

REPORT ON WORKSHOP ON MAXIMS OF TEACHING



MAHARASHTRA EDUCATIONAL SOCIETY'S

Humera Khan College of Education

Oshiwara, Jogeshwari West, Mumbai, Maharashtra 400102

NAAC ACCREDITED GRADE "B"

Under IQAC

WORKSHOP ON MAXIMS OF TEACHING



DAY: TUESDAY

DATE: 11TH MARCH 2025

TIME: 12:00PM TO 1:00PM

VENUE: HKCE CLASSROOM

**Resource Person:
DR. SANDHYA SARWADE**

**PRINCIPAL:
DR. MASARRAT SAHEB ALI**

**CHIEF CO-ORDINATOR:
DR. VARSHA MARU**

**Vision: Shaping the pupil teacher to shoulder the
responsibility of shaping the future youth of the nation.**

INTRODUCTION:

Humera Khan College of Education under IQAC organized a workshop on maxims of teaching on March 11, 2025. Dr. Sandhya Sarwade conducted the session. This workshop aimed to help pupil teachers understand important teaching principles that make learning more effective and engaging.

OBJECTIVES:

- To introduce pupil teachers to the basic maxims of teaching.
- To help them plan lessons in a structured and engaging way.
- To connect prior knowledge with new concepts.
- To bridge the gap between theory and practical teaching.
- To develop better teaching methods for different types of learners.

SIGNIFICANCE:

- Helps in making teaching more systematic and student-friendly.
- Encourages a structured way of presenting lessons.
- Improves student understanding and participation.
- Makes lessons more interactive and effective.
- Prepares future teachers to handle real classroom situations.

CONTENT:

The workshop focused on maxims of teaching, which are fundamental principles that make the learning process more effective and logical. Dr. Sandhya Sarwade began the session by explaining how these maxims help structure lessons to ensure better understanding among students. She introduced important maxims such as Known to Unknown, Simple to Complex, Concrete to Abstract, and Whole to Part, highlighting their significance in lesson planning.

To make the session more engaging, a PowerPoint presentation was used to explain additional maxims like Unknown to Known and Particular to General. Each maxim was illustrated with real-life examples to show how they can be applied in different subjects. The Known to Unknown principle, for example, helps in teaching by starting with familiar concepts before introducing new ones, while Concrete to Abstract ensures students understand practical examples before moving to theoretical concepts.

After the theoretical explanation, an interactive activity was conducted where students were asked to provide subject-specific examples of each maxim. This exercise helped them apply

what they had learned and understand how to integrate these maxims into their own lesson planning. The workshop also discussed common challenges teachers face while implementing these maxims and provided strategies to overcome them.

Learning Outcomes:

The workshop helped pupil teachers understand the importance of maxims in teaching and how to apply them in real classrooms. They learned how to plan lessons logically and engagingly, ensuring that students can easily understand and connect with the topics. The interactive session allowed them to practice these concepts by creating examples from their subjects, improving their lesson delivery skills. Overall, the workshop provided them with effective teaching strategies, giving them the confidence to conduct well-structured and impactful lessons in the future. This workshop successfully guided pupil teachers on how to make learning more effective and meaningful, preparing them to shape the future generation of students.

Maxims of teaching

Maxims of teaching are the universally found facts by teachers on the basis of their experience.

Following are some maxims which teacher generally uses in their teaching learning process:

1. From known to unknown;
2. From simple to complex;
3. From concrete to abstract;
4. From analysis to synthesis;
5. From seen to unseen/from direct to indirect
6. From psychological to logical;
7. From particular to general;
8. From empirical to rational;
9. Follow nature;
10. From whole to part;
11. From induction to deduction.

Maxims of teaching



“A good teacher can inspire hope, ignite the imagination, and instill a love of learning.”

BRAD HENRY







