Various methods of teaching have been proposed and are being practised at the college stage. Some of these methods and techniques are: lecture, library, discussion, tutorial, seminar, team teaching, assignment, laboratory teaching, language laboratory, programmed instruction, buzz system etc. But in view of the fact that our college classrooms by and large consist of 100-150 students and that the educational facilities in our colleges are not that adequate, we have to depend on lecture method for a long time to come. Lecture method is also appropriate when the information is not available in a more convenient and efficient form such as textbook, and also when the information must be integrated from a number of sources.

But unfortunately, the lecture method itself has been degenerated into dictation of notes or reproduction of outdated material. The method has failed to provide proper insight into subjects for students curbing their creativity. As a result, lectures have become unpleasant, uninspiring and even boring.

(iv)
The present study is an attempt to prepare self-instructional microteaching course materials for improving college lecturing and to evaluate its effectiveness.

It is hoped that the microteaching course materials would be of great educative value to college teachers and teacher educators.

M. R. Pattanshetti
PATTANSHETTI MALLIKARJUN MAHANTAPPA