in discussion & organization of ideas
4. Encourage students cheerfulness & enlightener through Questions.
5. Develop responsibilities through initiative
6. Train in planning, organizing & thinking
7. Avoid personality-cults in discussion
8. Encourage co-operation by all students.
9. Team spirit & leadership should be developed
10. He should steer the discussion on the right line
11. Participant attack the problem & not the person.

3.5.6 Advantages -
(1) It has the greater scope of criticism for incorrect approaches, ideas and concepts.
(2) It develops the feeling of group work and group participation.
(3) It helps in developing the creative ability and thinking among pupils.
(4) It develops the problem solving attitude and the tolerance to hear one is own criticism.
(5) It helps in developing the feeling of cooperation.

3.5.7 Limitations -
1) It has chances for deviation from the main topic
2) In the discussion, only few students dominate and to discuss more and large number of students do not participate in the discussion.
3) Generally groups are formed in this strategy and they are critical to one another.
4) It involves more criticism rather than relevant discussion.

3.5.8 Suggestions -
It may be improved and can be effectively employed by observing the following precautions.
1) Every student should be provided to participate in the discussion.
2) Students should be encouraged & motivated to participate in the discussion.
3) Irrelevant criticism should not be encouraged.

4) Without preparations, the discussion becomes in vain, students should prepare well.

5) Emotional tensions are to be avoided.

**What to do if you do not know much about the topic?**

Listen to other people for a while and get an idea about the topic by what they are speaking. You can even add up to their points by citing a few good examples or may be rephrase their points in a better way. By listening to them, you will definitely understand the flow of the topic and will soon catch on.

Maintaining a good body language is an essential part of a group discussion. Do not look at the audience or judges. Remember that you are talking to the group. Give occasional eye contact to the people present in the group. Sit straight and restrict hand & leg movements. Don’t look down or up.

**What to do if someone becomes aggressive?**

The first thing to do is not to become aggressive yourself. Never shout during the discussion. If someone is becoming dominating, you can raise your volume little higher and ask that person to mellow down, but don’t shout yourself at that person or get into one to one conversation with him or her. Remember, it is a group discussion and not a debate.

**How to end the discussion?**

If you are asked to end the discussion, then first summarize the points which the group as a whole have put forward, then voice your individual perspective and top it up with a quotation or a phrase to add that extra zing. Keep it short and simple.

**3.5.9 Effectiveness of Group Discussion as compared to Conventional Method**

1. Discussion method offers valuable training in reflective thinking
2. It encourages the participants to direct the their thinking process towards the solution of the problem.

3. It develops in the students the skills essential to effective group discussion and verbal communication.

4. Each student learn to feel free to express his opinions, to argue with mutual respect and to defend his own stand in the light of logic and rationality.

5. It sharpens the students ideas and concepts.

3.6 BRAINSTORMING -

Introduction -

Brainstorming is a group creativity technique designed to generate large number of ideas for the solution to a problem. The method was first popularized in the late 1930’s by Alex Faickney Osborn, an advertising executive and one of the founders of BBDO, in a book called applied imagination. Osborn proposed that groups would double their creative output by using the method of brainstorming.

Brainstorming is an excellent teaching strategy to generate ideas on a given topic. It is process for developing crativity solution to problems. It works by focusing on a problem, and then deliberately coming up with as many solutions as possible and by pushing the ideas as far as possible. One of the reasons it is so effective is that the brainstormers not only come up with new ideas in session, but also spark off from associations with other peoples ideas by developing and refining them.

3.6.1 APPROACH -

i) Focus on quantity -

This rule is a mean of enhancing divergent production, aiming to facilitate problem solving through the maxim, quantity breeds quality. The assumption is that the greater the number of ideas generated, the greater the chance of producing a radical and effective solution.
ii) **No criticism** -

It is often emphasized that in group brainstorming, criticism should be put ‘on hold’. Instead of immediately stating what might be wrong with an idea, the participants focus on extending or adding to it, reserving criticism for a later ‘critical stage’ of the process. By suspending judgement, one creates a supportive atmosphere where participants feel free to generate unusual ideas.

iii) **Unusual ideas are welcome** -

To get a good and long list of ideas, unusual ideas are welcomed. They may open new ways of thinking and provide better solutions than regular ideas. They can be generated by looking from another prespective or setting aside assumptions.

iv) **Combine and improve ideas** -

Good ideas can be combined to form a single very good idea, as suggested by the slogan “1 + 1 = 3’. This approach is assumed to lead to better and more complete ideas than merely generating new ideas alone. It is believed to stimulate the building of ideas by the process of association.

**Seating Arrangement in Brainstorming** -

![Seating Arrangement Diagram](image)

**FIG. 3.5 SEATING ARRANGEMENT FOR BRAIN STORMING**

**Steps in Brain Storming** -

1. Introduction
2. Ice breaker
3. Define the subject, problem, issue
4. Focus on the subject
5. Select one focus statement
6. Brain storming
7. Daftest suggestion
8. Evaluation

3.6.2 OUTLINE OF THE METHOD -

FIG. 3.6 OUTLINE OF BRAIN STORMING SESSION

Set the Problem -

One of the most important thing to do before a session is to define the problem. The problem must be clear, not to big, and capture in a definite question such as “What services for exceptional childrens are not available now, but needed?” If the problem is too big, the chairman should divide it into smaller components, each with its own question. Some problems are multi-dimensional and non-quantified. Finding solutions for this kind of problem can be done with morphological analysis.
Create a Background Memo -

The background memo is the invitation and informational letter for the participants, containing the session name, problem, time, date and place. The problem is described in the form of a question, and some example ideas are given. The ideas are solutions to the problem, and used when the session slows down or goes off-track. The memo is sent to the participants at least two days in advance, so that they can think about the problem beforehand.

Select Participants -

The chairman composes the brainstorming panel, consisting of the participants and an idea collector. Ten or fewer group members are generally more productive than larger groups. Many variations are possible but the following composition is suggested.

i) Several core members of the project who have proved themselves.

ii) Several guests from outside the project, with affinity to the problem.

iii) One idea collector who records the suggested ideas.

Create a List of Lead Questions -

During the brainstorming session the creativity may decrease. At this moment, the chairman should stimulate creativity by suggesting a lead question to answer, such as Can we combine these ideas? or How about a look for another perspective? It is advised to prepare a list of such leads before the session begins.

Session Conduct -

The chairman leads the brainstorming session and ensures that the basic rules are followed. The activities of a typical session are:

i) A warm-up session, to expose novice participants to the criticism-free environment. A simple problem is brainstormed, for example What should we do to increase attention? or What can be improved in motivation?
ii) The chairman presents the problem and gives a further explanation if needed.

iii) The chairman asks the brainstorming panel for their ideas.

iv) If no ideas are coming out, the chairman suggests a lead to encourage creativity.

v) Every participant presents his or her idea, and the idea collector records them.

vi) If more than one participant has ideas, the chairman lets the most associated idea be presented first. This selection can be done by looking at the body language of the participants, or just by asking for the most associated idea.

vii) The participants try to elaborate on the idea, to improve the quality.

viii) When time is up, the chairman organizes the ideas based on the topic goal and encourage discussion. Additional ideas may be generated.

ix) Ideas are categorized.

x) The whole list is reviewed to ensure that everyone understands the ideas. Duplicate ideas and obviously infeasible solutions are removed.

xi) The chairman thanks all participants and gives each a token of appreciation.
FIG. 3.7 PROCESS OF CONDUCTING A BRAINSTORMING SESSION

THE PROCESS -

i) Participants who have an idea but no possibility to present it are encouraged to write down their idea and present it later.

ii) The idea collector should number of ideas, so that the chairperson can use the number to encourage quantitative idea generation, for example: We have 44 ideas now, let’s get it to 50!

iii) The idea collector should repeat the idea in the words he or she has written it, to confirm that it expresses the meaning intended by the originator.

iv) When more participants are having ideas, the one with the most associated idea should have priority. This to encourage elaboration on previous ideas.

v) During the brainstorming session the attendance of managers and superiors is strongly discouraged, as it may inhibit and reduce the effect of the four basic rules, especially the generation of unusual ideas.
3.6.3 VARIATIONS -

1) Nominal group technique -

Participants are asked to write down their ideas anonymously. Then the moderator collects the ideas and each is voted on the group. The vote can be as simple as a show of hands in favour of a given idea.

After distillation, the top ranked ideas may be sent back to the group or to subgroups for further brainstorming.

2) Group passing technique -

Each person in a circular group writes down one idea, and then passes the piece of paper to the next person in a clockwise direction, who adds some thoughts. This is repeated until everybody gets their original piece of paper back. By this time, it is likely that the group will have extensively elaborated on each idea.

3) Team idea mapping method -

This method of brainstorming works by the method of association. It may improve collaboration and increase the quantity of ideas. The process begins with a well-defined topic. Each participant creates an individual brainstorming around the topic. All the ideas are then merged into one large idea map.

4) Electronic brain storming -

Electronic brainstorming is a computerized version of the manual brainwriting technique. It can be done via email. The chairman or facilitator sends the question out to group members, and they contribute independently by sending their ideas directly back to the facilitator. The facilitator then compiles a list of ideas and sends it back to the group for further feedback.

5) Directed brain storming -

It can be done manually or with computer technology. In directed brainstorming, each participant is given one sheet of paper (or electronic form) and told the brainstorming question. They are asked to produce
one response and stop. At that point all of the papers (or forms) are randomly swapped among the participants. Each, then, has possession of someone else’s form containing a single response. The participants are asked to look at the idea in front of them and create a new idea that is better than that idea on the first criterion dimension.

6) Individual brain storming -

“Invididual Brainstorming” is the use of brainstorming on a solitary basis. It typically includes such techniques as free writing, free speaking, word association, and the “spider web”, which is a visual note taking technique in which a people diagram their thoughts. Individual brainstorming is a useful method in creative writing and has been shown to be superior to traditional group brainstorming.

3.6.4 VARIOUS ROLES -

1) Leader -

This person needs to be a good listener. Before the session they need to refine a statement to help the others on the team focus on the reason for the brainstorming, and prepare the warm up activity.

During the session the leader will need to relay the ground rules of the session, and to orchestrate the session.

The Problem Statement -

i) needs to be specific enough to help participants focus on the intent of the session, but it must be open enough to allow innovative thinking

ii) should not be bias so it favours a particular solution or excludes creative ideas.

Ground Rules for Brainstorming -

i) All ideas are welcome. There are no wrong answers. During brainstorming, no judgement should be made of ideas.

ii) Be creative in contributions. Change involves risk taking, it’s important to be open to new, original ideas. Every point of view is valuable.

iii) Attempt to contribute a high quantity of ideas is a short amount of time.

iv) Participants should “hitch hike” on other’s ideas.
2) **Scribe -**

This person needs to write down EVERY idea - clear and where everyone in the group can see them. Check to be sure the materials provided will allow you to write so everyone in the group can clearly see what you are writing. The scribe could be the same person as the leader.

3) **Team Members -**

Team members will follow this brainstorming procedure:

i) Team members will make contributions in turn.

ii) Only one idea will be contributed each turn.

iii) A member may decline to contribute during a particular round, but will be asked to contribute each round.

3.6.5 **SUGGESTIONS -**

i) Write down all the solutions that come to mind.

ii) Do not interpret the idea and record all ideas.

iii) Leader should try to steer it towards the development of some practical solutions.

iv) Encourage an enthusiastic uncritical attitude among brainstormers.

v) Do not evaluate ideas until the session moves to the evaluation phase.

*Example -* Any topic in the course can be explored through Brainstorming, especially controversial topic.

i) What is the best definition of “Mental Illness”?

ii) How can we make psychoanalytic treatment better?

iii) How can we improve, intelligence test?

iv) What should be done with sociopathic killer?

3.6.6 **Effectiveness of Brainstorming as compared to Conventional Method -**

i) It is a great way to generate critical ideas and divergent thinking.

ii) Give all students a chance to express their ideas.

iii) It enhances their thinking skills.

iv) It improves group cohesiveness.

v) It develops facilitating to process of self discovery, self understanding and sense of self assertiveness.
### 3.7 ASPECTS OF LECTURE SUPPORTING METHODS -

<table>
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<tr>
<th>LSM</th>
<th>Means/Definition</th>
<th>Objectives</th>
<th>Mechanism/procedure</th>
<th>Seating Arrangement</th>
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</thead>
<tbody>
<tr>
<td>Symposium</td>
<td>'Good dialogue' – plato. 1. An excellent device for informing an audience, crystallizing opinion and generally preparing the listeners arriving at a decision, policy, value judgement or wider 2. A meeting for standing discussing subject.</td>
<td>1. To identify two various aspects of theme and problems 2. To develop ability to decision and judgement regard a problem.</td>
<td>1. Type of discussion 2. Two or many speakers talk from 10-20 min. 3. Develop individual approaches to problem/pre sent aspects 4. Speeches are followed by questions or comments from audience. - in the panel forum.</td>
<td>A) All members of the performing gr. can sit in a straight line behind a table. B) The chairman is in the middle or to one side of the speakers.</td>
</tr>
<tr>
<td>Seminar</td>
<td>A seminar as an instructional technique, involves generating a situation for group to have guided interaction among themselves on a theme which is generally presented to the group by one or more members.</td>
<td>*Cognitive Objectives - 1. To develop the higher cognitive abilities analysis and synthesis and evaluation. 2. To develop the ability to seek clarification and defend the ideas of other effectively. *Affective - 1) To develop feelings of co-operation with their colleagues, 2) To acquire good manners of putting questions.</td>
<td>1) Instructional technique 2) The person who presents theme should have studies, selection of relevant material 3) Organized material put in the form of paper</td>
<td>1. The person who present the theme in front of other participants. 2. Collected material put in the form of paper circulated among participants.</td>
</tr>
</tbody>
</table>
3.7 ASPECTS OF LECTURE SUPPORTING METHODS - (Contd...)

<table>
<thead>
<tr>
<th>Various roles</th>
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<th>Suggestion/Guideline</th>
<th>Types</th>
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<tbody>
<tr>
<td>1. Chairman - Introduce the topic; a) Suggest something of its imp. b) Indicates general approaches</td>
<td>1. It provides broad understanding of a topic or a problem 2. It develops feeling of cooperation and adjustment. 3. Opportunity is provided to the listeners to take decision about the problem.</td>
<td>1. There is probability of repetition of the conduct. 2. The listeners remain passive because they are not given opportunities. 3. The chairman has no control over the speakers as they have full freedom to prepare.</td>
<td>A) They should be aware of ideas and background of other performers.</td>
<td>--</td>
</tr>
<tr>
<td>2. Speakers - talks/present Ideas from 10-15/min. to problem or present Aspects.</td>
<td></td>
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</tr>
<tr>
<td>1. Organizer - Plan and prepare whole programme. 2. President / Chairman / convenor of seminar-direct the whole programme. 3. Speakers of the day-prepare the topic/theme 4. Participants - place their own ideas and put questions. 5. Observers - observes the activities of seminar.</td>
<td>1. Stimulating and motivating it makes the instruction learner-centred. 2. Represent the norms of behaviour for the group. 3. Different higher Cognitive abilities get developed. 4. Promotes power of developing deep into matter.</td>
<td>1. It cannot organized on all the content of a matter. 2. This technique can't be used for all levels of education. (only for higher level of education). 3. Discussion confines only few persons rather than whole group.</td>
<td>1. Chairman should be knowledgeable about theme. 2. Keep discussion on track 3. Stimulation of maximum participants. consolidate at appropriate stages the view points expressed.</td>
<td>On the basis of levels of organization. There are 4 types 1. Mini Seminar 2. Main Seminar 3. National Seminar 4. International Seminar.</td>
</tr>
</tbody>
</table>
3.7 ASPECTS OF LECTURE SUPPORTING METHODS - (Contd...)

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</table>
| Group Discussion | 1. Democratic teaching strategy  
2. It is an activity in which a person or persons indulge in a argumentation over a topic. | 1. To direct thinking process towards the solution of a problem  
2. To unite the work of a class by organizing, outlining and relating the facts.  
3. To develop reflective thinking | 1. Proper schedule is prepared.  
2. Group prepares plan for discussion.  
3. Weightage is given to answer and questions of students. | - In a circle  
- face to face interaction |
| Brain Storming | A method for generating ideas, intended to inspire the free-flowing sharing of thoughts of an individual or group of people, typically while withholding criticisms in order to promote uninhibited thinking. | To identify wide range of ideas to create group cohesiveness. | 1. Introduce a question, problems etc.  
2. Participants respond many ideas suggestions as possible.  
3. Most creative suggestion are most useful.  
4. Afterward analyze list to generate discussion. | It should allow for maximum face-to-face interaction.  
Round tables or group sitting on the floor in circle are better than long arrangements of chairs. |
| Lecture | 1. It is most commonly and traditionally used method at higher education stage  
2. Teacher centered and one way communication  
3. Expository method | 1. present the content as whole  
2. The main stress is on presentation  
3. Student learn better through listening | 1. It lays emphasis on the presentation of content.  
2. Teacher controls and plans for all students act.  
3. Autocratic teaching strategies. | 1. Large classroom (120 student)  
2. 2/3 sitting on a bench and one teacher always standing near the board and teaching. |
### 3.7 ASPECTS OF LECTURE SUPPORTING METHODS - (Contd...)

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<tr>
<td>1. <strong>Teacher</strong> – discussion is more active and direct in style.</td>
<td>1. It has greater scope of criticism and ideas. 2. Develops feeling of group work and participation. 3. Develops problem solving and critical thinking skills. 4. Develops cooperation and teamwork among students. 5. Feeling of cooperation.</td>
<td>1. Chances for deviation from the main topic. 2. Only few students dominate and to discuss more and large number of students do not participate. 3. It involves more criticism. 4. Relevant discussion. 5. General groups are formed in this strategy and they are critical to one another.</td>
<td>1. Every student should be provided an opportunity to participate in discussion. 2. Students should be encouraged and motivated to participate in discussion. 3. Irrelevant discussion should not be encouraged.</td>
<td>1. Round Table discussion. 2. Panel discussion. 3. Open forums. 4. Debates.</td>
</tr>
<tr>
<td>2. <strong>Student</strong> – more active and direct in style.</td>
<td>1. It encourages creativity and generates many ideas quickly. 2. It can be used for solving specific problem. 3. Surveying knowledge. 4. Answering a question. 5. Introducing a new subject. 6. Raising interest, attitudes.</td>
<td>1. A teacher has to be very careful in it. 2. Crazy; Zany ideas doesn’t encouraged. 3. Can be unfocused. 4. There is no time limit. 5. It takes more time. 6. It is not suited for all topics. 7. Reference material should not be available for preparation.</td>
<td>1. Encourage everyone to contribute. 2. Set a time limit.</td>
<td>1. Normal group technique. 2. Group passing. 3. Team idea mapping. 4. Electronic idea mapping. 5. Directed idea mapping. 6. Individual idea mapping.</td>
</tr>
<tr>
<td>1. <strong>Leader</strong> – should keep it on subject. 2. <strong>Participants</strong> – takes best action to correct the problem.</td>
<td>1. To impart good amount of content knowledge. 2. To provide Better Opportunity for clarification of concepts. 3. To vitrualize Dry and uninteresting ideas. 4. To make presentation more psychological than logical. 5. To ensure flexibility and Adaptable.</td>
<td>1. Lack of feedback. 2. Want of Active participation of the audience. 3. Developing Dry Monotony. 4. Substituting Teacher. 5. Not suitable only developing skills.</td>
<td>1. Language should be simple, easy, comprehensive. 2. Developing questions should make students attentive. 3. Appropriate teaching aids, maps, charts, diagrams, pictures should be supported.</td>
<td>1. One way lecture – 2. Two way lecture - Illustrated lecture. 3. Lecture cum demonstration. 4. Lecture cum Buzz session. 5. Lecture cum discussion.</td>
</tr>
</tbody>
</table>