

CENTRAL INSTITUTE OF HIGHER TIBETAN STUDIES
(DEEMED TO BE UNIVERSITY)

**Orientation Programme for School Internship: Resource Talk on “Maxims
of Teaching”**

Date: 9 August 2024

Organised by: Centre for Teacher Education (CTE), CIHTS, Sarnath

The Centre for Teacher Education (CTE), Central Institute of Higher Tibetan Studies (CIHTS), Sarnath, conducted the fifth session of its Orientation Programme for School Internship on 9 August 2024. This session was organised under the supervision of Prof. Umesh Chandra Singh, Coordinator, CTE, with support from Dr. Jampa Thupten, Academic Coordinator, and coordination by Dr. Anil Kumar Gupta. It was designed for B.Ed. 2nd-year and B.A. B.Ed. 4th-year student-teachers who were preparing to enter real classroom settings during their internship.

The distinguished resource person for the session was Prof. H. C. S. Rathore, Former Vice Chancellor, Central University of South Bihar (CUSB) and Former Head & Dean, Faculty of Education (K), Banaras Hindu University (BHU). With decades of experience in teacher education and academic leadership, Prof. Rathore delivered a deeply insightful lecture on the theme “Maxims of Teaching.”

Prof. Rathore opened the session by explaining that maxims of teaching are fundamental principles that guide effective teaching practices. These maxims help teachers structure instructional processes in a manner that is systematic, purposeful, and learner-friendly. He noted that understanding and applying these principles allows teachers to enhance clarity, improve student engagement, and achieve learning outcomes more efficiently.

He elaborated on several major maxims such as:

- From Known to Unknown
- From Simple to Complex
- From Concrete to Abstract
- From Particular to General

- From Whole to Part
- From Induction to Deduction
- From Empirical to Rational

Using examples from real classroom situations, Prof. Rathore demonstrated how these maxims provide teachers with structured pathways for delivering lessons effectively. He emphasized that students learn best when new concepts are connected to their prior knowledge, and when teachers design lessons that move gradually from easier content to more challenging material.

A significant part of the lecture focused on the psychological basis of these maxims. Prof. Rathore explained that well-planned teaching aligns with how the human mind processes information—gradually, sequentially, and meaningfully. He advised student-teachers to avoid overwhelming learners with abstract concepts before establishing concrete foundations.

Prof. Rathore also highlighted the importance of flexibility in applying maxims. He reminded participants that while maxims provide direction, effective teaching requires adapting them according to learners' age, background, learning speed, and classroom environment. A rigid adherence without understanding learner needs can limit the effectiveness of instruction.

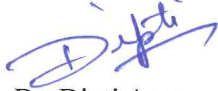
The session further explored how maxims support inclusive and differentiated teaching. By beginning from the known, linking learning with real-life experiences, and breaking down complex ideas, teachers can accommodate diverse learners, including those with learning difficulties or differing aptitudes.

During the interactive segment, student-teachers asked questions regarding the practical application of maxims in subjects like mathematics, languages, social science, and environmental studies. Prof. Rathore responded with thoughtful examples and strategies that clarified how each maxim could be contextualised across disciplines.

The session concluded with reflections from participants, many of whom expressed that the lecture significantly strengthened their pedagogical foundation. The clarity and depth with which Prof. Rathore explained the teaching maxims enhanced their confidence in planning lessons, selecting methods, and structuring content for their internship classrooms.

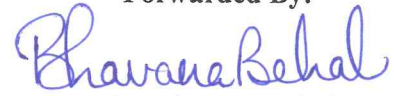
This resource talk marked a crucial milestone in the Orientation Programme, equipping future educators with timeless pedagogical principles that support thoughtful, systematic, and learner-centred teaching.

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