

HUMERA KHAN COLLEGE OF EDUCATION, JOGESHWARI (W)

Report on Workshop on Maxims of Teaching

Date: 23 February 2026

Venue: Room No.501

Time: 10:00 a.m.- 11:00 a.m.

INTRODUCTION:

A workshop on “Maxims of Teaching” was successfully conducted on 23 February 2026 to enhance the pedagogical skills of teacher trainees. The session aimed at familiarising participants with the fundamental principles that guide effective classroom teaching.

The workshop began with a brief introduction to the concept and importance of maxims of teaching in the learning process. Dr. Sandhya Sarwade Ma'am explained how maxims serve as guiding principles that help teachers present content in a logical, simple, and learner-centred manner.

OBJECTIVES:

- To understand the concept of maxims of teaching and their importance in effective instruction.
- To familiarise teachers with different maxims such as known to unknown, simple to complex, and concrete to abstract.
- To develop teaching skills by applying maxims in lesson planning and classroom teaching.
- To enhance classroom effectiveness by making teaching more systematic, clear, and engaging.
- To promote learner-centred teaching by connecting new knowledge with students' prior experiences.

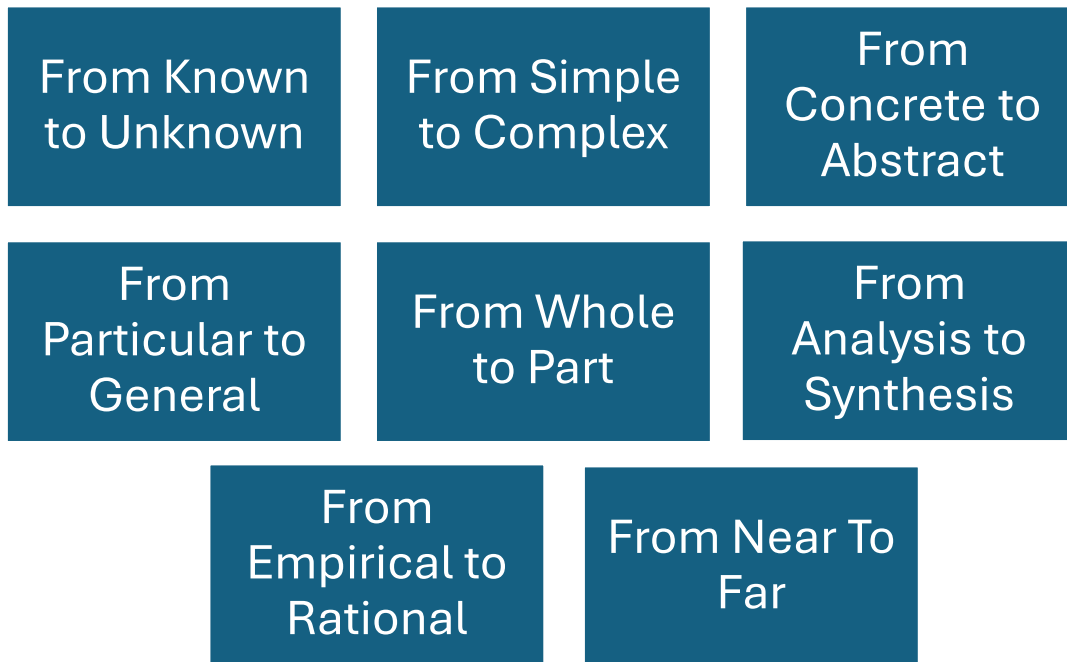
Megha Patidar, Assistant Professor, SVCTT, Indore

Maxims of Teaching

Maxim
A set of words that represent the general truth, fundamental principles or rule of conduct
Example: practice makes a man perfect.
Source: <https://www.merriam-webster.com/dictionary/maxim>

Teaching
The art of assigning another to learn (which includes) providing of information (instructions) and of appropriate situations, conditions or activities designed to facilitate.
(Kulshreshth, S.P. 2005, p.49)

KEY MAXIMS DISCUSSED DURING THE SESSION INCLUDED:



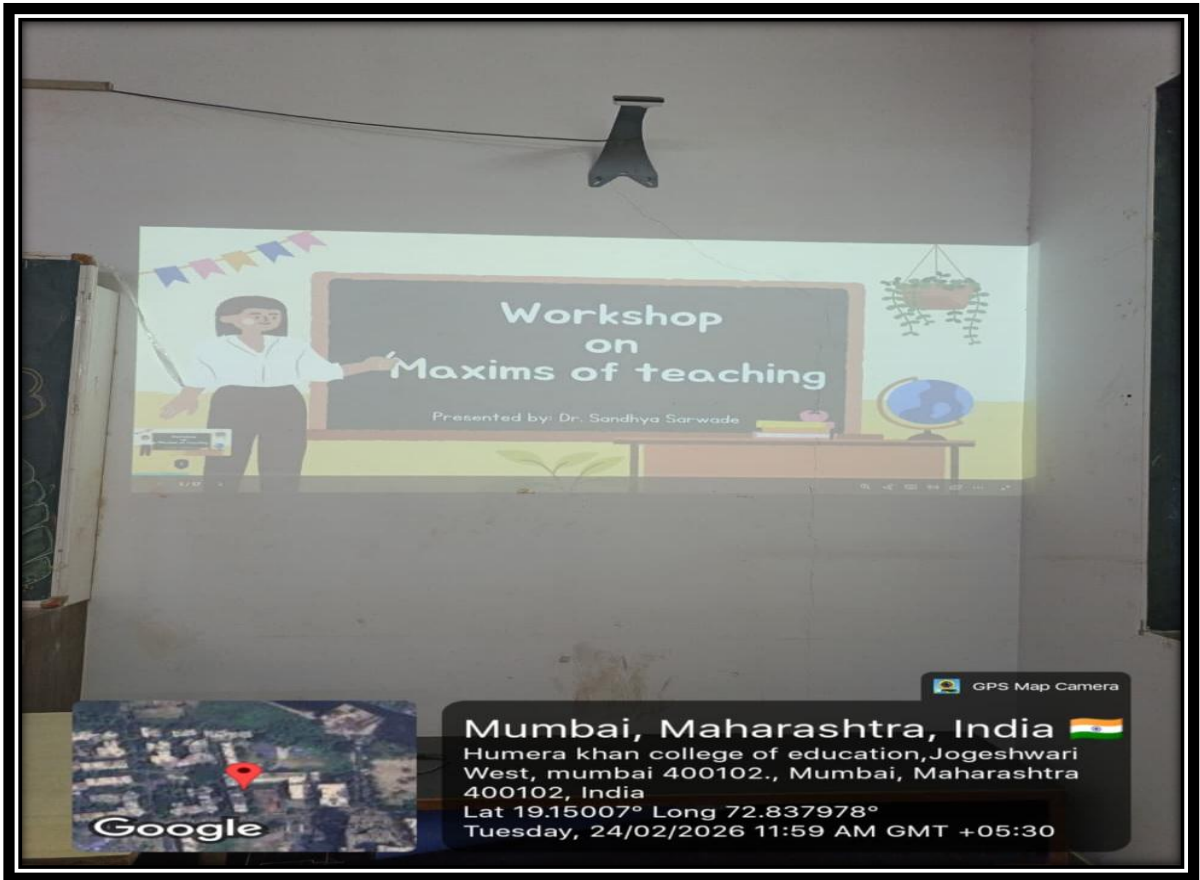
Each maxim was explained with suitable classroom examples to ensure better understanding. Participants actively engaged in discussions and group activities where they explained how these maxims can be applied while planning lessons. Practical demonstrations were also conducted to show how proper sequencing of content improves student comprehension and participation. The workshop was highly interactive and beneficial. It helped participants understand the importance of systematic teaching and the role of maxims in making learning more meaningful and effective. The session concluded with a question-answer round and feedback from participants, who expressed that the workshop enhanced their confidence in lesson planning and classroom delivery.

LEARNING OUTCOMES:

- ❖ Participants gained a clear understanding of various maxims of teaching and their importance.
- ❖ Participants were able to identify and apply suitable maxims in different teaching situations.
- ❖ Participants developed the ability to plan and organise lessons using appropriate maxims.
- ❖ Participants presented content in a logical, simple, and effective manner.
- ❖ Participants demonstrated improved confidence and skills in delivering learner-centred and engaging lessons.

Overall, the workshop was informative and successful in achieving its objectives.

Photos





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