

CHAPTER - IV

RESULTS AND DISCUSSION

#### 4.0.0 INTRODUCTION

It may be restated that the objectives of the study were to formulate (a) the set of factors, that make a lecture effective at the college level teaching. It was intended to evolve as well (b) a set of dimensions through which such factors could be realised.

In this chapter it is proposed to discuss the results of the present study in three parts; A, B and C. In Part 'A' it is proposed to discuss the preferences of the (1) teachers and (2) students of the arts, commerce and science faculties with regard to 'Factors'. In Part 'B' it is proposed to discuss the preferences of the same groups with regard to 'Dimensions'. In part 'C' it is proposed to discuss the preferences in common among the various groups of teachers and students with regard to 'Factors' and 'Dimensions'.

As has already been discussed under the caption 3.1 the set of factors and dimensions which make a lecture effective were formulated in three stages. The results thus obtained at various stages are presented under the following captions:

#### 4.1.0 Section-A: Results: Factors

The factors preferred by various group is presented in the following captions.

#### 4.1.1 Factors preferred by Arts Teachers:

The factors preferred by Arts Teachers are presented in the Table 4.1

TABLE 4.1

TABLE SHOWING THE PREFERENCE FREQUENCY OF FACTORS, THE PERCENTAGE OF PREFERENCE AND THE FACTORS PREFERRED BY MAJORITY IN MORE THAN FIFTY PERCENT OF ARTS TEACHERS (N:136)

S.No.	Title of the Factor	Preference frequency	Percentage of preference	Factors preferred (above 50%) (*)
1.	Preparation of lecture note	113	84	*
2.	Setting objectives	81	60	*
3.	Preparation of instructional aids	44	33	
4.	Preparation of lecture handouts	41	30	
5.	Setting up demonstration experiments	47	35	
6.	Relevance of introduction to the topic of the lecture	110	82	*
7.	Securing attention of the students	122	90	*
8.	Presenting subject matter in logical continuity	108	80	*
9.	Presenting facts and figures accurately	108	80	*
10.	Helping development of attitudes and values of the students	99	73	*
11.	Describing subject matter in detail	110	81	*
12.	Evaluating concepts of the topic	99	73	*
13.	Providing concrete and coherent examples	110	81	*
14.	Emphasizing important points of the topic	109	81	*
15.	Using pauses at appropriate places in the sequence of the presentation of the subject matter	59	44	
16.	Being sensitive to the students' feelings	70	52	*
17.	Using black board adequately	74	55	*
18.	Using relevant instructional aids	70	52	*
19.	Using demonstration experimental kit	25	18	
20.	Consolidating the major points of the subject matter presented	89	66	*
21.	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation	93	69	*
22.	Using adequate gestures	43	32	
23.	Demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate time	74	55	*
24.	Expressing oneself clearly	119	88	*
25.	Making the tone pleasant	98	73	*
26.	Employing an audible voices	103	76	*
27.	Employing modulations in the tone	59	44	
28.	Employing adequate speed of delivery	68	50	
29.	Using intelligible language	101	75	*
30.	Using correct pron unciation	96	71	*
31.	Maintaining good eye contact with the students while giving the lecture	100	74	*
32.	Displaying a smiling disposition	65	48	
33.	Displaying a relaxed disposition	44	33	
34.	Manifesting confidence about the knowledge of the subject matter	108	80	*
35.	Manifesting smartness	61	45	
36.	Being courteous to all the students of the class	103	76	*

The Table 4.1 shows that out of the total 36 factors provided in the schedule 26 factors are preferred as the most important factors for a lecture to be effective by more than 50 per cent of the teachers from Arts Faculty.

The factor, 7-securing attention of the students, is preferred by 90 per cent of the group.

The other factors that get preferred by more than 50 per cent of the group of arts teachers are, 1-preparation of lecture note (84%), 2-setting objectives (60%), 6-relevance of introduction to the topic of the lecture(82%), 8-presenting subject-matter is logical continuity (80%), 9-presenting facts and figures accurately (80%), 10-helping development of attitudes and values of the students (73%), 11-describing subject-matter in detail (81%), 12-evaluating concepts of the topic (73%), 13-providing concrete and coherent examples (81%), 14-emphasizing important points of the topic (81%), 16-being sensitive to students' feelings (52%), 17-using black-board adequately (55%), 18-using relevant instructional aids (52%), 20-consolidating the major points of the subject-matter presented (66%), 21-providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation (69%), 23-demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate time (55%), 24-expressing oneself clearly (88%), 25-making the tone pleasant (73%), 26-employing an audible voice (76%), 29-using intelligible language (75%), 30-using correct pronunciation (71%), 31-maintaining good eye contact with the students while giving the lecture (74%), 34-manifesting confidence about the knowledge of the subject-matter (80%), and 36-being courteous to all the students of the class (76%).

#### 4.1.2 Factors preferred by Arts Students:

The factors preferred by the Arts Students are furnished in the Table 4.2



TABLE 4.2

TABLE SHOWING THE PREFERENCE FREQUENCY OF FACTORS, THE PERCENTAGE OF PREFERENCE AND THE FACTORS PREFERRED BY MAJORITY (MORE THAN FIFTY PERCENT) OF ARTS STUDENTS (N:143)

S.No.	Title of the factor	Preference frequency	Percentage of preference	Factors preferred (above 50%)(*)
1.	Preparation of lecture note	129	90	*
2.	Setting objectives	100	70	*
3.	Preparation of instructional aids	71	50	
4.	Preparation of lecture handouts	49	34	
5.	Setting up demonstration experiments	38	26	
6.	Relevance of introduction to the topic of the lecture	105	73	*
7.	Securing attention of the students	114	80	*
8.	Presenting subject matter in logical continuity	77	54	*
9.	Presenting facts and figures accurately	80	56	*
10.	Helping development of attitudes and values of the students	95	66	*
11.	Describing subject matter in detail	115	80	*
12.	Evaluating concepts of the topic	85	59	*
13.	Providing concrete and coherent examples	81	57	*
14.	Emphasizing important points of the topic	107	75	*
15.	Using pauses at appropriate places in the sequence of the presentation of the subject matter	62	43	
16.	Being sensitive to the students' feelings	79	55	*
17.	Using black board adequately	63	44	
18.	Using relevant instructional aids	84	59	*
19.	Using demonstration experimental kit	39	27	
20.	Consolidating the major points of the subject matter presented	80	56	*
21.	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation	77	54	*
22.	Using adequate gestures	27	19	
23.	Demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate time	69	48	
24.	Expressing oneself clearly	96	67	*
25.	Making the tone pleasant	88	61	*
26.	Employing an audible voices	84	59	*
27.	Employing modulations in the tone	36	25	
28.	Employing adequate speed of delivery	56	39	
29.	Using intelligible language	110	77	*
30.	Using correct pronunciation	117	82	*
31.	Maintaining good eye contact with the students while giving the lecture	74	52	*
32.	Displaying a smiling disposition	66	46	
33.	Displaying a relaxed disposition	62	43	
34.	Manifesting confidence about the knowledge of the subject matter	85	59	*
35.	Manifesting smartness	55	38	
36.	Being courteous to all the students of the class	100	70	*

The Table 4.2 shows that out of the total thirty six factors provided in the schedule twenty three factors are preferred as the most important factors for a lecture to be effective by more than fifty per cent of the Arts students.

The factor, 1-preparation of lecture note, gets preferred by ninety per cent of the group.

The other factors preferred by the group are: 2-setting objectives (70%), 6-relevance of the introduction to the topic of the lecture (73%), 7-securing attention of the students (80%), 8-presenting subject-matter in logical continuity (54%), 9-presenting facts and figures accurately (56%), 10-helping development of attitudes and values of the students (66%), 11-describing subject-matter in detail (80%), 12-evaluating concepts of the topic (59%), 13-providing concrete and coherent examples (57%), 14-emphasizing important points of the topic (75%), 16-being sensitive to students' feelings (55%), 18-using relevant instructional aids (59%), 20-consolidating the major points of the subject-matter presented (56%), 21-providing exercises to students to enable them to apply the knowledge acquired through lecture to a new situation (54%), 24-expressing oneself clearly (67%), 25-making the tone pleasant (61%), 26-employing an audible voice (59%), 29-using intelligible language (77%), 30-using correct pronunciation (82%), 31-maintaining good eye contact with the students while giving the lecture (52%), 34-manifesting confidence in the knowledge of the subject-matter (59%), and 36-being courteous to all the students of the class (70%).

#### 4.1.3 Factors preferred by commerce teachers:

The factors preferred by commerce teachers are presented in the Table 4.3

TABLE 4.3

TABLE SHOWING THE PREFERENCE FREQUENCY OF FACTORS, THE PERCENTAGE OF PREFERENCE AND THE FACTORS PREFERRED BY MAJORITY (MORE THAN FIFTY PERCENT) OF COMMERCE TEACHERS (N:61)

S.No.	Title of the factor	Preference frequency	Percentage of preference	Factors preferred (above 50%)(*)
1.	Preparation of lecture note	51	84	*
2.	Setting objectives	44	72	*
3.	Preparation of instructional aids	17	28	
4.	Preparation of lecture handouts	21	34	
5.	Setting up demonstration experiments	19	31	
6.	Relevance of introduction to the topic of the lecture	48	79	*
7.	Securing attention of the students	55	90	*
8.	Presenting subject matter in logical continuity	53	87	*
9.	Presenting facts and figures accurately	41	67	*
10.	Helping development of attitudes and values of the students	40	66	*
11.	Describing subject matter in detail	52	85	*
12.	Evaluating concepts of the topic	49	80	*
13.	Providing concrete and coherent examples	47	77	*
14.	Emphasizing important points of the topic	53	87	*
15.	Using pauses at appropriate places in the sequence of the presentation of the subject matter	26	43	
16.	Being sensitive to the students' feelings	43	70	*
17.	Using black board adequately	46	75	*
18.	Using relevant instructional aids	34	56	*
19.	Using demonstration experimental kit	10	16	
20.	Consolidating the major points of the subject matter presented	45	74	*
21.	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation	45	74	*
22.	Using adequate gestures	20	33	
23.	Demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate time	33	54	*
24.	Expressing oneself clearly	53	87	*
25.	Making the tone pleasant	48	79	*
26.	Employing an audible voices	48	79	*
27.	Employing modulations in the tone	25	41	
28.	Employing adequate speed of delivery	27	44	
29.	Using intelligible language	42	69	*
30.	Using correct pronunciation	49	80	*
31.	Maintaining good eye contact with the students while giving the lecture	48	79	*
32.	Displaying a smiling disposition	34	56	*
33.	Displaying a relaxed disposition	17	28	
34.	Manifesting confidence about the knowledge of the subject matter	47	77	*
35.	Manifesting smartness	27	44	
36.	Being courteous to all the students of the class	46	75	*

The Table 4.3 shows that out of the total of 36 factors provided in the schedule 26 factors are preferred as the most important factors for a lecture to be effective by more than 50 per cent of the commerce teachers.

The factor, 7-securing attention of the students' gets preferred by 90 per cent of the group of commerce teachers. The other factors which get preferred by more than 50 per cent of the group are, 1-preparation of lecture note (84%), 2-setting objectives (72%), 6-relevance of introduction to the topic of the lecture (79%), 8-presenting subject-matter in logical continuity (87%), 9-presenting facts and figures accurately (67%), 10-helping development of attitudes and values of the students (66%), 11-describing subject-matter in detail (85%), 12-evaluating concepts of the topic (80%), 13-providing concrete and coherent examples (77%), 14-emphasizing important points of the topic (87%), 16-being sensitive to students' feelings (70%), 17-using black board adequately (75%), 18-using relevant instructional aids (56%), 20-consolidating the major points of the subject-matter presented (74%), 21-providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation (74%), 23-demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate time (54%), 24-expressing oneself clearly (87%), 25-making the tone pleasant (79%), 26-employing an audible voice (79%), 29-using intelligible language (69%), 30-using correct pronunciation (80%), 31-maintaining good eye contact with the students while giving the lecture (79%), 32-displaying a smiling disposition (56%), 34-manifesting confidence about the knowledge of the subject-matter (77%) and 36-being courteous to all the students of the class (75%).

#### 4.1.4 Factors preferred by commerce students:

The factors preferred by the commerce students are presented in the Table 4.4

TABLE 4.4

TABLE SHOWING THE PREFERENCE FREQUENCY OF FACTORS, THE PERCENTAGE OF PREFERENCE AND THE FACTORS PREFERRED BY MAJORITY (MORE THAN FIFTY PERCENT) OF COMMERCE STUDENTS (N=135)

S.No.	Title of the factor	Preference frequency	Percentage of preference	Factor preferred (above 50%) (*)
1.	Preparation of lecture note	109	81	*
2.	Setting objectives	85	63	*
3.	Preparation of instructional aids	65	48	
4.	Preparation of lecture handouts	35	26	
5.	Setting up demonstration experiments	30	22	
6.	Relevance of introduction to the topic of the lecture	113	84	*
7.	Securing attention of the students	108	80	*
8.	Presenting subject matter in logical continuity	78	58	*
9.	Presenting facts and figures accurately	80	59	*
10.	Helping development of attitudes and values of the students	100	74	*
11.	Describing subject matter in detail	121	90	*
12.	Evaluating concepts of the topic	75	55	*
13.	Providing concrete and coherent examples	88	65	*
14.	Emphasizing important points of the topic	107	79	*
15.	Using pauses at appropriate places in the sequence of the presentation of the subject matter	52	38	
16.	Being sensitive to the students' feelings	79	58	*
17.	Using black board adequately	80	59	*
18.	Using relevant instructional aids	72	53	*
19.	Using demonstration experimental kit	18	13	
20.	Consolidating the major points of the subject matter presented	81	60	*
21.	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation	80	59	*
22.	Using adequate gestures	27	20	
23.	Demonstration an adequate sense of humour by making use of it in the course of the lecture at appropriate time	67	50	
24.	Expressing oneself clearly	96	71	*
25.	Making the tone pleasant	91	67	*
26.	Employing an audible voices	84	62	*
27.	Employing modulations in the tone	39	29	
28.	Employing adequate speed of delivery	61	45	
29.	Using intelligible language	102	75	*
30.	Using correct pron unciation	115	85	*
31.	Maintaining good eye contact with the students while giving the lecture	99	73	*
32.	Displaying a smiling disposition	57	42	
33.	Displaying a relaxed disposition	41	30	
34.	Manifesting confidence about the knowledge of the subject matter	100	74	*
35.	Manifesting smartness	50	37	
36.	Being courteous to all the students of the class	97	72	*

The Table 4.4 shows that out of the total 36 factors provided in the questionnaire 24 factors are preferred by the commerce students.

The factor, 11-describing subject-matter in detail, is preferred by 90 per cent of the group of commerce students. The other factors preferred by the group are, 1-preparation of lecture note (81%), 2-setting objectives (63%), 6-relevance of introduction to the topic of the lecture (84%), 7-securing attention of the students (80%), 8-presenting subject-matter in logical continuity (58%), 9-presenting facts and figures accurately (59%), 10-development of attitudes and values of the students (74%), 12-evaluating concepts of the topic (55%), 13-providing concrete and coherent examples (65%), 14-emphasizing important points of the topic (79%), 16-being sensitive to the students' feelings (58%), 17-using black board adequately (59%), 18-using relevant instructional aids (53%), 20-consolidating the major points of the subject-matter presented (60%), 21-providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation (59%), 24-expressing oneself clearly (71%), 25-making the tone pleasant (67%), 26-employing an audible voice (62%), 29-using intelligible language (75%), 30-using correct pronunciation (85%), 31-maintaining good eye contact with the students while giving the lecture (73%), 34-manifesting confidence in about the knowledge of the subject-matter (74%), and 36-being courteous to all the students of the class (72%).

#### 4.1.5 Factors preferred by science teachers:

The factors preferred by science teachers are presented in the Table 4.5

TABLE 4.5

TABLE SHOWING THE PREFERENCE FREQUENCY OF FACTORS, THE PERCENTAGE OF PREFERENCE AND THE FACTORS PREFERRED BY MAJORITY (MORE THAN FIFTY PERCENT) OF SCIENCE TEACHERS (N:171)

S.No.	Title of the factor	Preference frequency	Percentage of preference	Factors preferred (above 50%)(*)
1.	Preparation of lecture note	139	81	*
2.	Setting objectives	110	64	*
3.	Preparation of instructional aids	107	63	*
4.	Preparation of lecture handouts	48	28	
5.	Setting up demonstration experiments	129	75	*
6.	Relevance of introduction to the topic of the lecture	128	75	*
7.	Securing attention of the students	162	95	*
8.	Presenting subject matter in logical continuity	139	81	*
9.	Presenting facts and figures accurately	144	84	*
10.	Helping development of attitudes and values of the students	126	74	*
11.	Describing subject matter in detail	138	81	*
12.	Evaluating concepts of the topic	125	73	*
13.	Providing concrete and coherent examples	139	81	*
14.	Emphasizing important points of the topic	117	68	*
15.	Using pauses at appropriate places in the sequence of the presentation of the subject matter	81	47	②
16.	Being sensitive to the students' feelings	96	56	*
17.	Using black board adequately	139	81	*
18.	Using relevant instructional aids	124	72	*
19.	Using demonstration experimental kit	97	57	*
20.	Consolidating the major points of the subject matter presented	113	66	*
21.	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation	130	76	*
22.	Using adequate gestures	55	32	
23.	Demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate time	84	49	
24.	Expressing oneself clearly	144	84	*
25.	Making the tone pleasant	118	69	*
26.	Employing an audible voices	122	71	*
27.	Employing modulations in the tone	72	42	
28.	Employing adequate speed of delivery	84	49	
29.	Using intelligible language	120	70	
30.	Maintaining good eye contact with the students while giving the lecture	133	78	*
31.	Using correct pron unciation	142	83	*
32.	Displaying a smiling disposition	85	49	
33.	Displaying a relaxed disposition	49	29	
34.	Manifesting confidence about the knowledge of the subject matter	143	84	*
35.	Manifesting smartness	95	55	*
36.	Being courteous to all the students of the class	133	78	*

The Table 4.5 shows that out of the total of 36 factors, 28 factors are preferred by more than fifty per cent of the group of science teachers.

Regarding the factor, 7-securing attention of the students gets preferred by 95 per cent of the group. Regarding the other factors which are preferred by more than 50 per cent of the group are, 1-preparation of lecture note (81%), 2-setting objectives (64%), 3-preparation of instructional aids (63%), 5-setting up demonstration experiments (75%), 6-relevance of introduction to the topic of the lecture (75%), 8-presenting subject-matter in logical continuity (81%), 9-presenting facts and figures accurately (84%), 10-helping development of attitudes and values of the students (74%), 11-describing subject-matter in detail (81%), 12-evaluating concepts of the topic (73%), 13-providing concrete and coherent examples (81%), 14-emphasizing important points of the topic (68%), 16-being sensitive to students' feelings (56%), 17-using black board adequately (81%), 18-using relevant instructional aids (72%), 19-using demonstration experimental kit (57%), 20-consolidating the major points of the subject-matter presented (66%), 21-providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation (76%), 24-employing an audible voice (84%), 25-making the tone pleasant (69%), 26-employing an audible voice (71%), 29-using intelligible language (70%), 30-using correct pronunciation (78%), 31-maintaining good eye contact with the students while giving the lecture (83%), 34-manifesting confidence about the knowledge of the subject-matter (84%), 35-manifesting smartness (55%), and 36-being courteous to all students of the class (78%).

#### 4.1.6 Factors preferred by science students:

The factors preferred by the science students are presented in the Table 4.6.



TABLE 4.6

TABLE SHOWING THE PREFERENCE FREQUENCY OF FACTORS, THE PERCENTAGE OF PREFERENCE AND THE FACTORS PREFERRED BY MAJORITY ( MORE THAN FIFTY PERCENT) OF SCIENCE STUDENTS (N:164)

S.No.	Title of the factor	Preference frequency	Percentage of preference	Factors preferred (above 50%)
1.	Preparation of lecture note	138	84	*
2.	Setting objectives	122	74	*
3.	Preparation of instructional aids	84	51	*
4.	Preparation of lecture handouts	63	38	
5.	Setting up demonstration experiments	93	57	*
6.	Relevance of introduction to the topic of the lecture	111	68	*
7.	Securing attention of the students	138	84	*
8.	Presenting subject matter in logical continuity	83	51	*
9.	Presenting facts and figures accurately	107	65	*
10.	Helping development of attitudes and values of the students	95	58	*
11.	Describing subject matter in detail	125	76	*
12.	Evaluating concepts of the topic	110	67	*
13.	Providing concrete and coherent examples	99	60	*
14.	Emphasizing important points of the topic	125	76	*
15.	Using pauses at appropriate places in the sequence of the presentation of the subject matter	55	33	
16.	Being sensitive to the students' feelings	103	63	*
17.	Using black board adequately	89	54	*
18.	Using relevant instructional aids	96	58	*
19.	Using demonstration experimental kit	69	42	
20.	Consolidating the major points of the subject matter presented	107	65	*
21.	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation	119	72	*
22.	Using adequate gestures	44	27	
23.	Demonstrating an adequate sense of humour/making use of it in the course of the lecture at appropriate time	80	49	
24.	Expressing oneself clearly	113	69	*
25.	Making the tone pleasant	93	57	*
26.	Employing an audible voice	119	72	*
27.	Employing modulations in the tone	62	38	
28.	Employing adequate speed of delivery	61	37	
29.	Using intelligible language	103	63	*
30.	Maintaining good eye contact with the students while giving the lecture	132	80	*
31.	Using correct pronunciation	118	72	*
32.	Displaying a smiling disposition	69	42	
33.	Displaying a relaxed disposition	56	34	
34.	Manifesting confidence about the knowledge of the subject matter	116	71	*
35.	Manifesting smartness	68	41	
36.	Being courteous to all the students of the class	113	69	*

The Table 4.6 shows that out of 36 factors provided in the schedule 26 factors are preferred by the group of science students.

Regarding the factors, 1-preparation of lecture note, and 7-securing attention of the students, get preferred by 84 per cent of the science students.

On the other hand the factors, 3-preparation of instructional aids, and 8-presenting subject-matter in logical continuity, get preferred by just fifty one per cent of the group. Regarding the other factors preferred by the group are, 2-setting objectives (74%), 5-setting up demonstration experiments (57%), 6-relevance of the introduction to the topic of the lecture (68%), 7-securing attention of the students (84%), 8-presenting subject matter in logical continuity (51%), 9-presenting facts and figures accurately (65%), 10-helping development of attitudes and values of the students (58%), 11-describing subject-matter in detail (76%), 12-evaluating concepts of the topic (67%), 13-providing concrete and coherent examples (60%), 14-emphasizing important points of the topic (76%), 16-being sensitive to the students' feelings (63%), 17-using black board adequately (54%), 18-using relevant instructional aids (58%), 20-consolidating major points of the subject-matter presented (65%), 21-providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation (72%), 24-expressing oneself clearly (69%), 25-making tone pleasant (57%), 26-employing an audible voice (72%), 29-using intelligible language (63%), 30-using correct pronunciation (80%), 31-Maintaining good eye contact with the students while giving the lecture (72%), 34-manifesting confidence about the knowledge of the subject-matter (71%), and 36-being courteous to all the students of the class (69%).

#### 4.2.0 Section-B:

##### Results: Dimensions:

In this section it is proposed to discuss preference of dimensions of various factors, preferred by students and teachers of arts, commerce and science faculties.

The pattern of presentation is just similar to the pattern under section 'A'.

#### 4.2.1 Dimensions preferred by arts teachers:

The table 4.7 shows the dimensions preferred by teachers of arts faculty.

TABLE 41

TABLE SHOWING THE PREFERENCE FREQUENCY OF DIMENSIONS, THE PERCENTAGE OF PREFERENCE AND THE DIMENSIONS PREFERRED BY MAJORITY i.e., MORE THAN FIFTY PERCENT OF ARTS TEACHERS (N:135)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
1.0	PREPARATION OF LECTURE NOTE			
1.1	Preparing loose-leaf lecture note	67	50	
1.2	Preparing a list of headings and sub-headings of the topic	84	62	*
1.3	Preparing entire lecture in a written down note(verbatim)	17	13	
2.0	SETTING OBJECTIVES			
2.1	Aiming at presenting information	90	67	*
2.2	Aiming at developing the ability of critical thinking in the students	103	76	*
2.3	Aiming at developing certain specified skills of the students	72	53	*
2.4	Aiming at developing the ability to express personal ideas of the students	87	64	*
2.5	Aiming at developing in students independent study habits and reading interests	105	78	*
2.6	Aiming at developing in students ability to select and organize relevant material	96	71	*
2.7	Aiming at developing a sense of enquiry in the students	97	72	*
3.0	PREPARATION OF INSTRUCTIONAL AIDS			
3.1	Preparation of charts	47	35	
3.2	Preparation of graphs	45	33	
3.3	Preparation of slides	26	19	
3.4	Preparation of improvised aids (suitable aids made out of easily available material)	36	27	
4.0	PREPARATION OF HANDOUTS			
4.1	Preparation of cyclostyled complete note of the topic for the students	27	20	
4.2	Preparation of cyclostyled salient features of the topic for the students	51	38	
4.3	Preparation of cyclostyled note of the topic in brief	47	35	
5.0	SETTING UP DEMONSTRATION EXPERIMENTS			
5.1	Setting up demonstration experiments with the help of the experimental kit	26	19	
5.2	Setting up demonstration experiments with the help of improvised material	27	20	
5.3	Setting up demonstration experiments with the help of the laboratory equipment	38	28	
6.0	RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	By means of providing a brief revision of the lecture topic	95	70	*
6.2	By means of providing a gist of the present topic	69	51	*
6.3	By means of providing a gist of the past and the present lecture topic	69	51	*
6.4	By means of announcing the title of the present lecture topic	80	59	*
7.0	SECURING ATTENTION OF THE STUDENTS			
7.1	By means of putting relevant questions	105	78	*
7.2	By means of giving relevant quotations	47	35	
7.3	By means of narrating relevant anecdotes	55	41	
7.4	By means of providing relevant illustrations	82	61	*
7.5	By means of creating relevant simulations	55	41	
7.6	By means of explaining the benefits of the knowledge that will be gained due to the lecture	72	53	*

Table 4.7 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
8.0	PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY			
8.1	By means of proceeding from general to particular concepts of the topic	96	71	*
8.2	By means of proceeding from particular to general concepts of the topic	53	39	
8.3	By means of proceeding from known to unknown concepts of the topic	84	62	*
8.4	By means of proceeding from concrete to abstract concepts of the topic	81	60	*
8.5	By means of proceeding from simple to complex concepts of the topic	88	65	*
8.6	By means of providing the concepts of the topic under convenient specified points and sub-points	82	61	*
9.0	PRESENTING FACTS AND FIGURES ACCURATELY			
9.1	By means of using charts	52	38	
9.2	By means of using graphs	45	33	
9.3	By means of presenting actual data on the black board	82	61	*
9.4	By means of giving reference material	78	58	*
10.0	HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS			
10.1	By means of emphasizing the underlying human value in each of the concepts of the topic	76	56	*
10.2	By means of providing opinion of prominent leaders/experts on the concepts of the topic	70	52	*
10.3	By means of giving personal opinions on the concepts of the topic	61	45	
10.4	By means of inviting comments of the students on the concepts of the topic	85	63	*
10.5	By means of emphasizing scientific rationale involved in each of the concepts of the topic	67	50	
10.6	By means of visualizing the extent of agreement with the experimental observations of the concepts of the topic	40	30	
10.7	By means of putting forward the underlying limitations of the derivations in the topic	47	35	
11.0	DESCRIBING SUBJECT-MATTER IN DETAIL			
11.1	By means of analysing each single concept of the topic	91	67	*
11.2	By means of dividing each single concept into as many sub-points as possible	75	55	*
11.3	By means of explaining each single concept from different angles	74	55	*
12.0	EVALUATING CONCEPTS OF THE TOPIC			
12.1	By means of enlisting arguments for and against each concept of the topic	92	68	*
12.2	By means of enlisting arguments of different experts on each concept of the topic	78	58	*
12.3	By means of enlisting relative differences between different concepts of the topic	70	52	*
12.4	By means of relating abstract concepts of the topic to concrete things or situations	51	38	
13.0	PROVIDING CONCRETE AND COHERENT EXAMPLES			
13.1	By means of giving examples exclusively relevant to the day-to-day lives of the students	108	80	*
13.2	By means of narrating interesting anecdotes relevant to the topic	88	65	*
13.3	By means of relating derivations with the students' laboratory observations	37	27	

TABLE 4.7 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
14.0	EMPHASIZING IMPORTANT POINTS OF THE TOPIC			
14.1	By means of changing the tone of expression	59	44	
14.2	By means of changing the speed of delivery	58	43	
14.3	By means of focussing attention of the students	98	72	*
14.4	By means of repeating the important points of the topic more than once	96	71	*
14.5	By means of noting down the important points of the topic on black board	94	70	*
15.0	USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER			
15.1	By means of giving time gap in between certain important words	69	51	*
15.2	By means of giving time gap in between certain important sentences	69	51	*
15.3	By means of giving time gap in between the presentation of different concepts of the topic	68	50	
16.0	BEING SENSITIVE TO THE STUDENTS' FEELINGS			
16.1	Changing stimulus media	40	30	
16.2	Making use of humour	73	54	*
16.3	Involving students with the topic by means of putting thought provoking questions	97	72	*
16.4	Repeating certain points, not very well taken by the students	78	58	*
16.5	Putting the points which are not very well taken by the students in a slightly different perspective	61	45	
17.0	USING BLACK BOARD ADEQUATELY			
17.1	Presenting only important points of the topic	103	76	*
17.2	Presenting only brief summary of the topic	33	24	
17.3	Presenting diagrams, numbers and names relevant to the topic	86	64	*
17.4	Presenting mathematical derivations, symbols, etc., relevant to the topic	68	50	
18.0	USING RELEVANT INSTRUCTIONAL AIDS			
18.1	For the purpose of presenting general information relevant to the topic	55	41	
18.2	For the purpose of presenting proper explanation of the concepts of the topic	70	52	*
18.3	For the purpose of synthesizing the content presented	57	38	
18.4	For the purpose of providing comparative and contrasting information of the concepts relevant to the topic	67	50	
18.5	For the purpose of developing skills of drawing, scaling, and sketching, etc.	41	30	
19.0	USING DEMONSTRATION EXPERIMENTAL KIT			
19.1	For the purpose of developing skill of manipulating apparatus	35	26	
19.2	For the purpose of developing skill of objective observation	47	35	
19.3	For the purpose of developing the ability to improvise experimental tools	35	26	
19.4	For the purpose of developing the skill of proper interpretation of data	56	41	
20.0	CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED			
20.1	By means of mere listing out all the points of the topic	65	48	
20.2	By means of repeating only important points of the topic	71	52	*
20.3	By means of relating each point of the topic to a practical phenomenon	63	47	

TABLE 4.7. (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
21.0	PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION			
21.1	By means of posing problems to be solved by the students	91	67	*
21.2	By means of posing meaningful questions to the students	102	75	*
21.3	By means of encouraging students' individual efforts in dealing with problems relevant to the topic	98	73	*
21.4	By means of providing cooperative or competitive situations	63	47	
21.5	By means of providing free atmosphere to enable students to express individual ideas	99	73	*
21.6	By means of giving assignments	78	58	*
21.7	By means of giving assignments which have relevance to the next topic	50	37	
22.0	USING ADEQUATE GESTURES			
22.1	Using head movements	41	30	
22.2	Using hand movements	57	42	
22.3	Using body movements	28	21	
22.4	Using expressive looks	77	57	*
23.0	DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIMES			
23.1	By means of quoting seemingly paradoxical situations	52	38	
23.2	By means of witty repartee	73	54	*
24.0	EXPRESSING ONESELF CLEARLY			
24.1	Speaking out clearly	111	82	*
24.2	Putting forward the concepts of the topic in simple language	115	85	*
24.3	Putting forward the concepts in a straight forward manner without digressions	97	72	*
25.0	MAKING THE TONE PLEASANT			
25.1	Making use of a tone which is of moderate bass pitch	43	61	*
25.2	Making use of a tone which is full of expression	98	72	*
25.3	By not using an irritative tone	76	56	*
26.0	EMPLOYING AN AUDIBLE VOICE			
26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class	116	86	*
26.2	Making use of the voice at a level of which all the words spoken are audible	105	78	*
27.0	EMPLOYING MODULATION IN TONE			
27.1	By means of changing pitch at appropriate moment in the sequence of lecture delivery	82	61	*
27.2	By means of changing stress on the words as and when necessary in the sequence of lecture delivery	74	55	*
27.3	By means of maintaining a rhythmic flow of pitch in the sequence of lecture delivery	66	49	
28.0	EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	By maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression	97	72	*
28.2	By maintaining a speed at which it is possible for the students to jot down main points of the topic	91	67	*

TABLE 4.7. (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
29.0	USING INTELLIGIBLE LANGUAGE			
29.1	Making use of a simple language	117	87	*
29.2	Making use of a language which is well within the comprehensible vocabulary level of the students	97	72	*
29.3	Making use of a language in an organized fashion aiming at developing the vocabulary level of the students	65	48	
30.0	USING CORRECT PRONUNCIATION			
30.1	Using a pronunciation which is phonetically correct	78	58	*
30.2	Using an accent which makes the language intelligible to all	104	77	*
31.0	MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE			
31.1	By means of looking straight to the students	68	50	
31.2	By means of looking all over the class	107	79	*
32.0	DISPLAYING A SMILING DISPOSITION			
32.1	By maintaining pleasantness all through the lecture period	112	83	*
32.2	By not being irritated	81	60	*
33.0	DISPLAYING A RELAXED DISPOSITION			
33.1	By maintaining the composure	78	58	*
33.2	By being quite casual in movements	77	57	*
34.0	MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	By means of manifesting mastery over the subject-matter	104	77	*
34.2	By means of maintaining clarity and ease in communicating the subject-matter	106	78	*
34.3	By being able to explain illustratively the complexities of the subject-matter	97	72	*
35.0	MANIFESTING SMARTNESS			
35.1	By keeping up neatness in dress and physical appearance	93	69	*
35.2	By means of manifesting presence of mind to deal with complex situations	102	75	*
35.3	By manifesting ease in the manipulation of apparatus, aids, etc.	54	40	
35.4	By using interesting repartee	70	52	*
35.5	By manifesting balanced modes of moving about	70	52	*
36.0	BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	By means of treating all the students equally friendly	117	87	*
36.2	By means of encouraging students self-efforts of learning in a positive manner	104	77	*
36.3	By means of showing adequate understanding of the students and their problems inside and outside the class	97	72	*



Regarding the factor, 1-preparation of lecture note, the group preferred the dimension, 1.2-preparing a list of headings and sub-headings of the topic (62%).

The factor, 2-setting objectives, the group preferred the dimensions, 2.5-aiming at developing in students independent study habits and reading interests (78%), 2.2-aiming at developing the ability of critical thinking in the students (76%), 2.7-aiming at developing a sense of enquiry in the students (72%), 2.6 aiming at developing in students ability to select and organize relevant material (71%), 2.1-aiming at presenting information (67%), 2.4-aiming at developing the ability to express personal ideas of the students (64%), and 2.3-aiming at developing certain specified skills of the students (53%).

Regarding the dimension of the factors, 3,4 and 5 the percentage of preference ranged from 19 to 38. Hence they are not included in the list of dimensions preferred.

Regarding the factor, 6-relevance of introduction to the topic of the lecture, the group preferred the dimensions, 6.1-by means of providing a brief revision of the last lecture topic (70%), 6.4-by means of announcing the title of the present lecture topic (59%), 6.2-by means of providing a gist of the present topic (51%) and 6.3-by means of providing a gist of the past and the present lecture topic (51%).

Regarding the factor, 7-securing attention of the students, the group preferred the dimensions, 7.1-by means of putting relevant questions (78%), 7.4-by means of providing relevant illustrations (61%) and 7.6-by means of explaining the benefits of the knowledge that will be gained due to the lecture (53%).

Regarding the factor, 8-presenting subject-matter in logical continuity, the group preferred the dimensions, 8.1-by means of proceeding from general to particular concepts of the topic (71%), 8.5-by means of proceeding from simple to complex concepts of the topic (65%), 8.3-by means of proceeding from known to unknown concepts of the topic (62%), 8.6-by means of providing the concepts of the topic under convenient specified points and sub-points (61%) and 8.4-by means of proceeding from concrete to abstract concepts of the topic (60%).

Regarding the factor, 9-presenting facts and figures accurately, the group preferred the dimensions, 9.3-by means of presenting actual data on the black board (61%) and 9.4-by means of giving reference material (58%).

Regarding the factor, 10-helping development of attitudes and values of the students, the group preferred the dimensions, 10.4-by means of inviting comments of the students on the concepts of the topic (63%), 10.1-by means of emphasizing the underlying human value in the each of the concepts of the topic (56%) and 10.2-by means of providing opinion of prominent leaders/experts on the topic (52%).

Regarding the factor, 11-describing subject-matter in detail, the group preferred the dimensions, 11.1-by means of analysing each single concept of the topic (67%), 11.2-by means of dividing each single concept into as many sub-points as possible (55%) and 11.3-by means of explaining each single concept from different angles (55%).

Regarding the factor, 12-evaluating concepts of the topic, the group preferred the dimensions, 12.1-by means of enlisting arguments for and against each concept of the topic

(68%), 12.2-by means of enlisting arguments of different experts on each concept of the topic (58%) and 12.3-by means of enlisting relative differences between different concepts of the topic (52%).

Regarding the factor, 13-providing concrete and coherent examples, the group preferred the dimensions, 13.1-by means of giving examples exclusively relevant to the day-to-day lives of the students (80%) and 13.2-by means of narrating interesting anecdotes relevant to the topic (65%).

Regarding the factor, 14-emphasizing important points of the topic, the group preferred the dimensions, 14.3-by means of focussing attention of the students (72%), 14.4-by means of repeating the important points of the topic more than once (71%) and 14.5-by means noting down the important points on the black board (70%).

Regarding the factor, 15-using pauses at appropriate places, the group preferred the dimensions, 15.1-by means of giving time gap in between certain important words (51%) and 15.2 by means of giving the time gap in between certain important sentences (51%).

Regarding the factor, 16-being sensitive to students' feelings, the group preferred the dimensions, 16.3-involving students with the topic by means of putting though provoking questions (72%), 16.4-repeating certain points, not very well taken by the students (58%) and 16.2-making the use of humour (54%).

Regarding the factor, 17-using black board adequately the group preferred the dimensions, 17.1-presenting only

important points of the topic (76%) and 17.4-presenting mathematical derivations, symbols, etc. relevant to the topic (64%).

Regarding the factor, 18-using relevant instructional aids, the group preferred the dimensions, 18.2-for the purpose of presenting proper explanation of the concepts of the topic (52%).

Regarding the dimensions of the factor, 19-the percentage of preference ranged from 26 to 41 and hence they are not included in the list of preferred dimensions.

Regarding the factor, 20-consolidating the major points of the subject-matter presented, the group preferred the dimension, 20.2-by means of repeating only important points of the topic (52%).

Regarding the factor, 21-providing exercises to students, the group preferred the dimensions, 21.2-by means of posing meaningful questions to the students (75%), 21.3-by means of encouraging students' self efforts in dealing with problems relevant to the topic (73%), 21.5-by means of providing free atmosphere to enable students to express individual ideas (73%), 21.1-by means of posing problems to be solved by the students (67%) and 21.6 by means of giving assignments which have relevance to the next topic (58%).

Regarding the factor, 22-using adequate gestures, the group preferred the dimension, 22.4-using expressive looks (57%).

Regarding the factor, 23-demonstrating an adequate sense of humour, the group preferred the dimension, 23.2-by means of witty repartee (54%).

Regarding the factor, 24-expressing oneself clearly, the group preferred the dimensions, 24.2-putting forward the concepts of the topic in simple language (85%), 24.1-speaking out clearly (82%) and 24.3-putting forward the concepts in a straight forward manner without digressions (72%).

Regarding the factor, 25-making the tone pleasant, the group preferred the dimensions, 25.2-making use of a tone which is full of expression (72%), 25.1-making use of a tone which is of moderate bass pitch (61%) and 25.3-by not using an irritative tone (56%).

Regarding the factor, 26-employing an audible voice, the group preferred the dimensions, 26.1-making use of the voice to be audible enough even to the students who are sitting in the back benches of the class (86%) and 26.2-making use of the voice at a level of which all the words spoken are audible (78%).

Regarding the factor, 27-employing modulations in the tone, the group preferred the dimensions, 27.1-by means of changing pitch at appropriate moment in the sequence of lecture delivery (61%) and 27.2-by means of changing stress on the words as and when necessary in the sequence of lecture delivery (55%).

Regarding the factor, 28-employing adequate speed of delivery, the group preferred, the dimensions, 28.1-by maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression (72%) and 28.2-by maintaining a speed at which it is possible for the students to jot down the main points of the topic (67%).

Regarding the factor, 29-using intelligible language, the group preferred the dimensions, 29.1-making/use of a simple language (87%) and 29.2-making/use of a language which is well within the comprehensible vocabulary level of the students (72%).

Regarding the factor, 30-using correct pronunciation, the group preferred the dimensions, 30.2-using an accent which makes the language intelligible to all the students (77%) and 30.1-using pronunciation which is phonetically correct (58%).

Regarding the factor, 31-maintaining good eye contact with the students, the group preferred the dimensions, 31.2-by means of looking all over the class (79%).

Regarding the factor, 32-displaying a smiling disposition, the group preferred the dimensions, 32.1-by maintaining pleasantness all through the lecture period (83%) and 32.2-by not being irritated (60%).

Regarding the factor, 33-displaying a relaxed disposition, the group preferred the dimensions, 33.1-by maintaining the composure (58%) and 33.2-by being quite casual in movements (57%).

Regarding the factor, 34-manifesting confidence, the group preferred the dimensions, 34.2-by means of maintaining clarity and ease in communicating the subject-matter (78%), 34.1-by means of manifesting mastery over the subject-matter (77%) and 34.3-by being able to explain illustratively the complexities of the subject-matter (72%).

Regarding the factor, 35-manifesting smartness, the

group preferred the dimensions, 35.2-by means of manifesting presence of mind to deal with complex situations (75%), 35.1-by keeping up neatness in dress and physical appearance (69%), 35.4-by using interesting repartee (52%) and 35.5-by manifesting balanced modes of moving about (52%).

Regarding the factor, 36-being courteous to all the students of the class, the group preferred the dimensions, 36.1-by means of treating all the students equally friendly, (87%), 36.2-by means of encouraging students' self efforts of learning in a positive manner (77%) and 36.3-by means of showing adequate understanding of the students and their problems inside and outside the class (72%).

#### 4.2.2 Dimensions preferred by arts students:

The Table 4.8 shows the dimensions preferred by students of arts faculty to be the most important dimensions which help achieve a factor of an effective lecture.

TABLE 4.2

TABLE SHOWING THE PREFERENCE FREQUENCY OF DIMENSIONS, THE PERCENTAGE OF PREFERENCE AND THE DIMENSIONS PREFERRED BY MAJORITY i.e., MORE THAN FIFTY PERCENT, OF ART STUDENTS (N:143)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimensions preferred
1.0	PREPARATION OF LECTURE NOTE			
1.1	Preparing loose-leaf lecture note	59	41	
1.2	Preparing a list of headings and sub-headings of the topic	99	69	*
1.3	Preparing entire lecture in a written down note	34	24	
2.0	SETTING OBJECTIVES			
2.1	Aiming at presenting information	80	56	*
2.2	Aiming at developing the ability of critical thinking in the students	97	68	*
2.3	Aiming at developing certain specified skills of the students	89	62	*
2.4	Aiming at developing the ability to express personal ideas of the students	100	70	*
2.5	Aiming at developing in students independent study habits and reading interests	96	67	*
2.6	Aiming at developing in students ability to select and organize relevant material	70	49	
2.7	Aiming at developing a sense of enquiry in the students	77	54	*
3.0	PREPARATION OF INSTRUCTIONAL AIDS			
3.1	Preparation of charts	60	42	
3.2	Preparation of graphs	64	45	
3.3	Preparation of slides	24	17	
3.4	Preparation of improvised aids	45	31	
4.0	PREPARATION OF HANDOUTS			
4.1	Preparation of cyclostyled complete note of the topic for the students	59	41	
4.2	Preparation of cyclostyled salient features of the topic for the students	38	40	
4.3	Preparation of cyclostyled note of the topic in brief	68	47	
5.0	SETTING UP DEMONSTRATION EXPERIMENTS			
5.1	Setting up demonstration experiments with the help of the experimental kit	36	25	
5.2	Setting up demonstration experiments with the help of improvised material	19	13	
5.3	Setting up demonstration experiments with the help of the laboratory equipment	50	35	
6.0	RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	By means of providing a brief revision of the last lecture topic	93	65	*
6.2	By means of providing a gist of the present topic	70	49	
6.3	By means of providing a gist of the past and the present lecture topic	74	52	*
6.4	By means of announcing the title of the present lecture topic	75	52	*
7.0	SECURING ATTENTION OF THE STUDENTS			
7.1	By means of putting relevant questions	109	76	*
7.2	By means of giving relevant quotations	74	52	*
7.3	By means of narrating relevant anecdotes	42	29	
7.4	By means of providing relevant illustrations	70	49	
7.5	By means of creating relevant simulations	15	31	
7.6	By means of explaining the benefits of the knowledge that will be gained due to the lecture		52	*



Table 4.8 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>8.0</b>	<b>PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY</b>			
8.1	By means of proceeding from general to particular concepts of the topic	74	52	*
8.2	By means of proceeding from particular to general concepts of the topic	57	40	
8.3	By means of proceeding from known to unknown concepts of the topic	73	51	*
8.4	By means of proceeding from concrete to abstract concepts of the topic	62	43	
8.5	By means of proceeding from simple to complex concepts of the topic	96	67	*
8.6	By means of providing the concepts of the topic under convenient specified points and sub-points	88	61	*
<b>9.0</b>	<b>PRESENTING FACTS AND FIGURES ACCURATELY</b>			
9.1	By means of using charts	66	46	
9.2	By means of using graphs	58	40	
9.3	By means of presenting actual data on the black board	93	65	*
9.4	By means of giving reference material	72	50	
<b>10.0</b>	<b>HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS</b>			
10.1	By means of emphasizing the underlying human value in each of the concepts of the topic	64	45	
10.2	By means of providing opinion of prominent leaders/experts on the concepts of the topic	71	50	
10.3	By means of giving personal opinions on the concepts of the topic	77	54	*
10.4	By means of inviting comments of the students on the concepts of the topic	80	56	*
10.5	By means of emphasizing scientific rationale involved in each of the concepts of the topic	64	45	
10.6	By means of visualizing the extent of agreement with the experimental observations of the concepts of the topic	46	32	
10.7	By means of putting forward the underlying limitations of the derivations in the topic	59	41	
<b>11.0</b>	<b>DESCRIBING SUBJECT MATTER IN DETAIL</b>			
11.1	By means of analysing each single concept of the topic	76	53	*
11.2	By means of dividing each single concept into as many sub-points as possible	75	52	*
11.3	By means of explaining each single concept from different angles	77	54	*
<b>12.0</b>	<b>EVALUATING CONCEPTS OF THE TOPIC</b>			
12.1	By means of enlisting arguments for and against each concepts of the topic	76	53	*
12.2	By means of enlisting arguments of different experts on each concept of the topic	83	58	*
12.3	By means of enlisting relative differences between different concepts of the topic	80	56	*
12.4	By means of relating abstract concepts of the topic to concrete things or situations	66	46	
<b>13.0</b>	<b>PROVIDING CONCRETE AND COHERENT EXAMPLES</b>			
13.1	By means of giving examples exclusively relevant to the day-to-day lives of the students	103	72	*
13.2	By means of narrating interesting anecdotes relevant to the topic	58	40	
13.3	By means of relating derivations with the students' laboratory observations	45	31	

Table 4.8 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>				
14.1	By means of changing the tone of expression	53	37	
14.2	By means of changing the speed of delivery	37	26	
14.3	By means of focussing attention of the students	97	68	*
14.4	By means of repeating the important points of the topic more than once	108	75	*
14.5	By means of noting the important points of the topic on black board	103	72	*
<b>15.0 USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER</b>				
15.1	By means of giving time gap in between certain important words	73	51	*
15.2	By means of giving time gap in between certain important sentences	73	51	*
15.3	By means of giving time gap in between the presentation of different concepts of the topic	55	38	
<b>16.0 BEING SENSITIVE TO THE STUDENTS' FEELINGS</b>				
16.1	Changing stimulus media	74	52	*
16.2	Making use of humour	73	51	*
16.3	Involving students with the topic by means of putting thought provoking questions	85	59	*
16.4	Repeating certain points, not very well taken by the students	69	48	
16.5	Putting the points which are not very well taken by the students in a slightly different perspective	70	49	
<b>17.0 USING BLACK BOARD ADEQUATELY</b>				
17.1	Presenting only important points of the topic	109	76	*
17.2	Presenting only brief summary of the topic	41	29	
17.3	Presenting diagrams, numbers and names relevant to the topic	91	64	*
17.4	Presenting mathematical derivations, symbols, etc., relevant to the topic	78	54	*
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>				
18.1	For the purpose of presenting general information relevant to the topic	77	54	*
18.2	For the purpose of presenting proper explanation of the concepts of the topic	70	49	
18.3	For the purpose of synthesizing the content presented	54	38	
18.4	For the purpose of providing comparative and contrasting information of the concepts relevant to the topic	63	44	
18.5	For the purpose of developing skills of drawing, scaling, and sketching, etc.	50	35	
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>				
19.1	For the purpose of developing skill of manipulating apparatus	35	24	
19.2	For the purpose of developing skill of objective observation	46	32	
19.3	For the purpose of developing the ability to improvise experimental tools	33	23	
19.4	For the purpose of developing the skill of proper interpretation of data	43	30	
<b>20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED</b>				
20.1	By means of mere listing out all the points of the topic	81	57	*
20.2	By means of repeating only important points of the topic	76	53	*
20.3	By means of relating each point of the topic to a practical phenomenon	57	40	

Table 4.8 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
21.0	PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION			
21.1	By means of posing problems to be solved by the students	84	59	*
21.2	By means of posing meaningful questions to the students	90	63	*
21.2	By means of encouraging students' individual efforts in dealing with problems relevant to the topic	92	64	*
21.4	By means of providing cooperative or competitive situations	79	55	*
21.5	By means of providing free atmosphere to enable students to express individual ideas	113	79	*
21.6	By means of giving assignments	78	54	*
21.7	By means of giving assignments which have relevance to the next topic	57	40	
22.0	USING ADEQUATE GESTURES			
22.1	Using head movements	70	49	
22.2	Using hand movements	65	45	
22.3	Using body movements	32	22	
22.4	Using expressive looks	73	51	*
23.0	DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIMES			
23.1	By means of quoting seemingly paradoxical situations	48	33	
23.2	By means of witty repartee	63	44	
24.0	EXPRESSING ONESELF CLEARLY			
24.1	Speaking out clearly	122	85	*
24.2	Putting forward the concepts of the topic in simple language	103	72	*
24.3	Putting forward the concepts in a straight forward manner without digressions	61	43	
25.0	MAKING THE TONE PLEASANT			
25.1	Making use of a tone which is of moderate bass pitch	55	38	
25.2	Making use of a tone which is full of expression	90	63	*
25.3	By not using an irritative tone	56	39	
26.0	EMPLOYING AN AUDIBLE VOICES			
26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class	97	68	*
26.2	Making use of the voice at a level of which all the words spoken are audible	88	61	*
27.0	EMPLOYING MODULATION IN TONE			
27.1	By means of changing pitch at appropriate moment in the sequence of lecture delivery	70	49	
27.2	By means of changing stress on the words as and when necessary in the sequence of lecture delivery	74	52	*
27.3	By means of maintaining a rhythmic flow of pitch in the sequence of lecture delivery	50	35	
28.0	EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	By maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression	87	61	*
28.2	By maintaining a speed at which it is possible for the students to jot down main points of the topic	88	61	*
29.0	USING INTELLIGIBLE LANGUAGE			
29.1	Making use of a simple language	113	79	*
29.2	Making use of a language which is well within the comprehensible vocabulary level of the students	92	64	*
29.3	Making use of a language in an organized fashion aiming at developing the vocabulary level of the students	75	52	*

Table 4.8 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
30.0	USING CORRECT PRONUNCIATION			
30.1	Using a pronunciation which is phonetically correct	10	71	*
30.2	Using an accent which makes the language intelligible to all	87	63	*
31.0	MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE			
31.1	By means of looking straight to the students	62	43	
31.2	By means of looking all over the class	87	61	*
32.0	DISPLAYING A SMILING DISPOSITION			
32.1	By maintaining pleasantness all through the lecture period	92	64	*
32.2	By not being irritated	66	46	
33.0	DISPLAYING A RELAXED DISPOSITION			
33.1	By maintaining the composure	63	44	
33.2	By being quite casual in movements	65	45	
34.0	MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	By means of manifesting mastery over the subject-matter	89	62	*
34.2	By means of maintaining clarity and ease in communicating the subject-matter	77	54	*
34.3	By being able to explain illustratively the complexities of the subject-matter	88	61	*
35.0	MANIFESTING SMARTNESS			
35.1	By keeping up neatness in dress and physical appearance	85	59	*
35.2	By means of manifesting presence of mind to deal with complex situations	89	62	*
35.3	By manifesting ease in the manipulation of apparatus, aids, etc.	49	34	
35.4	By using interesting repartee	69	48	
35.5	By manifesting balanced modes of moving about	71	50	
36.0	BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	By means of treating all the students equally friendly	115	80	*
36.2	By means of encouraging students self-efforts of learning in a positive manner	95	66	*
36.3	By means of showing adequate understanding of the students and their problems inside and outside the class	79	55	*

Regarding the factor, 1-preparation of lecture note, the group preferred the dimension, 1.2-preparing a list headings and sub-headings (69%).

Regarding the factor, 2-setting objectives, the group preferred the dimensions, 2.4-aiming at developing the ability to express personal ideas of the students (70%), 2.2-aiming at developing the ability of critical thinking in students (68%), 2.5-aiming at developing in students independent study habits and reading interests (67%), 2.3-aiming at developing certain specified skills of the students (62%), 2.1-aiming at presenting information (56%) and 2.7-aiming at developing a sense of enquiry (54%).

Regarding the dimensions of the factors, 3, 4 and 5 the percentage of preference ranged from 13 to 47 only. Hence they are not included.

Regarding factor, 6-relevance of introduction to the topic of the lecture, the group preferred the dimensions, 6.1-by means of providing a brief revision of the last lecture topic (65%), 6.3-by means of providing a gist of the past and the present lecture topic (52%) and 6.4-by means of announcing the title of the lecture topic (52%).

Regarding the factor, 7-securing attention of the students, the group preferred the dimensions, 7.1-by means of putting relevant questions (76%) and 7.2-by means of giving relevant quotations (52%).

Regarding the factor, 8-presenting, subject-matter in logical continuity, the group preferred the dimensions, 8.5-by means of proceeding from simple to complex concepts of the topic (67%), 8.6-by means of providing the concepts

of the topic under convenient specified points and sub-points (61%), 8.1-by means of proceeding from general to specific concepts of the topic (52%) and 8.3-by means of proceeding from known to unknown concepts of the topic (51%).

Regarding the factor, 9-presenting factors and figures accurately, the group preferred the dimensions, 9.3-by means of presenting actual data on the black board (65%).

For the factor, 10-helping development of attitudes and values of the students, the group preferred the dimensions 10.4-by means of inviting comments to the students on concepts of the topic (56%) and 10.3-by means of giving personal opinions on the topic (54%).

Regarding the factor, 11-describing subject-matter in detail, the group preferred the dimensions, 11.3-by means of explaining each single concept from different angles (54%), 11.1-by means of analysing each single concept of the topic (53%), and 11.2-by means of dividing each single concept into as many sub-points as possible.

Regarding the factor, 12-evaluating concepts of the topic, the group preferred the dimensions, 12.2-by means of enlisting arguments of different experts on each concept of the topic (58%), 12.3-by means of enlisting relative differences between different concepts of the topic (56%), and 12.1-by means of enlisting arguments for and against each concept of the topic (53%).

Regarding the factor, 13-providing concrete and coherent examples, the group preferred the dimensions 13.1-by means of giving examples exclusively relevant to the day-to-day lives of the students (72%).

Regarding the factor, 14-emphasizing important points of the topic, the group preferred the dimensions, 14.4-by means of repeating the important points of the topic more than once (75%), 14.5-by means of noting the important points on the black board (72%) and 14.3-by means of focussing the attention of the students (68%).

Regarding the factor, 15-using pauses at appropriate places, the group preferred the dimensions, 15.1-by means of giving time gap in between certain important words (51%) and 15.2-by means of giving time gap in between certain important sentences (51%).

Regarding the factor, 16-being sensitive to students' feelings, the group preferred the dimensions, 16.3-involving students with the topic by means of putting through provoking questions (59%), 16.1-changing stimulus media (52%), and 16.2-making use of humour (51%).

Regarding the factor, 17-using black board adequately, the group preferred the dimensions, 17.1-presenting only important points of the topic (76%), 17.3-presenting diagrams, numbers and names relevant to the topic (64%) and 17.4 presenting mathematical derivations, symbols, etc. relevant to the topic (54%).

Regarding the factor, 18-using relevant instructional aids, the group preferred the dimension, 18.1-for the purpose of presenting general information relevant to the topic (54%).

Regarding the dimensions of the factor, 19-the percentage of preference ranged from 23 to 32 and hence not included in the list of preferred dimensions.

Regarding the factor, 20-consolidating the major points of the topic, the group, preferred the dimensions 20.1-by means of listing out all the points of the topic (57%) and 20.2 by means of repeating only important points of the topic (53%).

Regarding the factor, 21-providing exercises to students, the group preferred the dimensions, 21.5-by means of providing free atmosphere to enable students to express individual ideas (79%), 21.3-by means of encouraging students' self-efforts in dealing with problems relevant to the topic (64%), 21.2-by means of posing meaningful questions to the students (63%), 21.4-by means of providing cooperative and competitive situations (55%) and 21.6-by means of giving assignments (54%).

Regarding the factors, 22-using adequate gestures, the group preferred the dimensions, 22.4-using expressive looks (51%).

Regarding the dimensions of the factor, 23-the percentage of preference is 33 and 44 only and hence not included in the preferred list of dimensions.

Regarding the factor, 24-expressing oneself clearly, the group preferred the dimensions, 24.1-speaking out clearly (85%) and 24.2-putting forward the concepts of the topic in simple language (72%).

Regarding the factor, 25-making the tone pleasant, the group preferred the dimensions, 25-2-making use of a tone full of expression (63%).

Regarding the factor, 26-employing an audible voice,



the group preferred the dimensions, 26.1-making use of the voice ~~of~~ to be audible to the students who are sitting in the back benches of the class (68%) and 26.2-making use of the voice at a level of which all the words ~~spoken~~ are audible (61%).

Regarding the factor, 27-employing modulations in the ~~tone~~, the group preferred the dimension, 27.2-by means of changing stress on the ~~words~~ as and when necessary in the sequence of lecture delivery (52%).

Regarding the factor, 28-employing adequate speed of delivery, the group preferred the dimensions, 28.1-by maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression (61%) and 28.2-by maintaining a speed at which it is possible for the students to jot the main points of the topic (61%).

Regarding the factor, 29-using intelligible language the group preferred the dimensions, 29.1-making~~use~~ of simple language (79%), 29.2-making~~use~~ of a language which is well within the comprehensible vocabulary level of the students (64%) and 29.3-making use of a language in an organised fashion aiming at developing the vocabulary level of the students (52%).

Regarding the factor, 30-using correct pronunciation the group preferred the dimension, 30.1-using pronunciation which is phonetically correct (71%) and 30.2-using an accent which makes the language intelligible to all (61%).

Regarding the factors, 31-maintaining good eye contact with the students, the group preferred the dimension 31.2-by means of looking all over the class (61%).

Regarding the factor, 32-displaying a smiling disposition, the group preferred the dimensions, 32.1-by maintaining pleasantness all through the lecture period (64%).

Regarding the dimensions of the factor, 33 percentage of preference is 44 and 45 only and hence they are not included in the list of dimensions preferred.

Regarding the factor, 34-manifesting confidence, the group preferred the dimensions, 34.1-by means of manifesting mastery over the subject-matter (62%), 34.3-by being able to explain illustratively the complexities of the subject matter (61%) and 34.2-by means of maintaining clarity and ease in communication (54%).

Regarding the factor, 35-manifesting smartness, the group preferred the dimensions, 35.2-by means of manifesting presence of mind to deal with complex situations (62%) and 35.1-by keeping upneatness in dress and physical appearance (59%).

Regarding the factor, 36-being courteous to all the students of the class, the group preferred the dimensions, 36.1-by means of treating all the students equally friendly (80%), 36.2-by means of encouraging students self-efforts of learning in a positive manner (66%) and 36.3-by means of showing adequate understanding of the students and their problems inside ~~the~~ and outside the class (55%).

#### 4.2.3 Dimensions preferred by commerce teachers:

The Table 4.9 shows the dimensions preferred by teachers of commerce faculty.

TABLE 4.9

TABLE SHOWING THE PREFERENCE FREQUENCY OF DIMENSIONS, THE PERCENTAGE OF PREFERENCE AND THE DIMENSIONS PREFERRED BY MAJORITY i.e., MORE THAN FIFTY PERCENT OF COMMERCE TEACHERS (N:61)

S.No.	Title of the dimension	preference frequency	Percentage of preference	Dimension preferred
1.0	PREPARATION OF LECTURE NOTE			
1.1	Preparing loose-leaf lecture note	29	47	
1.2	Preparing a list of headings and sub-headings of the topic	41	67	*
1.3	Preparing entire lecture in a written down note	6	10	
2.0	SETTING OBJECTIVES			
2.1	Aiming at presenting information	47	77	*
2.2	Aiming at developing the ability of critical thinking in the students	49	80	*
2.3	Aiming at developing certain specified skills of the students	29	47	
2.4	Aiming at developing the ability to express personal ideas of the students	45	74	*
2.5	Aiming at developing in students independent study habits and reading interests	44	72	*
2.6	Aiming at developing in students ability to select and organize relevant material	39	64	*
2.7	Aiming at developing a sense of enquiry in the students	37	61	*
3.0	PREPARATION OF INSTRUCTIONAL AIDS			
3.1	Preparation of charts	20	33	
3.2	Preparation of graphs	19	31	
3.3	Preparation of slides	6	10	
3.4	Preparation of improvised aids	14	23	
4.0	PREPARATION OF HANDOUTS			
4.1	Preparation of cyclostyled complete note of the topic for the students	12	20	
4.2	Preparation of cyclostyled salient features of the topic for the students	16	26	
4.3	Preparation of cyclostyled note of the topic in brief	22	36	
5.0	SETTING UP DEMONSTRATION EXPERIMENTS			
5.1	Setting up demonstration experiments with the help of the experimental kit	14	23	
5.2	Setting up demonstration experiments with the help of improvised material	10	16	
5.3	Setting up demonstration experiments with the help of the laboratory equipment	15	25	
6.0	RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	By means of providing a brief revision of the lecture topic	46	75	*
6.2	By means of providing a gist of the present topic	31	51	*
6.3	By means of providing a gist of the past and the present lecture topic	28	46	
6.4	By means of announcing the title of the present lecture topic	32	52	*
7.0	SECURING ATTENTION OF THE STUDENTS			
7.1	By means of putting relevant questions	47	77	*
7.2	By means of giving relevant quotations	17	28	
7.3	By means of narrating relevant anecdotes	15	25	
7.4	By means of providing relevant illustrations	50	82	*
7.5	By means of creating relevant simulations	19	31	
7.6	By means of explaining the benefits of the knowledge that will be gained due to the lecture	35	57	*

TABLE 4.9 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>8.0 PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY</b>				
8.1	By means of proceeding from general to particular concepts of the topic	38	62	*
8.2	By means of proceeding from particular to general concepts of the topic	20	33	
8.3	By means of proceeding from known to unknown concepts of the topic	32	52	*
8.4	By means of proceeding from concrete to abstract concepts of the topic	23	38	
8.5	By means of proceeding from simple to complex concepts of the topic	32	52	*
8.6	By means of providing the concepts of the topic under convenient specified points and sub-points	35	57	*
<b>9.0 PRESENTING FACTS AND FIGURES ACCURATELY</b>				
9.1	By means of using charts	36	59	*
9.2	By means of using graphs	22	36	
9.3	By means of presenting actual data on the black board	40	65	*
9.4	By means of giving reference material	30	49	
<b>10.0 HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS</b>				
10.1	By means of emphasizing the underlying human value in each of the concepts of the topic	29	47	
10.2	By means of providing opinion of prominent leaders/experts on the concepts of the topic	22	36	
10.3	By means of giving personal opinions on the concepts of the topic	18	29	
10.4	By means of inviting comments of the students on the concepts of the topic	39	64	*
10.5	By means of emphasizing scientific rational involved in each of the concepts of the topic	27	44	
10.6	By means of visualizing the extent of agreement with the experimental observations of the concepts of the topic	13	21	
10.7	By means of putting forward the underlying limitations of the derivations in the topic	14	23	
<b>11.0 DESCRIBING SUBJECT MATTER IN DETAIL</b>				
11.1	By means of analysing each single concept of the topic	39	64	*
11.2	By means of dividing each single concept into as many sub-points as possible	29	47	
11.3	By means of explaining each single concept from different angles	33	54	*
<b>12.0 EVALUATING CONCEPTS OF THE TOPIC</b>				
12.1	By means of enlisting arguments for and against each concept of the topic	43	70	*
12.2	By means of enlisting arguments of different experts on each concept of the topic	27	44	
12.3	By means of enlisting relative differences between different concepts of the topic	28	46	
12.4	By means of relating abstract concepts of the topic to concrete things or situations	24	39	
<b>13.0 PROVIDING CONCRETE AND COHERENT EXAMPLES</b>				
13.1	By means of giving examples exclusively relevant to the day-to-day lives of the students	44	72	*
13.2	By means of narrating interesting anecdotes relevant to the topic	26	43	
13.3	By means of relating derivations with the students' laboratory observations	9	15	

TABLE 4.9 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>				
14.1	By means of changing the tone of expression	19	31	
14.2	By means of changing the speed of delivery	26	43	
14.3	By means of focussing attention of the students	42	69	*
14.4	By means of repeating the important points of the topic more than once	50	82	*
14.5	By means of noting down the important points of the topic on black board	47	77	*
<b>15.0 USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER</b>				
15.1	By means of giving time gap in between certain important words	22	36	
15.2	By means of giving time gap in between certain important sentences	26	43	
15.3	By means of giving time gap in between the presentation of different concepts of the topic	36	59	*
<b>16.0 BEING SENSITIVE TO THE STUDENTS' FEELINGS</b>				
16.1	Changing stimulus media	22	36	
16.2	Making use of humour	26	43	
16.3	Involving students with the topic by means of putting thought provoking questions	43	70	*
16.4	Repeating certain points, not very well taken by the students	33	54	*
16.5	Putting the points which are not very well taken by the students in a slightly different perspective	21	34	
<b>17.0 USING BLACK BOARD ADEQUATELY</b>				
17.1	Presenting only important points of the topic	50	82	*
17.2	Presenting only brief summary of the topic	14	23	
17.3	Presenting diagrams, numbers and names relevant to the topic	35	57	*
17.4	Presenting mathematical derivations, symbols, etc., relevant to the topic	38	62	*
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>				
18.1	For the purpose of presenting general information relevant to the topic	22	36	
18.2	For the purpose of presenting proper explanation of the concepts of the topic	27	44	
18.3	For the purpose of synthesizing the content presented	13	21	
18.4	For the purpose of providing comparative and contrasting information of the concepts relevant to the topic	26	43	
18.5	For the purpose of developing skills of drawing, scaling, and sketching, etc.	11	18	
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>				
19.1	For the purpose of developing skill of manipulating apparatus	8	13	
19.2	For the purpose of developing skill of objective observation	16	26	
19.3	For the purpose of developing the ability to improvise experimental tools	11	18	
19.4	For the purpose of developing the skill of proper interpretation of data	21	34	
<b>20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED</b>				
20.1	By means of mere listing out all the points of the topic	29	47	
20.2	By means of repeating only important points of the topic	38	62	*
20.3	By means of relating each point of the topic to a practical phenomenon	21	34	

TABLE 4.9 (Contd ....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
21.0	PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION			
21.1	By means of posing problems to be solved by the students	47	77	*
21.2	By means of posing meaningful questions to the students	44	72	*
21.3	By means of encouraging students' individual efforts in dealing with problems relevant to the topic	41	67	*
21.4	By means of providing cooperative or competitive situations	23	38	
21.5	By means of providing free atmosphere to enable students to express individual ideas	44	72	*
21.6	By means of giving assignments	39	64	*
21.7	By means of giving assignments which have relevance to the next topic	20	33	
22.0	USING ADEQUATE GESTURES			
22.1	Using head movements	14	23	
22.2	Using hand movements	24	39	
22.3	Using body movements	12	20	
22.4	Using expressive looks	28	46	
23.0	DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIMES			
23.1	By means of quoting seemingly paradoxical situations	20	33	
23.2	By means of witty repartee	26	43	
24.0	EXPRESSING ONESELF CLEARLY			
24.1	Speaking out clearly	57	93	*
24.2	Putting forward the concepts of the topic in simple language	48	79	*
24.3	Putting forward the concepts in a straight forward manner without digressions	36	59	*
25.0	MAKING THE TONE PLEASANT			
25.1	Making use of a tone which is of moderate base pitch	35	57	*
25.2	Making use of a tone which is full of expression	40	65	*
25.3	By not using an irritative tone	31	51	*
26.0	EMPLOYING AN AUDIBLE VOICE			
26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class	49	80	*
26.2	Making use of the voice at a level of which all the words spoken are audible	43	70	*
27.0	EMPLOYING MODULATION IN TONE			
27.1	By means of changing pitch at appropriate moment in the sequence of lecture delivery	33	54	*
27.2	By means of changing stress on the words as and when necessary in the sequence of lecture delivery	37	61	*
27.3	By means of maintaining a rhythmic flow of pitch in the sequence of lecture delivery	26	43	
28.0	EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	By maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression	40	65	*
28.2	By maintaining a speed at which it is possible for the students to jot down main points of the topic	39	64	*

TABLE 4.9 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
29.0	USING INTELLIGIBLE LANGUAGE			
29.1	Making use of a simple language	51	84	*
29.2	Making use of a language which is well within the comprehensible vocabulary level of the students	40	65	*
29.3	Making use of a language in an organized fashion aiming at developing the vocabulary level of the students	19	31	
30.0	USING CORRECT PRONUNCIATION			
30.1	Using a pronunciation which is phonetically correct	36	59	*
30.2	Using an accent which makes the language intelligible to all	40	65	*
31.0	MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE			
31.1	By means of looking straight to the students	28	46	
31.2	By means of looking all over the class	52	85	*
32.0	DISPLAYING A SMILING DISPOSITION			
32.1	By maintaining pleasantness all through the lecture period	45	74	*
32.2	By not being irritated	31	51	*
33.0	DISPLAYING A RELAXED DISPOSITION			
33.1	By maintaining the composure	24	39	
33.2	By being quite casual in movements	23	38	
34.0	MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	By means of manifesting mastery over the subject-matter	38	62	*
34.2	By means of maintaining clarity and ease in communicating the subject-matter	47	77	*
34.3	By being able to explain illustratively the complexities of the subject-matter	41	67	*
35.0	MANIFESTING SMARTNESS			
35.1	By keeping up neatness in dress and physical appearance	37	61	*
35.2	By means of manifesting presence of mind to deal with complex situations	45	74	*
35.3	By manifesting ease in the manipulation of apparatus, aids, etc.	20	33	
35.4	By using interesting repartee	23	38	
35.5	By manifesting balanced modes of moving about	32	52	*
36.0	BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	By means of treating all the students equally friendly	53	87	*
36.2	By means of encouraging students self-efforts of learning in a positive manner	44	72	*
36.3	By means of showing adequate understanding of the students and their problems inside and outside the class	44	72	*

Regarding the factor 1-preparation of lecture note the group preferred the dimensions, 1.2-preferably a list of heading and sub-headings of the topic (67%).

Regarding the factor, 2-setting objectives, the group preferred the dimensions, 2.2-aiming at developing the ability of critical thinking in the students (80%), 2.1-aiming at presenting information (77%), 2.4-aiming at the developing the ability to express personal ideas of the students (74%), 2.5-aiming at developing in students independently study habits and reading interests (72%), 2.6-aiming at developing in students ability to select and organize relevant material (64%) and 2.7-aiming at developing a sense of enquiry in the students (61%).

Under the factors, 3, 4 and 5 the percentage of preference of the dimensions, ranged from 10 to 36 only. Hence not included in the list of dimensions preferred.

Regarding the factor 6-relevance of introduction to the topic of the lecture, the group preferred the dimensions, 6.1-by means of providing a brief revision of the last lecture topic (75%), 6.4-by means of announcing the title of the present-lecture topic (52%), and 6.2-by means of providing a gist of the present topic (51%).

Regarding the factors 7-securing attention of the students, the group preferred the dimensions, 7.4-by means of providing relevant illustrations (82%), 7.1-by means of putting relevant questions (77%), 7.6-by means of explaining the benefits of the knowledge that will be gained due to the lecture (57%).

Regarding the factor, 8-presenting subject-matter in logical continuity, the group preferred the dimensions;



8.1-by means of proceeding from general to particular concepts of the topic (62%), 8.6-by means of providing the concepts of the topic under convenient specified points and sub-points (57%), 8.3-by means of proceeding from known to unknown concepts of the topic (52%), and 8.5-by means of proceeding from simple to complex concepts of the topic (52%).

Regarding the factor, 9-presenting facts and figures accurately, the group preferred the dimensions, 9.3-by means of presenting the actual data on the black board (65%) and 9.1-by means of using charts (59%).

Regarding the factor, 10-helping development of attitudes and values of the students, the group preferred the dimensions, 10.4-by means of inviting comments of the students on the concepts of the topic (64%).

Regarding the factor, 11-describing subject matter in detail, the group preferred the dimensions, 11.1-by means of analysing each single concept of the topic (64%) and 11.3-by means of explaining each single concept from different angles (54%).

Regarding the factor, 12-evaluating concepts of the topic, the group preferred the dimension, 12.1-by means of enlisting arguments for and against each concept of the topic (70%).

Regarding the factor, 13-providing concrete and coherent examples, the group preferred the dimension, 13.1-by means of giving examples exclusively relevant to the day-to-day lives of the students (72%).

Regarding the factor, 14-emphasizing important points of the topic, the group preferred the dimensions, 14.4-by means of repeating important points and the topic more than once (82%), 14.5-by means of noting the important point on the black board (77%) and 14.3-by means of focussing the attention of the students (69%).

Regarding the factor, 15-using pauses at appropriate places, the group preferred the dimension, 15.3-by means of giving time gap in between the different concepts of the topic (59%).

Regarding the factor, 16-being sensitive to students' feelings, the group preferred the dimensions; 16.3-involving students with the topic by means of putting thought provoking questions (70%) and 16.4-repeating certain points not very well taken by the students (54%).

Regarding the factor, 17-using black board adequately, the group preferred the dimensions 17.1 presenting only important points of the topic (82%), 17.4-presenting mathematical derivations, symbols etc. relevant to the topic (62%) and 17.3-presenting diagrams, numbers and names relevant to the topic (57%).

Regarding the factor, 18 and 19 the percentage of preference of the dimensions ranged from 13 to 44 only. Hence not included in the list of preferred dimensions.

Regarding the factor, 20-consolidating the major points of the topic, the group preferred the dimensions, 20.2-by means of repeating only important points of the topic (62%).

Regarding the factor, 21-providing exercises to students,

the group preferred the dimensions, 21.1-by means of posing problems to be solved by the students (77%), 21.2-by means of posing meaningful questions to the students (72%), 21.5-by means of providing free atmosphere to enable students to express individual ideas (72%), 21.3-by means of encouraging students' self efforts in dealing with problems relevant to the topic (67%) and 21.6-by means of giving assignments (64%).

Regarding the factor, 22 and 23 the percentage preference of the dimensions ranged from 20 to 46 only. Hence they are not included in the preferred list.

Regarding the factor, 24-expressing oneself clearly, the group preferred the dimensions 24.1-speaking out clearly (93%), 24.2-putting forward the concepts of the topic in simple language (79%) and 24.3-putting forward the concepts in a straight forward manner without digressions (59%).

Regarding the factor, 25-making the tone pleasant, the group preferred the dimensions; 25.2-making use of a tone which is full of expression (65%), and 25.1-making use of a tone which is moderately bass pitch (57%) and 25.3-by not using an irritative tone (51%).

Regarding the factor, 26-employing an audible voice, the group preferred the dimensions, 26.1-making use of a tone which is audible enough even to the students who are sitting in the back benches (80%) and 26.2-making use of the voice at a level of which all the words spoken are audible (70%).

Regarding the factor, 27-employing modulations in the tone, the group preferred the dimensions, 27.2-by means of changing stress on the words as and when necessary in the sequence of lecture delivery (61%) and 27.1-by means of changing pitch at appropriate moment in the sequence of lecture delivery (54%).

Regarding the factor, 28-employing adequate speed of delivery, the group preferred the dimensions, 28.1-by maintaining a speed at which the listeners can follow the continuity of thought and expression (65%) and 28.2-by maintaining a speed at which it is possible for the students to jot down the main points of the topic (64%).

Regarding the factor, 29-using intelligible language, the group preferred the dimensions; 29.1-making use of simple language (84%) and 29.2-making use of language which is well within the vocabulary level of the students (65%).

Regarding the factor, 30-using correct pronunciation, the group preferred the dimensions, 30.2-by using an accent which makes the language intelligible to all the students (65%) and 30.1-using pronunciation which is phonetically correct (59%).

Regarding the factor, 31-maintaining eye contact with the students, the group preferred the dimension 31.2-by means of looking all over the class (85%).

Regarding the factor, 32-displaying a smiling disposition, the group preferred the dimensions, 32.1-by maintaining pleasantness all through the lecture period (74%) and 32.2-by not being irritated (51%).

Regarding the factor, 33-displaying a relaxed disposition, the percentage of preferences were 38 and 39 only and hence they are not included in the preferred list of dimensions.

Regarding the factor, 34-manifesting confidence, the group preferred the dimensions, 34.2-means of maintaining clarity and ease in communicating the subject-matter (77%), 34.3-by being able to explain illustratively the complexities of the subject-matter (67%) and 34.1-by means of manifesting mastery of the subject-matter (62%).

Regarding the factor, 35-manifesting smartness, the group preferred the dimensions, 35.2-by means of manifesting presence of mind to deal with complex situation (74%), 34.1-by keeping up neatness in dress and physical appearance (61%), and 35.5-by manifesting balance modes of moving about (52%).

Regarding the factor, 36-being courteous to all the students of the class, the group preferred the dimensions, 36.1-by means of treating all the students equally friendly (87%), 36.2-by means of encouraging students self-effort of learning in a positive manner (72%) and 36.3-by means of showing adequate understanding of the students and their problems inside and outside the class (72%).

#### 4.2.4 Dimensions preferred by commerce students:

The Table 4.10 shows the preference frequency of dimensions, the percentage of preference and the dimensions preferred by majority i.e., more than fifty per cent, of commerce students.

TABLE 4.10

TABLE SHOWING THE PREFERENCE FREQUENCY OF DIMENSIONS, THE PERCENTAGE OF PREFERENCE AND THE DIMENSIONS PREFERRED BY MAJORITY i.e., MORE THAN FIFTY PERCENT OF COMMERCE STUDENTS (N:135)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
1.0	PREPARATION OF LECTURE NOTE			
1.1	Preparing loose-leaf lecture note	40	30	*
1.2	Preparing a list of headings and sub-headings of the topic	105	78	*
1.3	Preparing entire lecture in a written down note	28	21	
2.0	SETTING OBJECTIVES			
2.1	Aiming at presenting information	86	64	*
2.2	Aiming at developing the ability of critical thinking in the students	95	70	*
2.3	Aiming at developing certain specified skills of the students	75	55	*
2.4	Aiming at developing the ability to express personal ideas of the students	84	62	*
2.5	Aiming at developing in students independent study habits and reading interests	97	72	*
2.6	Aiming at developing in students ability to select and organize relevant material	83	61	*
2.7	Aiming at developing a sense of enquiry in the students	67	50	
3.0	PREPARATION OF INSTRUCTIONAL AIDS			
3.1	Preparation of charts	43	32	
3.2	Preparation of graphs	61	45	
3.3	Preparation of slides	21	15	
3.4	Preparation of improvised aids	34	25	
4.0	PREPARATION OF HANDOUTS			
4.1	Preparation of cyclostyled complete note of the topic for the students	44	32	
4.2	Preparation of cyclostyled salient features of the topic for the students	45	33	
4.3	Preparation of cyclostyled note of the topic in brief	71	52	*
5.0	SETTING UP DEMONSTRATION EXPERIMENTS			
5.1	Setting up demonstration experiments with the help of the experimental kit	26	19	
5.2	Setting up demonstration experiments with the help of improvised material	27	20	
5.3	Setting up demonstration experiments with the help of the laboratory equipment	30	22	
6.0	RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	By means of providing a brief revision of the lecture topic	81	60	*
6.2	By means of providing a gist of the present topic	65	43	
6.3	By means of providing a gist of the past and the present lecture topic	74	55	*
6.4	By means of announcing the title of the present lecture topic	77	57	*
7.0	SECURING ATTENTION OF THE STUDENTS			
7.1	By means of putting relevant questions	104	77	*
7.2	By means of giving relevant quotations	62	46	
7.3	By means of narrating relevant anecdotes	42	31	
7.4	By means of providing relevant illustrations	94	70	*
7.5	By means of creating relevant simulations	42	31	
7.6	By means of explaining the benefits of the knowledge that will be gained due to the lecture	75	55	*

TABLE 4.10 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>8.0 PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY</b>				
8.1	By means of proceeding from general to particular concepts of the topic	66	49	
8.2	By means of proceeding from particular to general concepts of the topic	46	34	
8.3	By means of proceeding from known to unknown concepts of the topic	68	50	
8.4	By means of proceeding from concrete to abstract concepts of the topic	50	37	
8.5	By means of proceeding from simple to complex concepts of the topic	60	44	
8.6	By means of providing the concepts of the topic under convenient specified points and sub-points	84	62	*
<b>9.0 PRESENTING FACTS AND FIGURES ACCURATELY</b>				
9.1	By means of using charts	45	33	
9.2	By means of using graphs	57	42	
9.3	By means of presenting actual data on the black board	94	70	*
9.4	By means of giving reference material	85	63	*
<b>10.0 HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS</b>				
10.1	By means of emphasizing the underlying human value in each of the concepts of the topic	47	35	
10.2	By means of providing opinion of prominent leaders/experts on the concepts of the topic	48	35	
10.3	By means of giving personal opinions on the concepts of the topic	74	55	*
10.4	By means of inviting comments of the students on the concepts of the topic	95	70	*
10.5	By means of emphasizing scientific rational involved in each of the concepts of the topic	75	55	*
10.6	By means of visualizing the extent of agreement with the experimental observations of the concepts of the topic	62	46	
10.7	By means of putting forward the underlying limitations of the derivations in the topic	66	49	
<b>11.0 DESCRIBING SUBJECT MATTER IN DETAIL</b>				
11.1	By means of analysing each single concept of the topic	85	63	*
11.2	By means of dividing each single concept into as many sub-points as possible	77	57	*
11.3	By means of explaining each single concept from different angles	87	64	*
<b>12.0 EVALUATING CONCEPTS OF THE TOPIC</b>				
12.1	By means of enlisting arguments for and against each concept of the topic	75	55	*
12.2	By means of enlisting arguments of different experts on each concept of the topic	87	64	*
12.3	By means of enlisting relative differences between different concepts of the topic	62	46	
12.4	By means of relating abstract concepts of the topic to concrete things or situations	53	39	
<b>13.0 PROVIDING CONCRETE AND COHERENT EXAMPLES</b>				
13.1	By means of giving examples exclusively relevant to the day-to-day lives of the students	91	67	*
13.2	By means of narrating interesting anecdotes relevant to the topic	71	52	*
13.3	By means of relating derivations with the students' laboratory observations	43	32	

TABLE 4.10 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>14.0</b>	<b>EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>			
14.1	By means of changing the tone of expression	39	29	
14.2	By means of changing the speed of delivery	46	34	
14.3	By means of focussing attention of the students	94	70	*
14.4	By means of repeating the important points of the topic more than once	108	80	*
14.5	By means of noting down the important points of the topic on black board	101	75	*
<b>15.0</b>	<b>USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER</b>			
15.1	By means of giving time gap in between certain important words	84	62	*
15.2	By means of giving time gap in between certain important sentences	64	47	
15.3	By means of giving time gap in between the presentation of different concepts of the topic	70	52	*
<b>16.0</b>	<b>BEING SENSITIVE TO THE STUDENTS' FEELINGS</b>			
16.1	Changing stimulus media	41	30	
16.2	Making use of humour	55	41	
16.3	Involving students with the topic by means of putting thought provoking questions	90	67	*
16.4	Repeating certain points, not very well taken by the students	84	62	*
16.5	Putting the points which are not very well taken by the students in a slightly different perspective	60	44	
<b>17.0</b>	<b>USING BLACK BOARD ADEQUATELY</b>			
17.1	Presenting only important points of the topic	106	78	*
17.2	Presenting only brief summary of the topic	40	30	
17.3	Presenting diagrams, numbers and names relevant to the topic	78	58	*
17.4	Presenting mathematical derivations, symbols, etc., relevant to the topic	73	54	*
<b>18.0</b>	<b>USING RELEVANT INSTRUCTIONAL AIDS</b>			
18.1	For the purpose of presenting general information relevant to the topic	56	41	
18.2	For the purpose of presenting proper explanation of the concepts of the topic	76	56	*
18.3	For the purpose of synthesizing the content presented	42	31	
18.4	For the purpose of providing comparative and contrasting information of the concepts relevant to the topic	66	49	
18.5	For the purpose of developing skills of drawing, scaling, and sketching, etc.	50	37	
<b>19.0</b>	<b>USING DEMONSTRATION EXPERIMENTAL KIT</b>			
19.1	For the purpose of developing skill of manipulating apparatus	38	28	
19.2	For the purpose of developing skill of objective observation	52	38	
19.3	For the purpose of developing the ability to improvise experimental tools	44	32	
19.4	For the purpose of developing the skill of proper interpretation of data	52	38	
<b>20.0</b>	<b>CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED</b>			
20.1	By means of mere listing out all the points of the topic	76	56	*
20.2	By means of repeating only important points of the topic	83	61	*
20.3	By means of relating each point of the topic to a practical phenomenon	58	43	



TABLE 4.10 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
21.0	PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION			
21.1	By means of posing problems to be solved by the students	102	75	*
21.2	By means of posing meaningful questions to the students	85	63	*
21.3	By means of encouraging students' individual efforts in dealing with problems relevant to the topic	94	70	*
21.4	By means of providing cooperative or competitive situations	71	52	*
21.5	By means of providing free atmosphere to enable students to express individual ideas	96	71	*
21.6	By means of giving assignments	54	40	
21.7	By means of giving assignments which have relevance to the next topic	46	34	
22.0	USING ADEQUATE GESTURES			
22.1	Using head movements	32	24	
22.2	Using hand movements	56	41	
22.3	Using body movements	23	17	
22.4	Using expressive looks	90	67	*
23.0	DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIMES			
23.1	By means of quoting seemingly paradoxical situations	48	35	
23.2	By means of witty repartee	47	35	
24.0	EXPRESSING ONESELF CLEARLY			
24.1	Speaking out clearly	122	90	*
24.2	Putting forward the concepts of the topic in simple language	104	77	*
24.3	Putting forward the concepts in a straight forward manner without digressions	62	46	
25.0	MAKING THE TONE PLEASANT			
25.1	Making use of a tone which is of moderate base pitch	61	45	
25.2	Making use of a tone which is full of expression	99	73	*
25.3	By not using an irritative tone	48	35	
26.0	EMPLOYING AN AUDIBLE VOICE			
26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class	103	76	*
26.2	Making use of the voice at a level of which all the words spoken are audible	79	58	*
27.0	EMPLOYING MODULATION IN TONE			
27.1	By means of changing pitch at appropriate moment in the sequence of lecture delivery	51	38	
27.2	By means of changing stress on the words as and when necessary in the sequence of lecture delivery	60	44	
27.3	By means of maintaining a rhythmic flow of pitch in the sequence of lecture delivery	58	43	
28.0	EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	By maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression	90	67	*
28.2	By maintaining a speed at which it is possible for the students to jot down main points of the topic	84	62	*

TABLE 4.10 (Contd..)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>29.0 USING INTELLIGIBLE LANGUAGE</b>				
29.1	Making use of a simple language	107	79	*
29.2	Making use of a language which is well within the comprehensible vocabulary level of the students	73	54	*
29.3	Making use of a language in an organized fashion aiming at developing the vocabulary level of the students	57	42	
<b>30.0 USING CORRECT PRONUNCIATION</b>				
30.1	Using a pronunciation which is phonetically correct	89	66	*
30.2	Using an accent which makes the language intelligible to all	85	63	*
<b>31.0 MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE</b>				
31.1	By means of looking straight to the students	51	38	
31.2	By means of looking all over the class	102	75	*
<b>32.0 DISPLAYING A SMILING DISPOSITION</b>				
32.1	By maintaining pleasantness all through the lecture period	101	75	*
32.2	By not being irritated	56	41	
<b>33.0 DISPLAYING A RELAXED DISPOSITION</b>				
33.1	By maintaining the composure	43	32	
33.2	By being quite casual in movements	56	41	
<b>34.0 MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER</b>				
34.1	By means of manifesting mastery over the subject-matter	86	64	*
34.2	By means of maintaining clarity and ease in communicating the subject-matter	83	61	*
34.3	By being able to explain illustratively the complexities of the subject-matter	84	62	*
<b>35.0 MANIFESTING SMARTNESS</b>				
35.1	By keeping up neatness in dress and physical appearance	78	58	*
35.2	By means of manifesting presence of mind to deal with complex situations	72	53	*
35.3	By manifesting ease in the manipulation of apparatus, aids, etc.	43	32	
35.4	By using interesting repartee	71	52	*
35.5	By manifesting balanced modes of moving about	70	52	*
<b>36.0 BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS</b>				
36.1	By means of treating all the students equally friendly	113	84	*
36.2	By means of encouraging students self-efforts of learning in a positive manner	90	67	*
36.3	By means of showing adequate understanding of the students and their problems inside and outside the class	77	57	*

The factor, 1-preparation of lecture note, the group preferred the dimensions, 1.2-preparation of list of headings and sub-headings of the topic (78%).

Regarding the factor, 2-setting objectives, the group preferred the dimensions 2.5-aiming at developing in students independent study habits and reading interests (72%), 2.2-aiming at developing the ability of critical thinking in the students (70%), 2.1-aiming at presenting information (64%), 2.4-aiming at developing the ability to express personal ideas of the students (62%), 2.6-aiming at developing students' ability to select and organise relevant material (61%) and 2.3-aiming at developing certain specified skills of the students (55%).

Regarding the factor, 3-the percentage of preference of the dimensions ranged from 15 to 45 only. Hence not included in the preferred list.

Regarding the factor 4-preparation of handouts, the group preferred the dimensions, 4.3-preparation of cyclo-styled note of the topic in brief (52%).

Regarding the factor, 5-the dimensions are preferred by only 19 to 22 per cent and hence not included in preferred list.

Regarding the factor, 6-relevance of introduction to the topic of the lecture, the group preferred the dimensions 6.1-by means of providing a brief revision of the last lecture topic (60%), 6.4-by means of announcing the title of the present lecture topic (57%) and 6.3-by means of providing a gist of the past and the present lecture topic (55%).

Regarding the factor, 7-securing attention of the students

the group preferred the dimensions, 7.1-by means of putting relevant questions (72%), 7.4-by means of providing relevant illustrations (70%) and 7.6-by means of explaining the benefits of the knowledge that will be gained due to the lecture (55%).

Regarding the factor, 8-presenting subject matter in logical continuity, the group preferred the dimension, 8.6-by means of providing the concepts of the under convenient specified points and sub-points (62%).

Regarding the factor, 9-presenting facts and figures accurately, the group preferred the dimensions, 9.3-by means of presenting actual data on the block board (70%), and 9.4-by means of giving reference material (63%).

Regarding the factor, 10-helping development of attitudes and values of students, the group preferred the dimensions, 10.4-by means of inviting comments of the students on the concepts of the topic (70%), 10.3-by means of giving personal opinions on the concepts of the topic (55%) and 10.5-by means of emphasizing scientific rationale involved in each of the concepts of the topic (55%).

Regarding the factor, 11-describing subject matter in detail, the group preferred the dimensions, 11.3-by means of explaining each single concept from different angles (64%), 11.1-by means of analysing each single concepts of the topic (63%) and 11.2-by means of dividing each single concept into as many sub-points as possible (57%).

Regarding the factor, 12-evaluating concepts of the topic, the group preferred the dimensions, 12.2-by means of enlisting arguments of different experts on each concepts of

the topic (64%) and 12.1-by means of enlisting arguments for and against each concept of the topic (55%).

Regarding the factor, 13-providing concrete and coherent examples, the group preferred the dimensions, 13.1-by means of giving examples exclusively relevant to the day-to-day lives of the students (67%) and 13.2 by means of narrating interesting anecdotes relevant to the topic (52%).

Regarding the factor, 14-emphasizing important points of the topic, the group preferred the dimensions, 14.4-by means of repeating the important points of the topic more than once (80%), 14.5-by means of noting down the important points of the topic on black board (75%) and 14.3-by means of focussing attention of the students (70%).

Regarding the factor, 15-using pauses at appropriate places the group preferred the dimensions, 15.1-by means of giving time gap in between certain important words (62%) and 15.3-by means of giving time gap in between certain important sentences (52%).

Regarding the factor, 16-being sensitive to students' feelings, the group preferred the dimensions, 16.3-involving the students with the topic by means of putting thought provoking questions (67%) and 16.4-repeating certain points not very well taken by the students (62%).

Regarding the factor, 17-using black board adequately, the group preferred the dimensions, 17.1-by presenting only important points of the topic (78%), 17.3-presenting only brief summary of the topic (58%) and 17.4-by presenting mathematical derivations, symbols, etc. relevant to the topic (54%).

Regarding the factor, 18-using relevant instructional aids, the group preferred the dimensions 18.2-for the purpose of presenting proper explanation of the concepts of the topic (56%).

Regarding the factor, 19-the group preferred the dimensions with a preference percentage of 28 to 38 only and hence they are not included in the list of preferred dimensions.

Regarding the factor, 20-consolidating the major points of the subject matter presented, the group preferred the dimensions, 20.2-by means of repeating only important points of the topic (61%) and 20.1-by means of mere listing out all the points of the topic (56%).

Regarding the factor, 21-providing exercises to students, the group preferred the dimensions, 21.1-by means of posing problems to be solved by the students (75%), 21.5-by means of providing free atmosphere to enable students to express individual ideas (71%), 21.3-by means of encouraging students' individual efforts in dealing with problems relevant to the topic (70%), 21.2-by means of posing meaningful questions to the students (63%) and 21.4-by means of providing cooperative of competitive situations (52%).

Regarding the factor, 22-using adequate gestures, the group preferred the dimensions, 22.4-using expressive looks (67%).

Regarding the factor, 23-only 35 per cent of the group preferred the dimensions and hence not included in preferred list.

Regarding the factor, 24-expressing oneself clearly, the group preferred the dimensions, 24.1-speaking out clearly (90%), and 24.2-putting forward the concepts of the topic in simple language (77%).

Regarding the factor, 25-making the tone pleasant, the group preferred the dimension, 25.2-making use of a tone which is full of expression (73%).

Regarding the factor, 26-employing an audible voice, the group preferred the dimensions, 26.1-making use of the voice to be audible enough even to the students who are sitting in the back benches of the class (76%) and 26.2-making use of the voice at a level of which all the words spoken are audible (58%).

Regarding the factor, 27-the dimensions are preferred by only 38 to 44 per cent of the group and hence they are included in the list of preferred dimensions.

Regarding the factor, 28-employing adequate speed of delivery, the group preferred the dimensions, 28.1-by maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression (67%) and 28.2-by maintaining a speed at which it is possible for the students to jot down main points of the topic (62%).

Regarding the factor, 29-using intelligible language, the group preferred the dimensions 29.1-making use of simple language (79%) and 29.2-making use of a language which is well within the comprehensible vocabulary level of the students (54%).

Regarding the factor, 30-using correct pronunciation, the group preferred the dimensions, 30.1-using a pronunciation

which is phonetically correct (66%) and 30.2-using an accent which makes the language intelligible to all (63%).

Regarding the factor, 31-maintaining good eye contact with students, the group preferred the dimensions 31.2-by means of looking all over the class (75%).

Regarding the factor, 32-displaying a smiling disposition, the group preferred the dimension. 32.1-by maintaining pleasantness all through the lecture period (75%).

Regarding the factor, 33-only 32% and 41% the group preferred the dimensions and hence not included in preferred list.

Regarding the factor, 34-manifesting confidence, the group preferred the dimensions, 34.1-by means of manifesting mastery over the subject matter (64%), 34.3-by being able to explain illustratively the complexities of the subject matter (62%), and 34.2-by means of maintaining clarity and ease in communicating the subject matter (61%).

Regarding the factor, 35-manifesting smartness, the group preferred the dimensions, 35.1-by keeping up neatness in dress and physical appearance (58%), 35.2-by means of manifesting presence of mind to deal with complex situations (53%), 35.4-by using interesting repartee (52%) and 35.5-by manifesting balanced modes of moving about (52%).

Regarding the factor, 36-being courteous to all the students, the group preferred the dimensions, 36.1-by means of treating all the students equally friendly (84%), 36.2-by means of encouraging students' self efforts of learning in a positive manner (67%) and 36.3-by means of showing adequate understanding of the students and their problems



inside and outside the class (57%).

4.2.5 Dimensions preferred by majority of Science Teachers:

The Table 4.11 shows the preference frequency of dimensions, the percentage of preference and the dimensions preferred by majority i.e., more than fifty per cent of science teachers (table presented in the following pages).

TABLE 4.11

TABLE SHOWING THE PREFERENCE FREQUENCY OF DIMENSIONS, THE PERCENTAGE OF PREFERENCE AND THE DIMENSIONS PREFERRED BY MAJORITY i.e., MORE THAN FIFTY PERCENT OF SCIENCE TEACHERS (N:171)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
1.0	PREPARATION OF LECTURE NOTE			
1.1	Preparing loose-leaf lecture note	78	46	
1.2	Preparing a list of headings and sub-headings of the topic	116	68	*
1.3	Preparing entire lecture in a written down note	34	20	
2.0	SETTING OBJECTIVES			
2.1	Aiming at presenting information	123	72	*
2.2	Aiming at developing the ability of critical thinking in the students	130	76	*
2.3	Aiming at developing certain specified skills of the students	97	57	*
2.4	Aiming at developing the ability to express personal ideas of the students	117	68	*
2.5	Aiming at developing in students independent study habits and reading interests	133	78	*
2.6	Aiming at developing in students ability to select and organize relevant material	126	74	*
2.7	Aiming at developing a sense of enquiry in the students	117	68	*
3.0	PREPARATION OF INSTRUCTIONAL AIDS			
3.1	Preparation of charts	86	50	
3.2	Preparation of graphs	62	36	
3.3	Preparation of slides	88	51	*
3.4	Preparation of improvised aids	105	61	*
4.0	PREPARATION OF HANDOUTS			
4.1	Preparation of cyclostyled complete note of the topic for the students	25	15	
4.2	Preparation of cyclostyled salient features of the topic for the students	60	35	
4.3	Preparation of cyclostyled note of the topic in brief	59	34	
5.0	SETTING UP DEMONSTRATION EXPERIMENTS			
5.1	Setting up demonstration experiments with the help of the experimental kit	100	58	*
5.2	Setting up demonstration experiments with the help of improvised material	69	40	
5.3	Setting up demonstration experiments with the help of the laboratory equipment	139	81	*
6.0	RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	By means of providing a brief revision of the lecture topic	122	71	*
6.2	By means of providing a gist of the present topic	81	47	
6.3	By means of providing a gist of the past and the present lecture topic	80	47	
6.4	By means of announcing the title of the present lecture topic	83	48	
7.0	SECURING ATTENTION OF THE STUDENTS			
7.1	By means of putting relevant questions	140	82	*
7.2	By means of giving relevant quotations	54	31	
7.3	By means of narrating relevant anecdotes	43	25	
7.4	By means of providing relevant illustrations	126	74	*
7.5	By means of creating relevant simulations	58	34	
7.6	By means of explaining the benefits of the knowledge that will be gained due to the lecture	84	49	

TABLE 4.11 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
8.0	PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY			
8.1	By means of proceeding from general to particular concepts of the topic.	112	65	*
8.2	By means of proceeding from particular to general concepts of the topic	49	29	
8.3	By means of proceeding from known to unknown concepts of the topic	116	68	*
8.4	By means of proceeding from concrete to abstract concepts of the topic	82	48	
8.5	By means of proceeding from simple to complex concepts of the topic	137	80	*
8.6	By means of providing the concepts of the topic under convenient specified points and sub-points	109	64	*
9.0	PRESENTING FACTS AND FIGURES ACCURATELY			
9.1	By means of using charts	109	64	*
9.2	By means of using graphs	90	53	*
9.3	By means of presenting actual data on the black board	112	65	*
9.4	By means of giving reference material	108	63	*
10.0	HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS			
10.1	By means of emphasizing the underlying human value in each of the concepts of the topic	62	36	
10.2	By means of providing opinion of prominent leaders/experts on the concepts of the topic	71	41	
10.3	By means of giving personal opinions on the concepts of the topic	60	35	
10.4	By means of inviting comments of the students on the concepts of the topic	114	67	*
10.5	By means of emphasizing scientific rational involved in each of the concepts of the topic	110	64	*
10.6	By means of visualizing the extent of agreement with the experimental observations of the concepts of the topic	77	45	
10.7	By means of putting forward the underlying limitations of the derivations in the topic	76	44	
11.0	DESCRIBING SUBJECT MATTER IN DETAIL			
11.1	By means of analysing each single concept of the topic	114	67	*
11.2	By means of dividing each single concept into as many sub-points as possible	95	55	*
11.3	By means of explaining each single concept from different angles	105	61	*
12.0	EVALUATING CONCEPTS OF THE TOPIC			
12.1	By means of enlisting arguments for and against each concept of the topic	109	64	*
12.2	By means of enlisting arguments of different experts on each concept of the topic	80	47	
12.3	By means of enlisting relative differences between different concepts of the topic	94	55	*
12.4	By means of relating abstract concepts of the topic to concrete things or situations	84	49	
13.0	PROVIDING CONCRETE AND COHERENT EXAMPLES			
13.1	By means of giving examples exclusively relevant to the day-to-day lives of the students	118	69	*
13.2	By means of narrating interesting anecdotes relevant to the topic	74	43	
13.3	By means of relating derivations with the students' laboratory observations	120	70	*

TABLE 4.10 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>				
14.1	By means of changing the tone of expression	59	34	
14.2	By means of changing the speed of delivery	73	43	
14.3	By means of focussing attention of the students.	125	73	*
14.4	By means of repeating the important points of the topic more than once	137	80	*
14.5	By means of noting down the important points of the topic on black board	138	81	*
<b>15.0 USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER</b>				
15.1	By means of giving time gap in between certain important words	90	53	*
15.2	By means of giving time gap in between certain important sentences	81	47	
15.3	By means of giving time gap in between the presentation of different concepts of the topic	88	51	*
<b>16.0 BEING SENSITIVE TO THE STUDENTS' FEELINGS</b>				
16.1	Changing stimulus media	75	44	
16.2	Making use of humour	75	44	
16.3	Involving students with the topic by means of putting thought provoking questions	134	78	*
16.4	Repeating certain points, not very well taken by the students	124	72	*
16.5	Putting the points which are not very well taken by the students in a slightly different perspective	99	58	*
<b>17.0 USING BLACK BOARD ADEQUATELY</b>				
17.1	Presenting only important points of the topic	120	70	*
17.2	Presenting only brief summary of the topic	53	31	
17.3	Presenting diagrams, numbers and names relevant to the topic	148	86	*
17.4	Presenting mathematical derivations, symbols, etc., relevant to the topic	144	84	*
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>				
18.1	For the purpose of presenting general information relevant to the topic	80	47	
18.2	For the purpose of presenting proper explanation of the concepts of the topic	112	65	*
18.3	For the purpose of synthesizing the content presented	57	33	
18.4	For the purpose of providing comparative and contrasting information of the concepts relevant to the topic	108	63	*
18.5	For the purpose of developing skills of drawing, scaling, and sketching, etc.	77	45	
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>				
19.1	For the purpose of developing skill of manipulating apparatus	74	43	
19.2	For the purpose of developing skill of objective observation	95	55	*
19.3	For the purpose of developing the ability to improvise experimental tools	81	47	
19.4	For the purpose of developing the skill of proper interpretation of data	101	59	*
<b>20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED</b>				
20.1	By means of mere listing out all the points of the topic	71	41	
20.2	By means of repeating only important points of the topic	94	55	*
20.3	By means of relating each point of the topic to a practical phenomenon	96	56	*

TABLE 4.11 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
21.0	PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION			
21.1	By means of posing problems to be solved by the students	142	83	*
21.2	By means of posing meaningful questions to the students	132	77	*
21.3	By means of encouraging students' individual efforts in dealing with problems relevant to the topic	126	74	*
21.4	By means of providing cooperative or competitive situations	100	58	*
21.5	By means of providing free atmosphere to enable students to express individual ideas	133	78	*
21.6	By means of giving assignments	122	71	*
21.7	By means of giving assignments which have relevance to the next topic	76	44	
22.0	USING ADEQUATE GESTURES			
22.1	Using head movements	28	16	
22.2	Using hand movements	74	43	
22.3	Using body movements	18	10	
22.4	Using expressive looks	88	51	*
23.0	DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIMES			
23.1	By means of quoting seemingly paradoxical situations	55	32	
23.2	By means of witty repartee	70	41	
24.0	EXPRESSING ONESELF CLEARLY			
24.1	Speaking out clearly	156	91	*
24.2	Putting forward the concepts of the topic in simple language	154	90	*
24.3	Putting forward the concepts in a straight forward manner without digressions	135	79	*
25.0	MAKING THE TONE PLEASANT			
25.1	Making use of a tone which is of moderate base pitch	90	53	*
25.2	Making use of a tone which is full of expression	123	72	*
25.3	By not using an irritative tone	113	66	*
26.0	EMPLOYING AN AUDIBLE VOICE			
26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class	141	82	*
26.2	Making use of the voice at a level of which all the words spoken are audible	143	84	*
27.0	EMPLOYING MODULATION IN TONE			
27.1	By means of changing pitch at appropriate moment in the sequence of lecture delivery	91	53	*
27.2	By means of changing stress on the words as and when necessary in the sequence of lecture delivery	116	68	*
27.3	By means of maintaining a rhythmic flow of pitch in the sequence of lecture delivery	60	35	
28.0	EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	By maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression	138	81	*
28.2	By maintaining a speed at which it is possible for the students to jot down main points of the topic	125	73	*

TABLE 4.4 (Contd.....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
29.0	USING INTELLIGIBLE LANGUAGE			
29.1	Making use of a simple language	158	92	*
29.2	Making use of a language which is well within the comprehensible vocabulary level of the students	124	72	"
29.3	Making use of a language in any organized fashion aiming at developing the vocabulary level of the students	69	40	"
30.0	USING CORRECT PRONUNCIATION			
30.1	Using a pronunciation which is phonetically correct	108	63	*
30.2	Using an accent which makes the language intelligible to all	114	67	*
31.0	MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE			
31.1	By means of looking straight to the students	73	43	*
31.2	By means of looking all over the class	140	82	*
32.0	DISPLAYING A SMILING DISPOSITION			
32.1	By maintaining pleasantness all through the lecture period	140	82	*
32.2	By not being irritated	119	69	*
33.0	DISPLAYING A RELAXED DISPOSITION			
33.1	By maintaining the composure	75	44	*
33.2	By being quite casual in movements	99	58	*
34.0	MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	By means of manifesting mastery over the subject-matter	133	78	*
34.2	By means of maintaining clarity and ease in communicating the subject-matter	138	81	*
34.3	By being able to explain illustratively the complexities of the subject-matter	136	79	*
35.0	MANIFESTING SMARTNESS			
35.1	By keeping up neatness in dress and physical appearance	116	68	*
35.2	By means of manifesting presence of mind to deal with complex situations	141	82	*
35.3	By manifesting ease in the manipulation of apparatus, aids, etc.	105	61	*
35.4	By using interesting repartee	83	48	*
35.5	By manifesting balanced modes of moving about	106	62	*
36.0	BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	By means of treating all the students equally friendly	150	88	*
36.2	By means of encouraging students self-efforts of learning in a positive manner	143	84	*
36.3	By means of showing adequate understanding of the students and their problems inside and outside the class	122	71	*

The factor, 1-preparation of lecture note the group preferred the dimensions, 1.2-preparation of list of headings and sub-headings of the topic (68%).

Regarding the factor, 2-setting objectives, the group preferred the dimensions, 2.5-aiming at developing in students independent study habits and reading interests (78%), 2.2-aiming at developing the ability of critical thinking in the students (76%), 2.6-aiming at developing in students ability to select and organize relevant material (74%), 2.1-aiming at presenting information (72%), 2.4-aiming at developing the ability to express personal ideas of the students (68%) and 2.7-aiming at developing a sense of enquiry in the students (68%) and 2.3-aiming at developing certain specified skills of the students (57%).

Regarding the factor, 3-preparation of instructional aids, the group preferred the dimensions, 3.4-preparation of improvised aids (61%) and 3.3-preparation of slides (51%).

Regarding the factor, 4-preparation of lecture handouts, the dimensions are preferred by only 15 to 35 per cent and hence not included in the preferred list.

Regarding the factor, 5-setting up demonstration experiments, the group preferred the dimensions, 5.3-setting up demonstration experiments with the help of the laboratory equipment (81%) and 5.1-setting up demonstration experiments with the help of the experimental kit (58%).

Regarding the factor, 6-relevance of introduction to the topic of the lecture, the group preferred the dimension, 6.1-by means of providing a brief revision of the last lecture topic (71%).

Regarding the factor, 7-securing attention of the students, the group preferred the dimension, 7.1-by means of putting relevant questions (82%) and 7.4-by means of providing relevant illustrations (74%).

Regarding the factor, 8-presenting subject matter in logical continuity, the group preferred the dimensions, 8.5-by means of proceeding from simple to complex concepts of the topic (80%), 8.3-by means of proceeding from known to unknown concepts of the topic (68%), 8.1-by means of proceeding from general to particular concepts of the topic (65%) and 8.6-by means of providing the concepts of the topic under convenient specified points and sub-points (64%).

Regarding the factor, 9-presenting facts and figures accurately, the group preferred the dimensions 9.3-by means of presenting actual data on the black board (65%), 9.1-by means of using charts (64%), 9.4-by means of giving reference material (63%), and 9.2-by means of using graphs (53%).

Regarding the factor, 10-helping development of attitudes and values of the students, the group preferred the dimensions, 10.4-by means of inviting comments of the students on the concepts of the topic (67%), and 10.5-by means of emphasizing scientific rationale involved in each of the concepts of the topic (64%).

Regarding the factor, 11-describing subject matter in detail, the group preferred the dimensions, 11.1-by means of analysing each single concept of the topic (67%), 11.3-by means of explaining each single concepts from different angles (61%) and 11.2-by means of dividing each single concept into as many sub-points as possible (55%).



Regarding the factor, 12-evaluating concepts of the topic, the group preferred the dimensions, 12.1-by means of enlisting arguments for and against each concept of the topic (64%) and 12.3-by means of enlisting relative differences between different concepts of the topic (55%).

Regarding the factor, 13-providing concrete and coherent examples, the group preferred the dimensions 13.3-by means of relating derivations with the students' laboratory observations (70%), and 13.1-by means of giving examples exclusively relevant to the day-to-day lives of the students (69%).

Regarding the factor, 14-emphasizing important points of the topic, the group preferred the dimensions, 14.5-by means of noting the important points of the topic on black board (81%), 14.4-by means of repeating the important points of the topic more than once (80%), and 14.3-by means of focussing attention of the students (73%).

Regarding the factor, 15-using pauses at appropriate places, the group preferred the dimensions, 15.1-by means of giving time gap in between certain important words(53%) and 15.3-by means giving time gap in between the presentation of the different concepts of the topic (51%).

Regarding the factor, 16-being sensitive to students' feelings, the group preferred the dimensions, 16.3-involving students with the topic by means of putting ~~though~~provoking questions (78%), 16.4-repeating certain points, not very well taken by the students (72%) and 16.5-putting the points which are not very well taken by the students in a slightly different perspective (58%).

Regarding the factor, 17-using black board adequately, the group preferred the dimensions, 17.3-presenting diagrams numbers, and names relevant to the topic (86%), 17.4-presenting mathematical derivations, symbols, etc. relevant to the topic (84%) and 17.1-presenting only important points of the topic (70%).

Regarding the factor, 18-using relevant instructional aids the group preferred the dimensions 18.2-for the purpose of presenting proper explanation of the concepts of the topic (65%) and 18.4-for the purpose of providing comparative and contrasting information of the concepts relevant to the topic (63%).

Regarding the factor, 19-using demonstration experimental kit, the group preferred the dimension 19.4-for the purpose of developing the skill of proper interpretation of data (59%) and 19.2-for the purpose of developing skill of objective observation (55%).

Regarding the factor, 20-consolidating the major points of the subject matter presented, the group preferred the dimensions 20.3-by means of relating each point of the topic to a practical phenomenon (56%) and 20.2-by means of repeating only important points of the topic (55%).

Regarding the factor, 21-providing exercises to students the group preferred the dimensions, 21.1-by means of posing problems to be solved by the students (83%), 21.5-by means of providing free atmosphere to enable students to express individual ideas (78%), 21.2-by means of posing meaningful questions to the students (77%), 21.3-by means of encouraging students' individual efforts in dealing with problems relevant to the topic (74%), 21.6-by means of giving assignments (71%) and 21.4-by means of providing cooperative or

competitive situations (58%).

Regarding the factor, 22-using adequate gestures, the group preferred the dimensions, 22.4-using expressive looks (51%).

Regarding the factor, 23-only 32 to 41 per cent of the group preferred the dimensions and hence not included in the preferred list.

Regarding the factor, 24-expressing oneself clearly, the group preferred the dimensions, 24.1-speaking out clearly (91%), 24.2-putting forward the concepts of the topic in simple language (90%) and 24.3-putting forward the concepts in a straight forward manner without digressions (79%).

Regarding the factor, 25-making the tone pleasant, the group preferred the dimensions, 25.2-making use of a tone which is full of expression (72%), 25.3-by not using an irritative tone (66%) and 25.1-making use of a tone which is of moderate bass pitch (53%).

Regarding the factor, 26-employing an audible voice, the group preferred the dimensions, 26.2-making use of the voice at a level of which all the words spoken are audible (84%), 26.1-making use of the voice to be audible enough even to the students who are sitting in the back benches of the class (82%).

Regarding the factor, 27-employing modulations in tone the group preferred the dimensions, 27.2-by means of changing stress on the words and when necessary in the sequence of lecture delivery (68%), and 27.1-by means of changing

pitch at appropriate moment in the sequence of lecture delivery (53%).

Regarding the factor, 28-employing adequate speed of delivery, the group preferred the dimensions, 28.1-by means maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression (81%) and 28.2-by maintaining a speed at which it is possible for the students to jot down main points of the topic (73%).

Regarding the factor, 29-using intelligible, language, the group preferred the dimensions, 29.1-making use of a simple language (92%) and 29.2-making use of a language which is well within the comprehensible vocabulary level of the students (72%).

Regarding the factor, 30-using correct pronunciation the group preferred the dimensions, 30.2-using an accent which makes the language intelligible to all (67%) and 30.1-using a pronunciation which is phonetically correct(63%).

Regarding the factor, 31-maintaining good eye contact with the students, the group preferred the dimensions 31.2-by means of looking all over the class (82%).

Regarding the factor, 32-displaying a smiling dispositions, the group preferred the dimensions, 32.1-by maintaining pleasantness all through the lecture period (82%) and 32.2-by means not being irritated (69%).

Regarding the factor, 33-displaying a relaxed disposition, the group preferred the dimension, 33.2-by being quite casual in movements (58%).

Regarding the factor, 34-manifesting confidence, the

group preferred the dimensions 34.2-by means of maintaining clarity and ease in communicating the subject matter (81%), 34.3-by being able to explain illustratively the complexities of the subject matter (79%) and 34.1-by means of manifesting mastery over the subject matter (78%).

Regarding the factor, 35, manifesting smartness, the group preferred the dimensions, 35.2-by means of manifesting presence of mind to deal with complex situations (82%), 35.1-by keeping up neatness in dress and physical appearance(68%), 35.5-by manifesting balanced modes of moving about (62%) and 35.4-manifesting ease in the manipulation of apparatus, aids, etc. (61%).

Regarding the factor, 36-being courteous to all the students of the class, the group preferred the dimensions, 36.1-by means of treating all the students equally friendly (88%), 36.2-by means of encouraging students' self efforts of learning in a positive manner (84%) and 36.3-by means of showing adequate understanding of the students and their problems inside ~~the~~ and outside the class (71%).

#### 4.2.6 Dimensions preferred by science students:

The Table 4.12 shows the preference of frequency of dimensions, the percentage of preference and the dimensions preferred by majority i.e., more than fifty per cent, of science students.

TABLE 4-10

TABLE SHOWING THE PREFERENCE FREQUENCY OF DIMENSIONS, THE PERCENTAGE OF PREFERENCE AND THE DIMENSIONS PREFERRED BY MAJORITY I.E., MORE THAN FIFTY PERCENT OF SCIENCE STUDENTS (N:164)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
1.0	PREPARATION OF LECTURE NOTE			
1.1	Preparing loose-leaf lecture note	53	32	
1.2	Preparing a list of headings and sub-headings of the topic	113	69	*
1.3	Preparing entire lecture in a written down note	19	11	
2.0	SETTING OBJECTIVES			
2.1	Aiming at presenting information	108	66	*
2.2	Aiming at developing the ability of critical thinking in the students	119	72	*
2.3	Aiming at developing certain specified skills of the students	102	62	*
2.4	Aiming at developing the ability to express personal ideas of the students	105	64	*
2.5	Aiming at developing in students independent study habits and reading interests	117	71	*
2.6	Aiming at developing in students ability to select and organize relevant material	80	49	
2.7	Aiming at developing a sense of enquiry in the students	102	62	*
3.0	PREPARATION OF INSTRUCTIONAL AIDS			
3.1	Preparation of charts	76	46	
3.2	Preparation of graphs	64	39	
3.3	Preparation of slides	85	52	*
3.4	Preparation of improvised aids	81	49	
4.0	PREPARATION OF HANDOUTS			
4.1	Preparation of cyclostyled complete note of the topic for the students	75	46	
4.2	Preparation of cyclostyled salient features of the topic for the students	75	46	
4.3	Preparation of cyclostyled note of the topic in brief	82	50	
5.0	SETTING UP DEMONSTRATION EXPERIMENTS			
5.1	Setting up demonstration experiments with the help of the experimental kit	86	52	*
5.2	Setting up demonstration experiments with the help of improvised material	48	29	
5.3	Setting up demonstration experiments with the help of the laboratory equipment	122	74	*
6.0	RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	By means of providing a brief revision of the lecture topic	119	72	*
6.2	By means of providing a gist of the present topic	84	51	*
6.3	By means of providing a gist of the past and the present lecture topic	90	55	*
6.4	By means of announcing the title of the present lecture topic	82	50	
7.0	SECURING ATTENTION OF THE STUDENTS			
7.1	By means of putting relevant questions	126	77	*
7.2	By means of giving relevant quotations	87	53	*
7.3	By means of narrating relevant anecdotes	71	43	
7.4	By means of providing relevant illustrations	98	60	*
7.5	By means of creating relevant simulations	60	36	
7.6	By means of explaining the benefits of the knowledge that will be gained due to the lecture	98	60	*

TABLE 4.12 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>8.0</b>	<b>PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY</b>			
8.1	By means of proceeding from general to particular concepts of the topic	99	60	*
8.2	By means of proceeding from particular to general concepts of the topic	62	38	
8.3	By means of proceeding from known to unknown concepts of the topic	79	48	
8.4	By means of proceeding from concrete to abstract concepts of the topic	59	36	
8.5	By means of proceeding from simple to complex concepts of the topic	100	61	*
8.6	By means of providing the concepts of the topic under convenient specified points and sub-points	113	69	*
<b>9.0</b>	<b>PRESENTING FACTS AND FIGURES ACCURATELY</b>			
9.1	By means of using charts	87	53	*
9.2	By means of using graphs	63	38	
9.3	By means of presenting actual data on the black board	106	65	*
9.4	By means of giving reference material	96	58	*
<b>10.0</b>	<b>HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS</b>			
10.1	By means of emphasizing the underlying human value in each of the concepts of the topic	75	46	
10.2	By means of providing opinion of prominent leaders/experts on the concepts of the topic	64	39	
10.3	By means of giving personal opinions on the concepts of the topic	81	49	
10.4	By means of inviting comments of the students on the concepts of the topic	118	72	*
10.5	By means of emphasizing scientific rational involved in each of the concepts of the topic	83	51	*
10.6	By means of visualizing the extent of agreement with the experimental observations of the concepts of the topic	88	54	*
10.7	By means of putting forward the underlying limitations of the derivations in the topic	76	46	
<b>11.0</b>	<b>DESCRIBING SUBJECT MATTER IN DETAIL</b>			
11.1	By means of analysing each single concept of the topic	105	64	*
11.2	By means of dividing each single concept into as many sub-points as possible	92	56	*
11.3	By means of explaining each single concept from different angles	108	66	*
<b>12.0</b>	<b>EVALUATING CONCEPTS OF THE TOPIC</b>			
12.1	By means of enlisting arguments for and against each concept of the topic	86	52	*
12.2	By means of enlisting arguments of different experts on each concept of the topic	67	41	
12.3	By means of enlisting relative differences between different concepts of the topic	105	64	*
12.4	By means of relating abstract concepts of the topic to concrete things or situations	81	49	
<b>13.0</b>	<b>PROVIDING CONCRETE AND COHERENT EXAMPLES</b>			
13.1	By means of giving examples exclusively relevant to the day-to-day lives of the students	106	65	*
13.2	By means of narrating interesting anecdotes relevant to the topic	84	51	*
13.3	By means of relating derivations with the students' laboratory observations	102	62	*

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>				
14.1	By means of changing the tone of expression	38	33	*
14.2	By means of changing the speed of delivery	61	37	*
14.3	By means of focussing attention of the students	106	65	*
14.4	By means of repeating the important points of the topic more than once	122	74	*
14.5	By means of noting down the important points of the topic on black board	123	75	*
<b>15.0 USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER</b>				
15.1	By means of giving time gap in between certain important words	97	59	*
15.2	By means of giving time gap in between certain important sentence.	101	61	*
15.3	By means of giving time gap in between the presentation of different concepts of the topic	78	47	*
<b>16.0 BEING SENSITIVE TO THE STUDENTS' FEELINGS</b>				
16.1	Changing stimulus media	64	39	*
16.2	Making use of humour	79	48	*
16.3	Involving students with the topic by means of putting thought provoking questions	116	71	*
16.4	Repeating certain points, not very well taken by the students	114	69	*
16.5	Putting the points which are not very well taken by the students in a slight different perspective	76	46	*
<b>17.0 USING BLACK BOARD ADEQUATELY</b>				
17.1	Presenting only important points of the topic	119	72	*
17.2	Presenting only brief summary of the topic	39	24	*
17.3	Presenting diagrams, numbers and names relevant to the topic	121	77	*
17.4	Presenting mathematical derivations, symbols, etc., relevant to the topic	126	77	*
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>				
18.1	For the purpose of presenting general information relevant to the topic	90	55	*
18.2	For the purpose of presenting proper explanation of the concepts of the topic	108	66	*
18.3	For the purpose of synthesizing the content presented	69	42	*
18.4	For the purpose of providing comparative and contrasting information of the concepts relevant to the topic	82	50	*
18.5	For the purpose of developing skills of drawing, scaling, and sketching, etc.	92	56	*
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>				
19.1	For the purpose of developing skill of manipulating apparatus	69	42	*
19.2	For the purpose of developing skill of objective observation	101	61	*
19.3	For the purpose of developing the ability to improvise experimental tools	75	46	*
19.4	For the purpose of developing the skill of proper interpretation of data	85	52	*
<b>20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED</b>				
20.1	By means of mere listing out all the points of the topic	81	49	*
20.2	By means of repeating only important points of the topic	108	66	*
20.3	By means of relating each point of the topic to a practical phenomenon	92	56	*



TABLE 4.22 (Contd...)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
21.0	PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION			
21.1	By means of posing problems to be solved by the students	118	72	*
21.2	By means of posing meaningful questions to the students	118	72	*
21.3	By means of encouraging students' individual efforts in dealing with problems relevant to the topic	113	69	*
21.4	By means of providing cooperative or competitive situations	101	61	*
21.5	By means of providing free atmosphere to enable students to express individual ideas	114	69	*
21.6	By means of giving assignments	89	54	*
21.7	By means of giving assignments which have relevance to the next topic	51	31	
22.0	USING ADEQUATE GESTURES			
22.1	Using head movements	41	25	
22.2	Using hand movements	67	41	
22.3	Using body movements	21	13	
22.4	Using expressive looks	92	56	*
23.0	DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIMES			
23.1	By means of quoting seemingly paradoxical situations	75	46	
23.2	By means of witty repartee	80	49	
24.0	EXPRESSING ONESELF CLEARLY			
24.1	Speaking out clearly	141	86	*
24.2	Putting forward the concepts of the topic in simple language	138	84	*
24.3	Putting forward the concepts in a straight forward manner without digressions	77	47	
25.0	MAKING THE TONE PLEASANT			
25.1	Making use of a tone which is of moderate base pitch	78	47	
25.2	Making use of a tone which is full of expression	121	74	*
25.3	By not using an irritative tone	72	44	
26.0	EMPLOYING AN AUDIBLE VOICE			
26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class	127	77	*
26.2	Making use of the voice at a level of which all the words spoken are audible	123	75	*
27.0	EMPLOYING MODULATION ON TONE			
27.1	By means of changing pitch at appropriate moment in the sequence of lecture delivery	87	53	*
27.2	By means of changing stress on the words as and when necessary in the sequence of lecture delivery	84	51	*
27.3	By means of maintaining a rhythmic flow of pitch in the sequence of lecture delivery	70	43	
28.0	EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	By maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression	130	79	*
28.2	By maintaining a speed at which it is possible for the students to jot down main points of the topic	113	69	*

TABLE 4.12 (Contd....)

S.No.	Title of the dimension	Preference frequency	Percentage of preference	Dimension preferred
29.0	USING INTELLIGIBLE LANGUAGE			
29.1	Making use of a simple language	142	86	*
29.2	Making use of a language which is well within the comprehensible vocabulary level of the students	97	59	*
29.3	Making use of a language in any organized fashion aiming at developing the vocabulary level of the students	66	40	
30.0	USING CORRECT PRONUNCIATION			
30.1	Using a pronunciation which is phonetically correct	114	69	*
30.2	Using an accent which makes the language intelligible to all	108	66	*
31.0	MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE			
31.1	By means of looking straight to the students	61	37	
31.2	By means of looking all-over the class	123	75	*
32.0	DISPLAYING A SMILING DISPOSITION			
32.1	By maintaining pleasantness all through the lecture period	121	74	*
32.2	By not being irritated	74	45	
33.0	DISPLAYING A RELAXED DISPOSITION			
33.1	By maintaining the composure	71	43	
33.2	By being quite casual in movements	87	53	*
34.0	MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	By means of manifesting mastery over the subject-matter	94	57	*
34.2	By means of maintaining clarity and ease in communicating the subject matter	115	70	*
34.3	By being able to explain illustratively the complexities of the subject-matter	116	71	*
35.0	MANIFESTING SMARTNESS			
35.1	By keeping up neatness in dress and physical appearance	87	53	*
35.2	By means of manifesting presence of mind to deal with complex situations	99	60	*
35.3	By manifesting ease in the manipulation of apparatus, aids, etc.	79	48	
35.4	By using interesting repartee	78	47	
35.5	By manifesting balanced modes of moving about	87	53	*
36.0	BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	By means of treating all the students equally friendly	139	85	*
36.2	By means of encouraging students self-efforts of learning in a positive manner	99	60	*
36.3	By means of showing adequate understanding of the students and their problems inside and outside the class	109	66	*

As the Table 4.12 reveals regarding the factor, 1-preparation of lecture note, the group of science students preferred the dimensions, 1.2-preparing a list of headings and sub-headings of the topic (69%).

Regarding the factor, 2-setting objectives, the group preferred the dimensions, 2.2-aiming at developing the ability of critical thinking in the students (72%) 2.5-aiming at developing in students independent study habits and reading interests (71%), 2.1-aiming at presenting information (66%), 2.4-aiming at developing the ability to express personal ideas of the students (64%), 2.3-aiming at developing certain specified skills of the students (62%) and 2.7-aiming at developing a sense of enquiry in the students (62%).

Regarding the factor, 3-preparation of instructional aids, the group preferred the dimensions, 3.3-preparation of slides (52%).

Regarding the factor, 4-preparation of handouts, the dimensions are preferred by only 46 to 50 per cent and hence not included in the preferred list.

Regarding the factor, 5-setting up demonstration experiments, the group preferred the dimensions, 5.3-setting up demonstration experiments with the help of the laboratory equipment (74%) and 5.1-setting up demonstration experiments with the help of the experimental kit (52%).

Regarding the factor, 6-relevance of introduction to the topic of the lecture, the group preferred the dimensions, 6.1-by means of providing brief revision of the last lecture topic (72%), 6.3-by means of providing a gist of the past and

the present lecture topic (55%), and 6.2-by means of providing a gist of the present topic (51%).

Regarding the factor, 7-securing attention of the students, the group preferred the dimensions, 7.1-by means of putting relevant questions (77%), 7.4-by means of providing relevant illustrations (60%), 7.5-by means of explaining the benefits of the knowledge that will be gained due to the lecture (60%), and 7.2-by means of giving relevant quotations (53%).

Regarding the factor, 8-presenting subject matter in logical continuity, the group preferred the dimensions, 8.6-by means of providing the concepts of the topic under convenient specified points and sub-points (69%), 8.5-by means of proceeding from simple to complex concepts of the topic (61%) and 8.1-by means of proceeding from general to particular concepts of the topic (60%).

Regarding the factor, 9-presenting facts and figures accurately, the group preferred the dimensions, 9.3-by means of presenting actual data on the black board (65%), 9.4-by means of giving reference material (58%) and 9.1-by means of using charts (53%).

Regarding the factor, 10-helping development of attitudes and values of the students, the group preferred the dimensions, 10.4-by means of inviting comments of the students on the concepts of the topic (72%), 10.6-by means of visualizing the extent of agreement with the experimental observation of the concepts of the topic (54%) and 10.5-by means of emphasizing scientific rationale involved in each of the concepts of the topic (51%).

Regarding the factor, 11-describing subject matter in

detail, the group preferred the dimensions, 11.3-by means of explaining each single concept from different angles (66%), 11.1-by means of analysing each single concepts of the topic (64%) and 11.2-by means of dividing each single concept into as many sub-points as possible (56%).

Regarding the factor, 12-evaluating concepts of the topic, the group preferred the dimensions, 12.3-by means of enlisting relative differences between different concepts of the topic (64%) and 12.1-by means of enlisting arguments for and against each concepts of the topic (52%).

Regarding the factor, 13-providing concrete and coherent examples, the group preferred the dimensions, 13.1-by means of giving examples exclusively relevant to the day-to-day lives of the students (65%), 13.3-by means of relating derivations with the students' laboratory observations(62%) and 13.2-by means of narrating interesting anecdotes relevant to the topic (51%).

Regarding the factor, 14-emphasizing important points of the topic, the group preferred the dimensions, 14.5-by means of noting the important points of the topic on black board (75%), 14.4-by means repeating the important points of the topic more than once (74%) and 14.3-by means of focussing attention of the students (65%).

Regarding the factor, 15-using pauses at appropriate places, the group preferred the dimensions 15.2-by means of giving time gap in between certain important sentences (61%) and 15.1-by means of giving time gap in between certain important words (59%).

Regarding the factor, 16-being sensitive to the students' feelings, the group preferred the dimensions, 16.3-involving

the students with the topic by means of putting thought provoking questions (71%) and 16.4-repeating certain points, not very well taken by the students (69%).

Regarding the factor, 17-using black board adequately, the group preferred the dimensions, 17.3-by presenting diagrams, numbers and names relevant to the topic (77%), 17.4-presenting mathematical derivations, symbols, etc., relevant to the topic (77%) and 17.1-presenting only important points of the topic (72%).

Regarding the factor, 18-using relevant instructional aids, the group preferred the dimensions, 18.2-for the purpose of presenting proper explanation of the concepts of the topic (66%), 18.5-for the purpose of developing skills of drawing, scaling, and sketching, etc., (56%) and 18.1-for the purpose of presenting general information relevant to the topic (55%).

Regarding the factor, 19-using demonstration experimental kit the group preferred the dimensions, 19.2-for the purpose of developing skill of objective observation (61%) and 19.4-for the purpose of developing the skills of proper interpretation of data (52%).

Regarding the factor, 20-consolidating the major points of the subject matter presented, the group preferred the dimensions, 20.2-by means of repeating only important points of the topic (66%) and 20.3-by means of relating each point to a practical phenomenon (56%).

Regarding the factor, 21-providing exercises to students, the group preferred the dimensions, 21.1-by means of posing problems to be solved by the students (72%), 21.2-by means of posing meaningful questions to the students (72%), 21.3-by means of encouraging students' individual efforts in

dealing with problems relevant to the topic (69%), 21.5-by means of providing free atmosphere to enable students to express individual ideas (69%), 21.4-by means of providing cooperative or competitive situations (61%), and 21.6-by means of giving assignments (54%).

Regarding the factor, 22-using adequate gestures, the group preferred the dimensions, 22.4-using expressive looks (56%).

Regarding the factor, 23-demonstrating an adequate sense of humour the dimensions are preferred by only 46 and 49 per cent of the group and hence not included in the preferred list.

Regarding the factor, 24-expressing oneself clearly, the group preferred the dimensions, 24.1-speaking out clearly (86%) and 24.2-putting forward the concepts of the topic in simple language (84%).

Regarding the factor, 25-making the tone pleasant, the group preferred the dimension, 25.2-making use of tone which is full of expression (74%).

Regarding the factor, 26-employing an audible voice, the group preferred the dimensions, 26.1-making use of the voice to be audible enough even to the students who are sitting in the back benches of the class (77%) and 26.2-making use of the voice at a level of which all the words spoken are audible (75%).

Regarding the factor, 27-employing modulations in tone, the group preferred the dimensions, 27.1-by means of changing pitch at appropriate moment in the sequence of lecture delivery (53%) and 27.2-by means of changing stress on the

words as and when necessary in the sequence of lecture delivery (51%).

Regarding the factor, 28-employing adequate speed of delivery, the group preferred the dimensions, 28.1-maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression (79%) and 28.2-by maintaining a speed at which it is possible for the students to jot down main points of the topic (69%).

Regarding the factor, 29-using intelligible language, the group preferred the dimensions, 29.1-making use of a simple language (86%) and 29.2-making use of a language which is well within the comprehensible vocabulary level of the students (59%).

Regarding the factor, 30-using correct pronunciation, the group preferred the dimensions, 30.1-using a pronunciation which is phonetically correct (69%) and 30.2-using an accent which makes the language intelligible to all (66%).

Regarding the factor, 31-maintaining good eye contact with the students; the group preferred the dimensions, 31.2-by means of looking all over the class (75%).

Regarding the factor, 32-displaying a smiling disposition, the group preferred the dimensions, 32.1-by maintaining pleasantness all through the lecture period (74%).

Regarding the factor, 33-displaying a relaxed disposition, the dimension preferred is 33.2-by being quite casual in movements (53%).

Regarding the factor, 34-manifesting confidence, the group preferred the dimensions, 34.3-by being able to explain illustratively the complexities of the subject matter (71%),



34.2-by means of maintaining clarity and ease in communicating the subject-matter (70%) and 34.1-by means of manifesting mastery over the subject matter (57%).

Regarding the factor, 35-manifesting smartness, the group preferred the dimensions, 35.2-by means of manifesting presence of mind to deal with complex situations (60%), 35.1-by keeping up neatness in dress and physical appearance (53%) and 35.5-by manifesting balanced modes of moving about (53%).

Regarding the factor, 36-being courteous to all the students of the class, the group preferred the dimensions, 36.1-by means of treating all the students equally friendly (85%), 36.3-by means of showing adequate understanding of the students and their problems inside and outside the class (60%) and 36.2-by means of encouraging students self efforts of learning in a positive manner (60%).

#### 4.3.0 Section-C: Results: Common Factors and Dimensions:

In this section it is proposed to discuss the results with regard to the common factors and dimensions derived from the factors and dimensions preferred by the various groups of teachers and students.

#### 4.3.1 Common factors derived from the factors preferred by the teachers and students of Arts faculty:

The common factors derived from the factors preferred by teachers and students of Arts Faculty are presented in Table 4.13

TABLE 4-13

TABLE SHOWING THE FACTORS PREFERRED BY TEACHERS AND STUDENTS OF ARTS FACULTY ALONG WITH THE COMMON FACTORS DERIVED

Number of the Factors preferred		Common Factors	Titles of the common factors
Teachers	Students		
1	1	1	Preparation of lecture note
2	2	2	Setting objectives
6	6	6	Relevance of introduction to the topic of the lecture
7	7	7	Securing attention of the students
8	8	8	Presenting subject-matter in logical continuity
9	9	9	Presenting facts and figures accurately
10	10	10	Helping development of attitudes and/of the students values
11	11	11	Describing subject-matter in detail
12	12	12	Evaluating concepts of the topic
13	13	13	Providing concrete and coherent examples
14	14	14	Emphasizing important points of the topic
16	16	16	Being sensitive to students' feelings
17	-	-	
18	18	18	Using relevant instructional aids
20	20	20	Consolidating major points of the subject-matter presented
21	21	21	Providing exercises to students to enable them to apply the knowledge acquired through the lecture, to a new situation
23	-	-	
24	24	24	Expressing oneself clearly
25	25	25	Making the tone pleasant
26	26	26	Employing an audible voices
29	29	29	Using intelligible language
30	30	30	Using correct pronunciation
31	31	31	Maintaining good eye contact with the students while giving the lecture
34	34	34	Mainifesting confidence about the knowledge of the subject-matter
36	36	36	Being courteous to all the students of the class

The Table 4.13 shows the factors preferred by teachers and students of Arts Faculty along with common factors derived.

The preferences of both the groups are found to be identical relating to twenty five factors. In addition to those twenty five factors, the teachers preferred three more factors viz., 17-using black board adequately and 23-demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate time, and it could be because that the teachers feel that these three factors help them indirectly in enriching their lecture.

#### 4.3.2 Factors preferred by teachers and students of commerce faculty:

The common factors derived from the factors preferred by teachers and students of commerce faculty are presented in the Table 4.14 (Table presented in the following page).

TABLE 444

FACTORS PREFERRED BY TEACHERS AND STUDENTS OF COMMERCE FACULTY ALONG WITH THE COMMON FACTORS DERIVED

Number of the factors preferred		Common factors	Titles of the common factors
Teachers	Students		
1	1	1	Preparation of lecture note
2	2	2	Setting objectives
6	6	6	Relevance of introduction to the topic of the lecture
7	7	7	Securing attention of the students
8	8	8	Presenting subject-matter in logical continuity
9	9	9	Presenting facts and figures accurately
10	10	10	Helping development of attitudes and values of the students
11	11	11	Describing subject-matter in detail
12	12	12	Evaluating concepts of the topic
13	13	13	Providing concrete and coherent examples
14	14	14	Emphasizing important points of the topic
16	16	16	Being sensitive to students' feelings
17	17	17	Using black board adequately
18	18	18	Using relevant instructional aids
20	20	20	Consolidating the major points of the subject-matter presented
21	21	21	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation
23	-	-	
24	24	24	Expressing oneself clearly
25	25	25	Making the tone pleasant
26	26	26	Employing an audible voice
29	29	29	Using intelligible language
30	30	30	Using correct pronunciation
31	31	31	Maintaining good eye contact with the students while giving the lecture
32	-	-	
34	34	34	Manifesting confidence about the subject-matter presented
36	36	36	Being sensitive to students' feelings

The Table 4.14 shows the common factors from among the factors preferred by the groups of commerce teachers and students. Both the groups coincide<sup>in</sup> their preference of twenty four factors. But while majority (more than 50 per cent) of common factors derived from the teachers' group prefers in addition, two more factors, viz., 23- demonstrating adequate sense of humour of and making use of it in the course of the lecture at appropriate time and 32-displaying a smiling disposition, these are not preferred by majority of students.

4.3.3 Common factors derived from the factors preferred by the teachers and students of Science faculty:

The common factors derived from the factors preferred by teachers and students of science faculty are presented in the Table 4.15 (The table presented in the following page).

TABLE 4.15

FACTORS PREFERRED BY TEACHERS AND STUDENTS OF SCIENCE FACULTY ALONG WITH THE COMMON FACTORS DERIVED

Number of the factors preferred		Common factors	Titles of the common factors
Teachers	Students		
1	1	1	Preparation or lecture note
2	2	2	Setting objectives
3	3	3	Preparation of instructional aids
5	5	5	Setting up demonstration experiments
6	6	6	Relevance of introduction to the topic of the lecture
7	7	7	Securing attention of the students
8	8	8	Presenting subject-matter in logical continuity
9	9	9	Presenting facts and figures accurately
10	10	10	Helping development of attitudes and values of the students
11	11	11	Describing subject-matter in detail
12	12	12	Evaluating concepts of the topic
13	13	13	Providing concrete and coherent examples
14	14	14	Emphasizing important points of the topic
16	16	16	Being sensitive to students' feelings
17	17	17	Using black board adequately
18	18	18	Using relevant instructional aids
19	-	-	
20	20	20	Consolidating the major points of the subject-matter presented
21	21	21	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation
24	24	24	Expressing oneself clearly
25	25	25	Making the tone pleasant
26	26	26	Employing an audible voice
29	29	29	Using intelligible language
30	30	30	Using correct pronunciation
31	31	31	Maintaining good eye contact with the students while giving the lecture
34	34	34	Manifesting confidence about the knowledge of the subject-matter
35	-	-	
36	36	36	Being courteous to all the students of the class

The Table 4.15 shows the common factors from among the factors preferred by science teachers and science students. Both the groups are similar in their preferences regarding twenty six factors. But while a majority (more than 50 per cent) of the teachers prefer in addition two more factors, viz., 19-using demonstration experimental kit, and 35-manifesting smartness, majority of students do not prefer them. The reason seems to be that science teachers feel the use of a kit is effective and that they would like to be smart enough. The students of science do not seem to bother about the smartness of their teachers, instead they want their teachers to prepare well and capture students' attention.

4.3.4 Common Factors derived from the factors preferred by teachers of arts, science and commerce faculties:

The common factors derived from the factors preferred by teachers of arts, commerce and science faculties are presented in the Table 4.16 (the Table presented in the following page).

TABLE 4.16

TABLE SHOWING THE FACTORS PREFERRED BY TEACHERS OF ARTS, COMMERCE AND SCIENCE FACULTIES ALONG WITH THE COMMON FACTORS DERIVED

Numbers of the factors preferred by Teachers			Common factors	Titles of the common factors
Arts	Commerce	Science		
1	1	1	1	Preparation of lecture note
2	2	2	2	Setting objectives
-	-	3	-	
-	-	5	-	
6	6	6	6	Relevance of introduction to the topic of the lecture
7	7	7	7	Securing attention of the students
8	8	8	8	Presenting subject-matter in logical continuity
9	9	9	9	Presenting facts and figures accurately
10	10	10	10	Helping development of attitudes and values of the students
11	11	11	11	Describing subject-matter in detail
12	12	12	12	Evaluating concepts of the topic
13	13	13	13	Providing concrete and coherent examples
14	14	14	14	Emphasizing important points of the topic
16	16	16	16	Being sensitive to the students' feelings
17	17	17	17	Using black board adequately
18	18	18	18	Using relevant instructional aids
-	-	19	-	
20	20	20	20	Consolidating the major points of the subject-matter presented
21	21	21	21	Providing exercises to the students to enable them to apply the knowledge acquired through the lecture, to a new situation
23	23	-	-	
24	24	24	24	Expressing oneself clearly
25	25	25	25	Making the tone pleasant
26	26	26	26	Employing an audible voice
29	29	29	29	Using intelligible language
30	30	30	30	Using correct pronunciation
31	31	31	31	Maintaining good eye contact with the students while giving the lecture
-	32	-	-	
34	34	34	34	Manifesting confidence about the knowledge of the subject-matter
-	-	35	-	
36	36	36	36	Being courteous to all the students of the class



The Table 4.16 shows the factors preferred by teachers of arts, commerce and science faculties along with the common factors derived. All the three groups are identical in their preferences to twenty four factors. In addition, majority of commerce teachers preferred the factor, 32-displaying a smiling disposition and the science teachers preferred the factors, 3-preparation of instructional aids, 5-setting up demonstration experiments, 19-using demonstration experimental kit and 35-manifesting smartness.

The reason for the special preferences seems to be that since teaching of arts subjects is more of an oral exposition they seem to feel the importance of the speed of word delivery. With regard to the commerce teachers' special preference the reason seems to be that while teaching the mathematical type subject a smiling face would carry forward their task efficiently. The reason for science teachers preference seems to be obvious, since practical work involves the use of demonstration and demonstration kit, they probably seem to feel the need of the same. Science teachers generally seem to pay attention to their outlook and hence the preference for smartness.

#### 4.3.5 Common factors derived from the factors preferred by students of arts, commerce and science faculties:

The common factors derived from the factors preferred by the students of arts, commerce and science faculties are presented in the Table 4.17 (the Table presented in the following page).

TABLE 3.17

TABLE SHOWING THE FACTORS PREFERRED BY STUDENTS OF ARTS, COMMERCE AND SCIENCE FACULTIES ALONG WITH THE COMMON FACTORS DERIVED

Number of the Factors preferred by students			Common factors	Titles of the common factors
Arts	Commerce	Science		
1	1	1	1	Preparation of lecture note
2	2	2	2	Setting objectives
-	-	3	-	
-	-	5	-	
6	6	6	6	Relevance of the introduction to the topic of the lecture
7	7	7	7	Securing attention of the students
8	8	8	8	Presenting subject-matter in logical continuity
9	9	9	9	Presenting facts and figures accurately
10	10	10	10	Helping developing of attitudes and values of the students
11	11	11	11	Describing subject-matter in detail
12	12	12	12	Evaluating concepts of the topic
13	13	13	13	Providing concrete and coherent examples
14	14	14	14	Emphasizing important points of the topic
16	16	16	16	Being sensitive to students' feelings
-	17	17	-	
18	18	18	18	Using relevant instructional aids
20	20	20	20	Consolidating the major points of the subject-matter presented
21	21	21	21	Providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation
24	24	24	24	Expressing oneself clearly
25	25	25	25	Making the tone pleasant
26	26	26	26	Employing an audible voice
29	29	29	29	Using intelligible language
30	30	30	30	Using correct pronunciation
31	31	31	31	Maintaining good eye contact with the students while giving the lecture
34	34	34	34	Manifesting confidence about the knowledge of the subject-matter
36	36	36	36	Being courteous to all the students of the class

The Table 4.17 shows the factors preferred by students of Arts, Commerce and Science faculties and the common factors derived. All the students are similar in their preferences to twenty three factors. But a majority of students of science exclusively prefer the factors, 3-preparation of instructional aids and 5-setting up demonstration experiments. The reason seems to be that the very nature of science subjects very much requires the use of aids for grasping the theory and also for the demonstration of experiments.

The factor, 17-using black board adequately, is preferred by commerce and science students while students of arts do not prefer the same. The reason seems to be that the commerce and science subjects are of more factual nature when compared to arts and hence the students seem to feel the need for the adequate use of black-board.

4.3.6 Common factors derived from the factors preferred by teachers and students of Arts, Commerce and Science faculties:

The common factors derived from the factors preferred by the teachers and students of Arts, Commerce and Science faculties are presented in the Table 4.18 (the Table presented in the following page).

TABLE 4.18

TABLE SHOWING THE FACTORS PREFERRED BY TEACHERS AND STUDENTS OF ARTS, COMMERCE AND SCIENCE FACULTIES  
ALONG WITH THE COMMON FACTORS DERIVED

Numbers of the factors preferred teachers and students of Arts, Comm. and Science Faculties		Common factor	Titles of the common factors
Teachers	Students		
1	1	1	Preparation of lecture note
2	2	2	Setting objectives
6	6	6	Relevance of introduction to the topic of the lecture
7	7	7	Securing attention of the students
8	8	8	Presenting subject matter in logical continuity
9	9	9	Presenting facts and figures accurately
10	10	10	Helping development of attitudes and values of the students
11	11	11	Describing subject matter in detail
12	12	12	Evaluating concepts of the topic
13	13	13	Providing concrete and coherent examples
14	14	14	Emphasizing important points of the topic
16	16	16	Being sensitive to the students' feelings
17			
18	18	18	Using relevant instructional aids
20	20	20	Consolidating the major points of the subject matter presented
21	21	21	Providing exercises to students to enable to apply the knowledge acquired through the lecture to a new situation
24	24	24	Expressing oneself clearly
25	25	25	Making the tone pleasant
26	26	26	Employing an audible voice
29	29	29	Using intelligible language
30	30	30	Using correct pronunciation
31	31	31	Maintaining good eye contact with the students while giving the lecture
34	34	34	Manifesting confidence about the knowledge of the subject-matter
36	36	36	Being courteous to all the students of the class

The Table 4.18 shows the factors preferred by teachers and students belonging to the faculties of arts, commerce and science and the common factors derived.

Both the teachers and students seem to be identical in their preference to all the factors except that of the factor, 17-using black board adequately, which is preferred exclusively by teachers.

#### 4.3.7 Dimensions preferred by teachers and students of Arts Faculty:

The common dimension derived from the dimensions of various factors preferred by teachers and students of arts faculty are presented in the Table 4.19 (the Table presented in the following page).

TABLE 4.19

TABLE SHOWING THE DIMENSIONS PREFERRED BY TEACHERS AND STUDENTS OF ARTS FACULTY ALONG WITH THE COMMON DIMENSIONS DERIVED

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
1.0 PREPARATION OF LECTURE NOTE			
1.2	1.2	1.2	Preparation of a list of headings and sub-headings
2.0 SETTING OBJECTIVES			
2.1	2.1	2.1	Aiming at presenting information
2.2	2.2	2.2	Aiming at developing the ability of critical thinking in students
2.3	2.3	2.3	Aiming at developing certain specified skills of the students
2.4	2.4	2.4	Aiming at developing the ability to express personal ideas of the students
2.5	2.5	2.5	Aiming at developing in students independent study habits and reading interests
2.6	-	-	-
2.7	2.7	2.7	Aiming at developing a sense of enquiry in the students
3.0 PREPARATION OF INSTRUCTIONAL AIDS			
-	-	-	-
4.0 PREPARATION OF LECTURE HANDOUTS			
-	-	-	-
5.0 SETTING UP DEMONSTRATION EXPERIMENTS			
-	-	-	-
6.0 RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	6.1	6.1	By means of providing a brief revision of the last lecture topic
6.2	-	-	-
6.3	6.3	6.3	By means of providing a gist of the past and the present topic
6.4	6.4	6.4	By means of announcing the title of the present lecture topic
7.0 SECURING ATTENTION OF THE STUDENTS			
7.1	7.1	7.1	By means of putting relevant questions
-	7.2	-	-
7.4	-	-	-
7.6	7.6	7.6	By means of explaining the benefits of the knowledge that will be gained due to the topic
8.0 PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY			
8.1	8.1	8.1	By means of proceeding from general to particular concepts of the topic
8.3	8.3	8.3	By means of proceeding from known to unknown concepts of the topic
8.4	-	-	-
8.5	8.5	8.5	By means of proceeding from simple to complex concepts of the topic
8.6	8.6	8.6	By means of providing concepts of the topic under convenient specified points and sub-points
9.0 PRESENTING FACTS AND FIGURES ACCURATELY			
9.3	9.3	9.3	By means of presenting actual data on the black board
9.4	-	-	-
10.0 HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS			
10.1	-	-	-
10.2	-	-	-
-	10.3	-	-
10.4	10.4	10.4	By means of inviting comments of the students on the concepts of the topic

Table 4.19 (Contd...)

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
<b>11.0 DESCRIBING SUBJECT-MATTER IN DETAIL</b>			
11.1	11.1	11.1	By means of analysing each single concept of the topic
11.2	11.2	11.2	By means of deviding each single concept into as many sub-points
11.3	11.3	11.3	By means of explaining each single concept from different angles
<b>12.0 EVALUATING CONCEPTS OF THE TOPIC</b>			
12.1	12.1	12.1	By means of enlisting arguments for and against each concept of the topic
12.2	12.2	12.2	By means of enlisting arguments of different experts on each concept
12.3	12.3	12.3	By means of enlisting relative differences between different concepts
<b>13.0 PROVIDING CONCRETE AND COHERENT EXAMPLES</b>			
13.1	13.1	13.1	By means of giving examples exclusively from the day-to-day lives of the students
13.2	-	-	
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>			
14.3	14.3	14.3	By means of focussing attention of the students
14.4	14.4	14.4	By means of repeating the important points of the topic more than once
14.5	14.5	14.5	By means of noting important points of the topic on black board
<b>15.0 USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER</b>			
15.1	15.1	15.1	By means of giving time gap in between certain important words
15.2	15.2	15.2	By means of giving time gap in between certain important sentences
<b>16.0 BEING SENSITIVE TO THE STUDENTS' FEELINGS</b>			
16.1	16.1	16.1	
16.2	16.2	16.2	Making use of humour
16.3	16.3	16.3	Involving students with the topic by means of putting thought provoking questions
16.4	-	-	
<b>17.0 USING BLACK BOARD ADEQUATELY</b>			
17.1	17.1	17.1	Presenting only important points of the topic
17.3	17.3	17.3	Presenting diagrams, numbers and names relevant to the topic
-	17.4	-	
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>			
-	18.1	-	
18.2	-	-	
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>			
-	-	-	
<b>20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED</b>			
-	20.1	-	
20.2	20.2	20.2	By means of repeating only important points of the topic
<b>21.0 PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION</b>			
21.1	21.1	21.1	By means of posing problems to be solved by the students
21.2	21.2	21.2	By means of posing meaningful questions to the students
21.3	21.3	21.3	By means of encouraging students self efforts in dealing with problems relevant to the topic
-	21.4	-	
21.5	21.5	21.5	By means of providing free atmosphere to enable students to express individual ideas
21.6	21.6	21.6	By means of giving assignments

TABLE 4.19 (Contd...)

Numbers of the dimensions preferred by teachers		Numbers of common dimensions		Titles of the common dimensions
Teachers	Students			
22.0 USING ADEQUATE GESTURES				
22.4	22.4	22.4		Using expressive looks
23.0 DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIME				
23.2	-	-		
24.0 EXPRESSING ONESELF CLEARLY				
24.1	24.1	24.1		Speaking clearly
24.2	24.2	24.2		Putting forward concepts of the topic in simple language
24.3	-	-		
25.0 MAKING THE TONE PLEASANT				
25.1	-	-		
25.2	25.2	25.2		Making use of a tone which is full of expression
25.3	-	-		
26.0 EMPLOYING AN AUDIBLE VOICE				
26.1	26.1	26.1		Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class
26.2	26.2	26.2		Making use of the voice at a level of which all the words spoken are audible
27.0 EMPLOYING MODULATIONS IN THE TONE				
27.1	-	-		
27.2	27.2	27.2		By means of changing stress on the words as and when necessary in the sequence of lecture delivery
28.0 EMPLOYING ADEQUATE SPEED OF DELIVERY				
28.1	28.1	28.1		By means of maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression
28.2	28.2	28.2		By maintaining a speed at which it is possible for the students to jot down the main points of the topic.
29.0 USING INTELLIGIBLE LANGUAGE				
29.1	29.1	29.1		Making use of a simple language
29.2	29.2	29.2		Making use of a language which is well within the comprehensible vocabulary level of the students
-	29.3	-		
30.0 USING CORRECT PRONUNCIATION				
30.1	30.1	30.1		Using pronunciation which is phonetically correct
30.2	30.2	30.2		Using an accent which makes the language intelligible to all
31.0 MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE				
31.2	31.2	31.2		By means of looking all over the class
32.0 DISPLAYING A SMILING DISPOSITION				
32.1	32.1	32.1		By maintaining pleasantness all through the lecture period
32.2	-	-		



TABLE 4.19 (Contd...)

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
33.0 DISPLAYING A RELAXED DISPOSITION			
33.1	-	-	
33.2	-	-	
34.0 MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	34.1	34.1	By means of manifesting mastery over the subject matter
34.2	34.2	34.2	By means of manifesting clarity and ease in communicating the subject-matter
34.3	34.3	34.3	By being able to explain illustratively the complexities of the subject-matter
35.0 MANIFESTING SMARTNESS			
35.1	35.1	35.1	By keeping up neatness in dress and physical appearance
35.2	35.2	35.2	By means of manifesting presence of mind to deal with complex situations
35.4	-	-	
35.5	-	-	
36.0 BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	36.1	36.1	By means of treating all the students equally friendly
36.2	36.2	36.2	By means of encouraging students self efforts of learning in a positive manner
36.3	36.3	36.3	By means of showing adequate understanding of students and their problems inside and outside the classroom.

The Table 4.19 shows the dimensions preferred by the teachers and students of Arts faculty along with the common dimensions ~~are~~ derived.

Regarding the factor, 1-preparation of lecture note both the teachers and the students of Arts faculty preferred the dimensions, 1.2 only.

Regarding the factor, 2-setting objectives, both the groups prefer all the dimensions except 2.6 which was preferred only by teachers.

Regarding the factor is 3, 4, 5, the dimensions are not preferred by both the groups (percentage of preference below 50 per cent).

Regarding the factor, 6-relevance of introduction to the topic of the lecture, both the groups prefer the dimensions 6.1, 6.3 and 6.4. But while the teachers prefer the dimension, 6.2-by means of presenting a gist of the present topic, the students do not prefer it. This seems to show that the students prefer introduction either to cover the past topic, or the past and the present topic, or it should just be the announcement of the title. They do not want it be the gist of what is going to be lectured about during the present period of lecture.

Regarding the factor, 7-securing attention of the students, the preferences of both the groups are identical relating to two dimensions i.e. 7.1 and 7.6. But, while the students prefer the dimension, 7.2-by means of relevant quotations, the teachers do not prefer it. This may be due to the impression of the students that quotations are much more interesting than the illustrations given by their

teachers. Giving quotations in the classroom would be a difficult task even in the field like literature where recitation of lines from authorities is very frequent. In other subjects recitation of quotations is normally not done because such an exercise is strenuous, bordering on impossibility, and so the teachers may not be very much enthusiastic about giving quotations in the class room.

Regarding the factor, 8-presenting subject-matter in logical continuity, both the groups are identical in their preference of the dimensions 8.1, 8.3, 8.5 and 8.6. But while the teachers prefer the dimensions, 8.4-by means of proceeding from concrete to abstract concepts, the students do not prefer it. This may be due to the mere fear of students to learn abstract concepts.

Regarding the factor, 9-presenting facts and figures accurately, both the groups prefer the dimension 9.3. But while, the teachers prefer the dimension 9.4-by means of giving, references, the students do not prefer it. This may be due to the lack of interest on the part of the students to refer books and at the same time it may be relatively easy for the teachers to give references as compared to giving and explaining facts and figures in the class itself.

Regarding the factor, 10-helping development of attitudes and values of the students, both the groups prefer the dimension, 10.4. But while the teachers prefer the dimensions, 10.1-by means of emphasizing the underlying human value in each of the concept of the topic, and 10.2-by means of providing opinions of prominent leaders/experts on the concepts of the topic. And while the students prefer the dimension, 10.3-by means of personal opinions on the

concepts of the topic, the teachers do not prefer it.

Regarding the factor, 11 and 12 both the groups are identical in their preferences.

Regarding the factor, 13-providing concrete and coherent examples, both teachers and students preferred the dimensions, 13.1. But while the teachers preferred the dimension, 13.2-by means of narrating interesting anecdotes relevant to the topic. This may be due to impression of the students that the anecdotes of the teachers may not be interesting to them. And at the same, it is a matter of interest to the teachers to relate anecdotes of their lives.

Regarding the factor, 14- emphasizing important points of the topic, both the groups prefer on the dimensions 14.3, 14.4 and 14.5.

Regarding the factor, 15- using pauses at appropriate places, both the groups prefer dimensions 15.1 and 15.2 only.

Regarding the factor, 16-being sensitive to students' feelings, both the teachers and students prefer the dimensions, 16.2 and 16.3. But while the teachers prefer the dimensions, 16.4-repeating certain points not very well taken by the students, the students do not prefer it instead they prefer 16.1. This may be due to the fact that the students do not prefer repetitiveness. Both do not prefer the other dimension.

Regarding the factor, 17-using black board adequately, both the groups prefer the dimensions, 17.1 and 17.3. But while the students prefer the dimensions, 17.4-presenting

mathematical derivations, symbols, etc., relevant to the topic, the teachers do not prefer it. This may be due to the fact that while the teachers would like to dictate them the students want them to be worked out on the black board.

Regarding the factor, 18-using relevant instructional aids, while the students prefer the dimension, 18.1- for the purpose of presenting general information relevant to the topic the teachers do not prefer it. This may be due to the impression on the part of the teachers that using black board for general information is a mere waste of energy. At the time when the teachers prefer the dimension 18.2-for the purpose of proper explanation of the concepts of the topic, the students do not prefer. This may be due to the impression of the students that oral expression is more explanatory than the explanation that can be provided on the black board. At the same time teachers may be feeling it to be easier and less time consuming.

Regarding the factor, 19- the dimensions are not preferred by both the groups (percentage of preference below 50%).

Regarding the factor 20-consolidating the major points of the subject-matter presented, both the teachers and students prefer the dimension 20.2. But while students prefer the dimension, 20.1 the teachers do not prefer it.

Regarding the factor, 21- providing exercises to students, both the groups prefer the dimensions, 21.1, 21.3, 21.5 and 21.6. But while the students prefer the dimension 21.4-by means of providing cooperative and competitive situations, the teachers do not prefer. This is obvious

because for the students it will be really interesting to do any work in a cooperative or in a competitive situation but for teachers it is a question of meticulous planning and is full of problems.

Regarding the dimensions of the factor, 22-using adequate gestures, both the group prefer the dimension 22.4,

Regarding the factor, 23-demonstrating an adequate sense of humour, both the teachers and students do not prefer the dimension, 23.2-by means of witty repartee. This may be because that the students feel it not so captivating to listen to their teachers' witticism and feel that it will be at the cost of their own status.

Regarding the factor 24-expressing oneself clearly, both the groups prefer the dimensions, 24.1 and 24.2. But while the teachers prefer the dimension 24.3 the students do not prefer it.

Regarding the factor 25-making the tone pleasant, both the groups prefer the dimensions, 25.2. But while the teachers prefer the dimensions 25.1 and 25.3, the students do not prefer them.

Regarding the factor, 26-employing an audible voice, both the groups prefer the dimensions 26.1 and 26.2.

Regarding the factor, 27-employing modulations in the tone, both the groups prefer the dimensions 27.2 and both the groups do not prefer the dimension, 27.3. The teachers prefer the dimension 27.5 by means of changing pitch at appropriate moment in the sequence of the lecture presentation, the students do not prefer it.

Regarding the factor, 28-employing adequate speed of delivery, both the groups prefer the dimensions 28.1 and 28.2.

Regarding the factor 29-using intelligible language, both the groups prefer the dimensions 29.1 and 29.2. But while the students prefer the dimension 29.3-making use of a language in an organized fashion aiming at developing the vocabulary level of the students, the teachers do not prefer it. This may be due to the reason that the teachers feel it is not their duty to take care of students' vocabulary.

Regarding the factor, 30-using correct pronunciation, both the group prefer the dimensions 30.1 and 30.2.

Regarding the factor, 31-maintaining good eye contact with the students, both the groups prefer the dimension 31.2.

Regarding the factor, 32-displaying a smiling disposition both the groups prefer the dimension, 32.1. But while the teachers prefer the dimension 32.2 the students do not prefer it.

Regarding the factor, 33-displaying a release disposition, the teachers prefer both the dimensions 33.1 and 33.2. The students do not prefer them.

Regarding the factor, 34-manifesting confidence, both the groups are similar in their preference of the dimensions.

Regarding the factor, 35-displaying smartness, both the groups prefer the dimensions; 35.1, 35.2 and 35.3. The teachers also prefer the dimensions, 35.4 and 35.5 but the students do not prefer them.

Regarding the factor, 36-being courteous to all the students of the class, both the teachers and students prefer all the three dimensions.

4.3.8 Common dimensions derived from the dimensions preferred by teachers and students of commerce faculty:

The common dimensions derived from the dimensions of various factors preferred by teachers and students of commerce faculty are presented in the Table 4.20 (the Table presented in the following pages).



TABLE 4.20

TABLE SHOWING THE DIMENSIONS PREFERRED BY TEACHERS AND STUDENTS OF COMMERCE FACULTY ALONG WITH THE COMMON DIMENSIONS DERIVED

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
1.0 PREPARATION OF LECTURE NOTE			
1.2	1.2	1.2	Preparing a list of headings and sub-headings of the topic
2.0. SETTING OBJECTIVES			
2.1	2.1	2.1	Aiming at presenting information
2.2	2.2	2.2	Aiming at developing the ability of critical thinking in the students
-	2.3	-	
2.4	2.4	2.4	Aiming at developing the ability to express personal ideas of the students
2.5	2.5	2.5	Aiming at developing in students independent study habits and reading interests
2.6	2.6	2.6	Aiming at developing students' ability to select and organise relevant material
2.7	-	-	
3.0 PREPARATION OF INSTRUCTIONAL AIDS			
-	-	-	
4.0 PREPARATION OF HANDOUTS			
-	4.3	-	
5.0 SETTING UP DEMONSTRATION EXPERIMENTS			
-	-	-	
6.0 ACHIEVING RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	6.1	6.1	By means of providing a brief revision of the last lecture topic
6.2	-	-	
-	6.3	-	
6.4	6.4	6.4	By means of announcing the title of the present lecture topic
7.0 SECURING ATTENTION OF THE STUDENTS			
7.1	7.1	7.1	By means of putting relevant questions
7.4	7.4	7.4	By means of providing relevant illustrations
7.6	7.6	7.6	By means of explaining the benefits of the knowledge that will be gained due to the lecture
8.0 PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY			
8.1	-	-	
8.3	-	-	
8.5	-	-	
8.6	8.6	8.6	By means of providing the concepts of the topic under convenient specified points and sub-points
9.0 PRESENTING FACTS AND FIGURES ACCURATELY			
9.1	-	-	
9.3	9.3	9.3	By means of presenting actual data on the black board.
-	9.4	-	
10.0 HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS			
-	10.3	-	
10.4	10.4	10.4	By means of inviting comments of the students on the concepts of the topic
-	10.5	-	

TABLE 4.20 (Contd...)

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
11.0 DESCRIBING SUBJECT MATTER IN DETAIL			
11.1	11.1	11.1	By means of analysing each single concept of the topic
-	11.2	-	
11.3	11.3	11.3	By means of explaining each single concept from different angles
12.0 EVALUATING CONCEPTS OF THE TOPIC			
12.1	12.1	12.1	By means of enlisting arguments for and against each concept of the topic
-	12.2	-	
13.0 PROVIDING CONCRETE AND COHERENT EXAMPLES			
13.1	13.1	13.1	By means of giving examples exclusively relevant to the day-to-day lives of the students
-	13.2	-	
14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC			
14.3	14.3	14.3	By means of focussing attention of the students
14.4	14.4	14.4	By means of repeating the important points of the topic more than once.
14.5	14.5	14.5	By means of noting down the important points of the topic on the black board
15.0 USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER			
-	15.1	-	
15.3	15.3	15.3	By means of giving time gap in between different concepts
16.0 BEING SENSITIVE TO THE STUDENTS' FEELINGS			
16.3	16.3	16.3	Involving students with the topic by means of putting thought provoking questions
16.4	16.4	16.4	Repeating certain points not very well taken by students
17.0 USING BLACK BOARD ADEQUATELY			
17.1	17.1	17.1	Presenting only important points of the topic
17.3	17.3	17.3	Presenting diagrams, numbers and names relevant to the topic
17.4	17.4	17.4	Presenting mathematical derivations, symbols, etc., relevant to the topic
18.0 USING RELEVANT INSTRUCTIONAL AIDS			
-	18.2	-	
19.0 USING DEMONSTRATION EXPERIMENTAL KIT			
-	-	-	
20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED			
-	20.1	-	
20.2	20.2	20.2	By means of repeating only important points of the topic
21.0 PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION			
21.1	21.1	21.1	By means of posing problems to be solved by the students
21.2	21.2	21.2	By means of posing meaningful questions to the students
21.3	21.3	21.3	By means of encouraging students' individual self efforts in dealing with the problems relevant to the topic
-	21.4	-	
21.5	21.5	21.5	By means of providing free atmosphere to enable students to express individual ideas
21.6	-	-	

1. LE 4.20 (Contd....)

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
teachers	students		
22.0 USING ADEQUATE GESTURES			
-	22.4	-	
23.0 DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR			
-	-	-	
24.0 EXPRESSING ONESELF CLEARLY			
24.1	24.1	24.1	Speaking out clearly
24.2	24.2	24.2	Putting forward the concepts of the topic in simple language
24.3	-	-	
25.0 MAKING THE TONE PLEASANT			
25.1	-	-	
25.2	25.2	25.2	Making use of a tone which is full of expression
25.3	-	-	
26.0 EMPLOYING AN AUDIBLE VOICE			
26.1	26.1	26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class
26.2	26.2	26.2	Making use of the voice at a level of which all the words spoken are audible
27.0 EMPLOYING MODULATION IN TONE			
27.1	-	-	
27.2	-	-	
28.0 EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	28.1	28.1	By maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression
28.2	28.2	28.2	By maintaining a speed at which it is possible for the students to get down main points of the topic
29.0 USING INTELLIGIBLE LANGUAGE			
29.1	29.1	29.1	Making use of a simple language
29.2	29.2	29.2	Making use of a language which is well within the comprehensible vocabulary level of the students
30.0 USING CORRECT PRONUNCIATION			
30.1	30.1	30.1	Using a pronunciation which is phonetically correct
30.2	30.2	30.2	Using an accent which makes the language intelligible to all
31.0 MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE			
31.2	31.2	31.2	By means of looking all over the class
32.0 DISPLAYING A SMILING DISPOSITION			
32.1	32.1	32.1	By maintaining pleasantness all through the lecture period
32.2	-	-	
33.0 DISPLAYING A RELAXED DISPOSITION			
-	-	-	
34.0 MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	34.1	34.1	By means of manifesting mastery over the subject-matter
34.2	34.2	34.2	By means of maintaining clarity and ease in communicating the subject matter
34.3	34.3	34.3	By being able to explain illustratively the complexities of the subject-matter

TABLE 4.20 (contd....)

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
35.0 MANIFESTING SMARTNESS			
35.1	35.1	35.1	By keeping up neatness in dress and physical appearance
35.2	35.2	35.2	By means of manifesting presence of mind to deal with complex situations
35.5	35.4 35.5	- 35.5	By maintaining balanced modes of moving about
36.0 BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	36.1	36.1	By means of treating all the students equally friendly
36.2	36.2	36.2	By means of encouraging students self-efforts of learning in a positive manner
36.3	36.3	36.3	By means of showing adequate understanding of the students and their problems inside and outside the class

The Table 4.20 shows the dimensions preferred by teachers and students of commerce faculty along with the common dimensions derived.

Regarding the factor, 1-preparation of lecture note, both the teachers and students preferred the dimension, 1.2 .

Regarding the factor, 2-setting objectives, both the groups prefer the dimensions, 2.1, 2.2, 2.4, 2.5 and 2.6. But while the students prefer the dimension, 2.3-aiming at developing certain specified skills of the students, the teachers do not prefer it. The teachers prefer the dimension, 2.7-aiming at the developing a sense of enquiry in students, the students do not prefer. This may be because that the students do not seem to have realized the importance of possessing sense of enquiry.

Regarding the factor, 3-the dimensions are not preferred by both the groups (percentage of preference below 50).

Regarding the factor, 4-preparation of lecture handouts, while the students prefer the dimension, 4.3-preparation of cyclostyled note of the topic in brief, the teachers do not prefer it. This may be because that while the students are interested in some kind of notes to be given by their teachers may be because of the inherent financial commitment, do not seem to prefer doing the same. Both the groups do not prefer other dimensions.

Regarding the factor, 5-the dimensions are not preferred by the groups (percentage of preference below 50).

Regarding the factor, 6-relevance of introduction to the topic of the lecture, both the groups prefer the dimensions, 6.2-by means of providing a gist of the present topic, the students do not prefer it. This may be because that the students prefer either to cover the past topic, or, the past and the present topic, or atleast it should be just an announcement of the title of the topic. They do not want it to be the gist of what is going to be lectured about during the present period of lecture.

Regarding the factor, 7-securing attention of the students, both the groups prefer the dimensions, 7.1, 7.4 and 7.6.

Regarding the factor, 8-present subject matter in logical continuity, both the groups prefer the dimensions, 8.6 only. While the teachers prefer the dimensions, 8.1, 8.3 and 8.5 the students do not prefer them.

Regarding the factor, 9-presenting facts and figures accurately, both the groups prefer the dimension, 9.3-but while the teachers prefer the dimension 9.1-by means of using charts, the students do not prefer it. And while students prefer the dimension 9.4 teachers do not prefer it.

Regarding the factor, 10-helping development of attitudes and values of the students, both the groups prefer the dimensions, 10.4. The students prefer the dimension, 10.3-by means of giving personal opinion on the concepts of the topic, the teachers do not prefer it.

Regarding the factor, 11-describing subject matter in detail, both the groups prefer the dimensions, 11.1 and 11.3. But while the students prefer the dimensions,

11.2-by means of dividing each single concept into as many sub-points as possible, the teachers do not prefer it. The students feel it is helpful to divide the concepts into as many sub-points as possible, because this may help them to memorize the facts or concepts. The teachers regard this exercise as a time consuming. The division of a lecture into sub-topics may also spoil the continuity of a lecture.

Regarding the factor, 12-evaluating concepts of the topic, both the groups prefer the dimension 12.1. The students prefer the dimension, 12.2 but the teachers do not prefer them. This is, may be because while the students feel it is easy to understand and remember when a concept is explained from different angles, the teachers feel that it is a time consuming process.

Regarding the factor, 13-providing concrete and coherent examples, both the groups prefer the dimensions, 13.1. While students prefer the dimension 13.2 teachers do not prefer it.

Regarding the factor, 14-emphasizing important points of the topic, both the groups prefer three dimensions only 14.3, 14.4 and 14.5.

Regarding the factor, 15-using pauses at appropriate places; while the students prefer the dimensions, 15.1 by means of giving time gap in between certain important words, the teachers do not prefer it. The students feel it is easy for them to note the importance of a concept when time gap is provided in between different words but the teachers seem to feel that it is a waste of time. On the other hand the teachers and students prefer the dimension, 15.3-by means of giving time gap between the presentation of different

concepts of the topic and students do not prefer it.

Regarding the factor, 16-being sensitive to students' feelings, both the groups prefer the dimension 16.3 and 16.4.

Regarding the factor, 17-using black board adequately both the groups prefer the dimensions, 17.1, 17.3 and 17.4.

Regarding the factor, 18-using relevant instructional aids only students prefer the dimension 18.2 only. The teachers and the students prefer the use of the black board during a lecture session. But both the group do not prefer the use of other instructional aids, graphs, charts, slides etc. This omission is significant. This leads only to the fact that a lecture should be<sup>a</sup> continuous exposition by a lecturer and it should not be hampered by those of other gadgets.

Regarding the factor, 19-the dimensions are<sup>not</sup> preferred. This omission may be due to the fact that the use of experimental kits may not be useful for commerce students.

Regarding the factor, 20-consolidating the major points of the subject matter presented, both the groups prefer the dimensions, 20.2. But while the students prefer the dimensions, 20.1-by means of mere listing out all the points of the topic, the teachers do not prefer it. This may be because that while the teachers feel it is of no use to just list out points, the students feel it is adequate enough, to consolidate the topic.

Regarding the factor, 21-providing exercises to



students, both the groups prefer the dimensions, 21.1, 21.2, 21.3 and 21.5. The students prefer the dimensions, 21.4-by means of providing cooperative or competitive situations, the teachers do not prefer it. This may be because while it may be really interesting for the students to act in a cooperative or competitive situational set up. Hence to plan such a situation it is a question of meticulous planning infested with numerous problems to manage the whole exercise for the teachers. Hence the reluctance on the part of the teachers. The opinion of the students is worth consideration. The students do not prefer the dimension 21.6-giving assignments.

Regarding the factor, 22-using adequate gestures, while students prefer the dimension, 22.4-using expressive looks, the teachers do not prefer it. This may be because that while the students feel the expression on the face of a teacher helps them to understand the subject matter, the teachers feel it to be a function of a dramatist but not of a teacher.

Regarding the factor, 23-demonstrating an adequate sense of humour, the dimensions are not preferred by both the groups (percentage of preference below 50).

Regarding the factor, 24-expressing oneself clearly, both the groups prefer the dimensions, 24.1 and 24.2. The teachers also prefer the dimensions, 24.3-putting forward the concepts in a straight forward manner without digressions, the students have not preferred it.

Regarding the factor, 25-making the tone pleasant, both the groups prefer the dimensions, 25.2-but while the teachers prefer the dimensions, 25.1-making use of a tone which is of

moderate bass pitch, and 25.3-by not using an irritative tone, the students do not prefer them.

Regarding the factor, 26-employing an audible voice, both the groups prefer the dimensions, 26.1 and 26.2.

Regarding the factor, 27-employing modulations in tone. Teachers prefer the dimensions 27.1 and 27.2, but the students do not prefer them.

Regarding the factor, 28-employing adequate speed of delivery, both the groups prefer the dimensions, 28.1 and 28.2. Speed is an important factor of a lecture. The teachers and the students show a common preference for both the dimensions which are important from the point of view of students.

Regarding the factor, 29-using intelligible language, both the groups prefer the dimensions, 29.1 and 29.2.

Regarding the factor, 30-using correct pronunciation both the groups prefer the dimensions, 30.1 and 30.2.

Regarding the factor, 31-maintaining good eye contact with the students, both the groups prefer the dimension, 31.2-by means of looking all over the class.

Regarding the factor, 32-displaying a smiling disposition, both the groups prefer the dimensions, 32.1-by maintaining pleasantness all through the lecture period. This dimension covers the other dimension as well.

Regarding the factor, 33-displaying a relaxed disposition, none of the dimensions are preferred by both the groups.

Regarding the factor, 34-manifesting confidence, both the groups prefer the dimensions, 34.1, 34.2 and 34.3. All the three dimensions are important to make a lecture effective. Hence both the groups show a similar preferences.

Regarding the factor, 35-manifesting smartness, both the groups prefer the dimensions, 35.1 and 35.2 and 35.5. But while the students prefer the dimension, 35.4-by using interesting repartee, the students do not prefer it.

Regarding the factor, 36-being courteous to all the students of the class, both the groups prefer the dimensions, 36.1 and 36.2 and 36.3.

#### 4.3.9 Dimensions preferred by teachers and students of science faculty:

Common dimensions derived from the common dimensions preferred by teachers and students of science faculty are presented in the Table 4.21 (the Table 4.21 presented in following pages).

TABLE 4.21

TABLE SHOWING THE DIMENSIONS PREFERRED BY TEACHERS AND STUDENTS OF SCIENCE FACULTY ALONG WITH THE COMMON DIMENSIONS DERIVED

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
1.0 PREPARATION OF LECTURE NOTE			
1.2	1.2	1.2	Preparation of a list of headings and sub-headings
2.0 SETTING OBJECTIVES			
2.1	2.1	2.1	Aiming at presenting information
2.2	2.2	2.2	Aiming at developing the ability of critical thinking in students
2.3	2.3	2.3	Aiming at developing certain specified skills of the students
2.4	2.4	2.4	Aiming at developing the ability to express personal ideas of the students
2.5	2.5	2.5	Aiming at developing in students independent study habits and reading interests
2.6	-	-	
2.7	2.7	2.7	Aiming at developing a sense of enquiry in the students
3.0 PREPARATION OF INSTRUCTIONAL AIDS			
3.3	3.3	3.3	Preparation of slides
3.4	-	-	
4.0 PREPARATION OF LECTURE HANDOUTS			
-	-	-	
5.0 SETTING UP DEMONSTRATION EXPERIMENTS			
5.1	5.1	5.1	With the help of experimental kit
5.3	5.3	5.3	With the help of laboratory equipment
6.0 RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE			
6.1	6.1	6.1	By means of providing a brief revision of the last lecture topic
-	6.2	-	
-	6.3	-	
7.0 SECURING ATTENTION OF THE STUDENTS			
7.1	7.1	7.1	By means of putting relevant questions
-	7.2	-	
7.4	7.4	7.4	By means of providing relevant illustration
-	7.6	-	
8.0 PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY			
8.1	8.1	8.1	By means of proceeding from general to particular concepts of the topic
8.3	-	-	
8.5	8.5	8.5	By means of proceeding from simple to complex concepts of the topic
8.6	8.6	8.6	By means of providing concepts of the topic under convenient specified points and sub-points.
9.0 PRESENTING FACTS AND FIGURES ACCURATELY			
9.1	9.1	9.1	By means of using charts
9.2	-	-	
9.3	9.3	9.3	By means of presenting actual data on the black board
9.4	9.4	9.4	By means of giving reference material
10.0 HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS			
10.4	10.4	10.4	By means of inviting comments of the students on the concepts of the topic
10.5	10.5	10.5	By means of emphasizing scientific rationale involved in each of the concepts of the topic
-	10.6	-	

TABLE 4.21 (Contd....)

Numbers of the dimensions preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
<b>11.0 DESCRIBING SUBJECT MATTER IN DETAIL</b>			
11.1	11.1	11.1	By means of analysing each single concept of the topic
11.2	11.2	11.2	By means of dividing each single concept into as many sub-points
11.3	11.3	11.3	By means of explaining each single concept from different angles
<b>12.0 EVALUATING CONCEPTS OF THE TOPIC</b>			
12.1	12.1	12.1	By means of enlisting arguments for and against each concept of the topic
12.3	12.3	12.3	By means of enlisting relative differences between different concepts
<b>13.0 PROVIDING CONCRETE AND COHERENT EXAMPLES</b>			
13.1	13.1	13.1	By means of giving examples exclusively from the day-to-day lives of the students
-	13.2	-	
13.3	13.3	13.3	By means of relating derivations with the students laboratory observations
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>			
14.3	14.3	14.3	By means of focussing attention of the students
14.4	14.4	14.4	By means of repeating the important points of the topic more than once
14.5	14.5	14.5	By means of noting important points of the topic on black board
<b>15.0 USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER</b>			
15.1	15.1	15.1	By means of giving time gap in between certain important words
-	15.2	-	
15.3	-	-	
<b>16.0 BEING SENSITIVE TO THE STUDENTS' FEELINGS</b>			
16.3	16.3	16.3	Involving students with the topic by means of putting thought provoking questions
16.4	16.4	16.4	Repeating certain points not very well taken by the students
16.5	-	-	
<b>17.0 USING BLACK BOARD ADEQUATELY</b>			
17.1	17.1	17.1	Presenting only important points of the topic
17.3	17.3	17.3	Presenting diagrams, numbers and names relevant to the topic
17.4	17.4	17.4	Presenting mathematical derivations, symbols, etc. relevant to the topic
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>			
-	18.1	-	
18.2	18.2	18.2	For the purpose of presenting proper explanation of the concepts of the topic
18.4	-	-	
-	18.5	-	
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>			
19.2	19.2	19.2	For the purpose of developing skill of objective observation
19.4	19.4	19.4	For the purpose of developing the skill of proper interpretation of data

TABLE 4.21 (Contd...)

Numbers of the dimension preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED			
20.2	20.2	20.2	By means of repeating only important points of the topic
20.3	20.3	20.3	By means of relating each point of the topic to practical phenomenon.
21.0 PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION			
21.1	21.1	21.1	By means of posing problems to be solved by the students
21.2	21.2	21.2	By means of posing meaningful questions to the students
21.3	21.3	21.3	By means of encouraging students self efforts in dealing with problems relevant to the topic
21.4	21.4	21.4	By means of providing cooperative or competitive situations
21.5	21.5	21.5	By means of providing free atmosphere to enable students to express individual ideas
21.6	21.6	21.6	By means of giving assignments
22.0 USING ADEQUATE GESTURES			
22.4	22.4	22.4	Using expressive looks
23.0 DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIME			
-	-	-	
24.0 EXPRESSING ONESELF CLEARLY			
24.1	24.1	24.1	Speaking clearly
24.2	24.2	24.2	Putting forward concepts of the topic in simple language
24.3	-	-	
25.0 MAKING THE TONE PLEASANT			
25.1	-	-	
25.2	25.2	25.2	Making use of a tone which is full of expression
25.3	-	-	
26.0 EMPLOYING AN AUDIBLE VOICE			
26.1	26.1	26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class
26.2	26.2	26.2	Making use of the voice at a level of which all the words spoken are audible
27.0 EMPLOYING MODULATIONS IN THE TONE			
27.1	27.1	27.1	By means of changing pitch at appropriate moment in the sequence of lecture delivery
27.2	27.2	27.2	By means of changing stress on the words as and when necessary in the sequence of lecture delivery
28.0 EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	28.1	28.1	By means of maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression
28.2	28.2	28.2	By maintaining a speed at which it is possible for the students to jot down the main points of the topic
29.0 USING INTELLIGIBLE LANGUAGE			
29.1	29.1	29.1	Making use of a simple language
29.2	29.2	29.2	Making use of a language which is well within the comprehensible vocabulary level of the students
30.0 USING CORRECT PRONUNCIATION			
30.1	30.1	30.1	Using pronunciation which is phonetically correct
30.2	30.2	30.2	Using an accent which makes the language intelligible to all students

TABLE 4.21 (Contd....)

Numbers of the dimension preferred by		Numbers of common dimensions	Titles of the common dimensions
Teachers	Students		
31.0 MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE			
31.2	31.2	31.2	By means of looking all over the class
32.0 DISPLAYING A SMILING DISPOSITION			
32.1	32.1	32.1	By maintaining pleasantness all through the lecture period.
32.2	-	-	
33.0 DISPLAYING A RELAXED DISPOSITION			
33.2	33.2	33.2	By being quite casual in movements
34.0 MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	34.1	34.1	By means of manifesting mastery over the subject matter
34.2	34.2	34.2	By means of manifesting clarity and ease in communicating the subject-matter
34.3	34.3	34.3	By being able to explain illustratively the complexities of the subject-matter
35.0 MANIFESTING SMARTNESS			
35.1	35.1	35.1	By keeping up neatness in dress and physical appearance
35.2	35.2	35.2	By means of manifesting presence of mind to deal with complex situations
35.3	-	-	
35.5	35.5	35.5	By manifesting balanced modes of moving about
36.0 BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	36.1	36.1	By means of treating all the students equally friendly
36.2	36.2	36.2	By means of encouraging students self efforts of learning in a positive manner
36.3	36.3	36.3	By means of showing adequate understanding of students and their problems inside and outside the classroom

The Table 4.21 shows the dimensions preferred by the teachers and students of science faculty along with the common dimensions derived.

Regarding the factor, 1-preparation of lecture note, both teachers and students of science faculty, prefer the dimensions 1.2 only.

Regarding the factor, 2-setting objectives, the teachers and students prefer the dimensions, 2.1, 2.2, 2.3, 2.4, 2.5 and 2.7. The teachers prefer the dimensions 2.6-aiming at developing in students ability to select the and organize relevant material, the students do not prefer it. This may be because that the student do not seem to realize the importance of collecting information by themselves, but the teachers want their students to develop the skill of gathering information regarding the subject matter.

Regarding the factor, 3-preparation of instructional aids, both the groups prefer the dimensions, 3.2 preparation of slides. But while the teachers prefer the dimension, 3.4-preparation<sup>of</sup> improvised aids, the teachers do not prefer the same. The reason seems to be obvious, the teachers feel it is interesting to have improvised pertaining to their subject matter, the students improvised aids to be of less quality.

Regarding the factor, 4-preparation of handouts, both the groups do not prefer the dimensions (percentage of preference below 50).

Regarding the factor, 5-setting up demonstration



experiments, both the groups prefer the dimensions, 5.1 and 5.3. Science students do not like demonstration experiments with the help of improvised material for the sake of exactness in science subjects.

Regarding the factor, 6-relevance of introduction to the topic of the lecture, both the groups prefer the dimension, 6.1. But while the students prefer the dimensions 6.2-by means of providing a gist of the present topic and 6.3-by means of providing a gist of the past and present lecture topic.

Regarding the factor, 7-securing attention of the students, both the groups prefer the dimensions, 7.1 and 7.4. But while the students prefer the dimensions, 7.2-by means of giving relevant quotations and 7.6-by means of explaining the benefits of the knowledge gained due to the lecture, the teachers do not prefer them. This may be because of the reason that the students are interested in quotations as they convey meaning of a concept given by an authority in the field and secondly the students seem to be interested to have the benefit of each topic to them personally. But the teachers seem to feel it to be a task to give quotations often and secondly they feel that they need not have to explain the benefits of each topic, but since the topic is in the syllabus they ought to teach it and the students have to learn it.

Regarding the factor, 8-presenting subject matter in logical continuity, both the groups prefer the dimensions, 8.1, 8.5 and 8.6. But while the teachers prefer the dimensions, 8.3-by means of proceeding from known to unknown concepts of the topic, the students do not prefer it.

Regarding the factor, 9-presenting facts and figures accurately, both the groups prefer the dimension, 9.1, 9.3 and 9.4. But while the teachers prefer the dimension, 9.2 by means of using graph, the students do not prefer it. This may be due to the feeling on the part of the students that the graphs are not a simpler means of explanation to provide them with proper understanding.

Regarding the factor, 10-helping development of attitudes and values of the students, both the groups prefer the dimensions, 10.4 and 10.5. But while the students prefer the dimensions, 10.6-by means of visualising the extent of agreement with the experimental observations of the concept of the topic, the teachers do not prefer it. This may be due to feeling on the part of the teachers that it is a time consuming process which will hinder the completion of the course syllabus.

Regarding the factor, 11-describing subject matter in detail, both the groups prefer the dimensions, 11.1, 11.2 and 11.3.

Regarding the factor, 12-evaluating concepts of the topic, both the groups prefer the dimensions, 12.1 and 12.3.

Regarding the factor, 13-providing concrete and coherent examples, both the groups prefer the dimensions, 13.1 and 13.3. But while the students prefer the dimension, 13.2 by means of narrating interesting anecdotes relevant to the topic, the teachers do not prefer it. This may be because of the reason that the teachers feel that college level narration has no place, however, the students seem to be interested in hearing to narration of anecdotes.

Regarding the factor, 14-emphasizing important points of the topic, both the groups prefer the dimensions, 14.3, 14.4 and 14.5.

Regarding the factor, 15-using pauses at appropriate places, both the groups prefer the dimension, 15.1. But while the students prefer the dimension, 15.2-by means of giving time gap in between certain important sentences, the teachers do not prefer it. This may be because that the teachers feel it to be unnecessary. And while the teachers prefer the dimensions, 15.3-by means of giving time gap in between the presentation of different concepts of the topic, the students, do not prefer it. This may be because that the students feel that since the concepts are different by nature one need not have to give time gap or pause in between different concepts.

Regarding the factor, 16-being sensitive to students' feelings, both the groups prefer the dimensions, 16.3, and 16.4. The teachers also prefer the dimensions, 16.5- and putting the points which are not very well taken by the students in a slightly different perspective, the students do not prefer it. This may be because of the feeling on the part of the students that once a point is not very well understood, the teacher has to explain it in a better way, instead of just putting it in a different angle.

Regarding the factor, 17-using black board adequately, both the groups prefer the dimensions, 17.1, 17.3 and 17.4.

Regarding the factor, 18-using relevant instructional aids, both the groups prefer the dimension, 18.2. But while the students prefer the dimension, 18.1- for the purpose of presenting general information relevant to the topic,

the teachers do not prefer it. This may be because while the students feel it to be necessary, the teacher feel it to be a mere waste. While the teachers prefer the dimensions, 18.4- for the purpose of providing comparative and contrasting information of the concepts relevant to the topic, the students do not prefer the same. And while the students prefer the dimension, 18.5-for the purpose of developing skills of drawing, scaling, and sketching etc., the teachers do not prefer it.

Regarding the factor, 19-using demonstration experimental kit, both the groups prefer the dimension, 19.2 and 19.4.

Regarding the factor, 20-consolidating the major points of the subject matter presented, both the groups prefer the dimensions, 20.2 and 20.3 only.

Regarding the factor, 21-providing exercises to students, both the groups prefer the dimensions, 21.1, 21.2, 21.3, 21.4, 21.5 and 21.6.

Regarding the factor, 22-using adequate gestures, both the groups prefer the dimensions, 22.4.

Regarding the factor, 23-demonstrating adequate sense of humour, the dimensions are not included in the preferred dimensions since they are below 50 per cent of preference.

Regarding the factor, 24-expressing oneself clearly, both the groups prefer the dimensions, 24.1, and 24.2. While the teachers prefer the dimensions, 24.3-putting forward the concepts in a straight forward manner without digressions, the students do not prefer it.

Regarding the factor, 25-making the tone pleasant, both the groups prefer the dimension, 25.2. But while the teachers prefer the dimensions, 25.1-making use of a tone which is of moderate bass pitch and 25.3-by not using an irritative tone, the students do not prefer them. This may be because that the students do not bother about the pitch of their teachers' tone, and secondly they expect their teachers not to have any reason to be irritative in the class. The teachers aspire for bass pitch in their tone because it manifests dignity and secondly they know by experience that it is quite possible for them to be irritative in the class, which should be avoided.

Regarding the factor, 26-employing an audible voice, both the groups prefer the dimensions, 26.1 and 26.2.

Regarding the factor, 27-employing modulations in tone, both the groups prefer the dimensions, 27.1 and 27.2.

Regarding the factor, 28-employing adequate speed of delivery, both the groups prefer the dimensions, 28.1 and 28.2.

Regarding the factor, 29-using intelligible language, both the groups prefer the dimensions, 29.1 and 29.2.

Regarding the factor, 30-using correct pronunciation both the groups prefer the dimensions, 30.1 and 30.2.

Regarding the factor, 31-maintaining good eye contact with the students, both the groups prefer the dimensions, 31.2.

Regarding the factor, 32-displaying a smiling disposition, both the groups prefer the dimensions, 32.1, but while the teachers prefer the dimensions, 32.2-by not being irritated, the students, do not prefer it. This may be because that while the teacher know by experience that they get irritated at times, and that controlling irritation is good, the students do not expect their teachers to get irritated at any cost.

Regarding the factor, 33-displaying a relaxed disposition, both the groups prefer the dimensions, 33.2. And the groups do not prefer the other dimension.

Regarding the factor, 34-manifesting confidence, both the groups prefer the dimensions, 34.1, 34.2 and 34.3.

Regarding the factor, 35-manifesting smartness, both the groups prefer the dimensions, 35.1, 35.2 and 35.5. But while the teachers prefer the manifesting ease in the manipulation of apparatus, aids, etc., the students do not prefer it. This may be because that while the teachers deem it to be an act of smartness to manipulate an apparatus or an aid, the students do not consider it to be smartness. Instead the students expect their teachers' smartness in physical appearance, presence of mind and balanced modes of behaviour.

Regarding the factor, 36-being courteous to all the students of the class, the groups prefer the dimensions 36.1, 36.2 and 36.3.

#### 4.3.10 Common dimensions derived from the dimensions preferred by teachers of all the faculties:

The common dimensions derived from the dimensions of the various factors preferred by Teachers of Arts, Commerce and Science faculties are presented in Table 4.22.

TABLE 4.22

TABLE SHOWING THE DIMENSIONS REFERRED BY TEACHERS OF ARTS, COMMERCE AND SCIENCE FACULTIES ALONG WITH THE COMMON DIMENSIONS DERIVED

Numbers of dimensions preferred by teachers			Numbers of common dimensions	Titles of the common dimensions
Arts	Commerce	Science		
<b>1.0 PREPARATION OF LECTURE NOTE</b>				
1.2	1.2	1.2	1.2	Preparation of a list of readings and sub-headings
<b>2.0 SETTING OBJECTIVES</b>				
2.1	2.1	2.1	2.1	Aiming at presenting information
2.2	2.2	2.2	2.2	Aiming at developing the ability of critical thinking in students
2.3	-	2.3	-	
2.4	2.4	2.4	2.4	Aiming at developing the ability to express personal ideas of the students
2.5	2.5	2.5	2.5	Aiming at developing in students independent study habits and reading interests
2.6	2.6	2.6	2.6	Aiming at developing in students ability to select and organize relevant material
2.7	2.7	2.7	2.7	Aiming at developing a sense of enquiry in the students
<b>3.0 PREPARATION OF INSTRUCTIONAL AIDS</b>				
-	-	3.3	-	
<b>4.0 PREPARATION OF LECTURE HANDOUTS</b>				
-	-	-	-	
<b>5.0 SETTING UP DEMONSTRATION EXPERIMENTS</b>				
-	-	5.1	-	
-	-	5.3	-	
<b>6.0 RELEVANCE OF INTRODUCTION TO THE TOPIC OF THE LECTURE</b>				
6.1	6.1	6.1	6.1	By means of providing a brief revision of the last lecture topic
6.2	6.2	-	-	
6.3	-	-	-	
6.4	6.4	-	-	
<b>7.0 SECURING ATTENTION OF THE STUDENTS</b>				
7.1	7.1	7.1	7.1	By means of putting relevant questions
7.4	7.4	7.4	7.4	By means of providing relevant illustrations
7.6	7.6	-	-	
<b>8.0 PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY</b>				
8.1	8.1	8.1	8.1	By means of proceeding from general to particular concepts of the topic
8.3	8.3	8.3	8.3	By means of proceeding from known to unknown concepts of the topic
8.4	-	-	-	
8.5	8.5	8.5	8.5	By means of proceeding from simple to complex concepts of the topic
8.6	8.6	8.6	8.6	By means of providing concepts of the topic under convenient specified points and sub-points

TABLE 4.22 (Contd....)

	Numbers of dimensions preferred by teachers			Numbers of common dimensions	Titles of the common dimensions
	A. is	Commerce	Science		
<b>9.0 PRESENTING FACTS AND FIGURES ACCURATELY</b>					
-	9.1		9.1	-	
-	-		9.2	-	
9.3	9.3		9.3	9.3	By means of presenting actual data on the black board
9.4	-		9.4	-	
<b>10.0 HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS</b>					
10.1	-		-	-	
10.2	-		-	-	
10.4	10.4		10.4	10.4	By means of inviting comments of the students on the concepts of the topic
-	-		10.5	-	
<b>11.0 DESCRIBING SUBJECT MATTER IN DETAIL</b>					
11.1	11.1		11.1	11.1	By means of analysing each single concept of the topic
11.2	-		11.2	-	
11.3	11.3		11.3	11.3	By means of explaining each single concept from different angles
<b>12.0 EVALUATING CONCEPTS OF THE TOPIC</b>					
12.1	12.1		12.1	12.1	By means of enlisting arguments for and against each concept of the topic
12.2	-		-	-	
12.3	-		12.3	-	
<b>13.0 PROVIDING CONCRETE AND COHERENT EXAMPLES</b>					
13.1	13.1		13.1	13.1	By means of giving examples exclusively from the day-to-day lives of the students
13.2	-		-	-	
-	-		13.3	-	
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>					
14.3	14.3		14.3	14.3	By means of focussing attention of the students
14.4	14.4		14.4	14.4	By means of repeating the important points of the topic more than once
14.5	14.5		14.5	14.5	By means of noting important points of the topic on black board
<b>15.0 USING PAUSES AT APPROPRIATE PLACES IN THE SEQUENCE OF THE PRESENTATION OF THE SUBJECT MATTER</b>					
15.1	-		15.1	-	
15.2	-		-	-	
-	15.3		15.3	-	
<b>16.0 BEING SENSITIVE TO THE STUDENTS' FEELINGS</b>					
16.2	-		-	-	
16.3	16.3		16.3	16.3	Involving students with the topic by means of putting thought provoking questions
16.4	16.4		16.4	16.4	Repeating certain points, not very well taken by the students
-	-		16.5	-	



TABLE 4.22 (Contd....)

Numbers of dimensions preferred				Numbers of common dimensions	Title of the common dimension
Arts	By 18/1/18 Commerce	Science	Arts		
<b>17.0 USING BLACK BOARD ADEQUATELY</b>					
17.1	17.1	17.1	17.1	17.1	Presenting only important points of the topic
17.3	17.3	17.3	17.3	17.3	Presenting diagrams, numbers and names relevant to the topic
-	17.4	17.4	-	-	
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>					
18.2	-	18.2	-	-	
-	-	18.4	-	-	
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>					
-	-	19.2	-	-	
-	-	19.4	-	-	
<b>20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED</b>					
20.2	20.2	20.2	20.2	20.2	By means of repeating only important points of the topic
-	-	20.3	-	-	
<b>21.0 PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE, TO A NEW SITUATION</b>					
21.1	21.1	21.1	21.1	21.1	By means of posing problems to be solved by the student
21.2	21.2	21.2	21.2	21.2	By means of posing meaningful questions to the student
21.3	21.3	21.3	21.3	21.3	By means of encouraging students self efforts in dealing with problems relevant to the topic
-	-	21.4	-	-	
21.5	21.5	21.5	21.5	21.5	By means of providing free atmosphere to enable students to express individual ideas
21.6	21.6	21.6	21.6	21.6	By means of giving assignments
<b>22.0 USING ADEQUATE GESTURES</b>					
22.4	-	22.4	-	-	
<b>23.0 DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIME</b>					
23.2	-	-	-	-	
<b>24.0 EXPRESSING ONESELF CLEARLY</b>					
24.1	24.1	24.1	24.1	24.1	Speaking clearly
24.2	24.2	24.2	24.2	24.2	Putting forward concepts of the topic in simple language
24.3	24.3	24.3	24.3	24.3	Putting forward the concepts in a straight forward manner without digressions
<b>25.0 MAKING THE TONE PLEASANT</b>					
25.1	25.1	25.1	25.1	25.1	Making use of a tone which is of moderate bass pitch
25.2	25.2	25.2	25.2	25.2	Making use of tone which is full of expression
25.3	25.3	25.3	25.3	25.3	By not using an irritative tone
<b>26.0 EMPLOYING AN AUDIBLE VOICE</b>					
26.1	26.1	26.1	26.1	26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class
26.2	26.2	26.2	26.2	26.2	Making use of voice at a level of which all the words spoken are audible

Numbers of dimensions preferred by teachers			Numbers of common dimensions	Titles of the common dimensions
Arts	Commerce	Science		
27.0 EMPLOYING MODULATIONS IN THE TONE				
27.1	27.1	27.1	27.1	By means of changing pitch at appropriate moment in the sequence of lecture delivery
27.2	27.2	27.2	27.2	By means of changing stress on the words as and when necessary in the sequence of lecture delivery
28.0 EMPLOYING ADEQUATE SPEED OF DELIVERY				
28.1	28.1	28.1	28.1	By means of maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression
28.2	28.2	28.2	28.2	By maintaining a speed at which it is possible for the students to jot down the main points of the topic
29.0 USING INTELLIGIBLE LANGUAGE				
29.1	29.1	29.1	29.1	Making use of a simple language
29.2	29.2	29.2	29.2	Making use of a language which is within the comprehensible vocabulary level of the students
30.0 USING CORRECT PRONUNCIATION				
30.1	30.1	30.1	30.1	Using pronunciation which is phonetically correct
30.2	30.2	30.2	30.2	Using an accent which makes the language intelligible to all students
31.0 MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE				
31.2	31.2	31.2	31.2	By means of looking all over the class
32.0 DISPLAYING A SMILING DISPOSITION				
32.1	32.1	32.1	32.1	By maintaining pleasantness all through the lecture period
32.2	32.2	32.2	32.2	By not being irritated
33.0 DISPLAYING A RELAXED DISPOSITION				
33.1	-	-	-	
33.2	-	33.2	-	
34.0 MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER				
34.1	34.1	34.1	34.1	By means of manifesting mastery over the subject matter
34.2	34.2	34.2	34.2	By means of manifesting clarity and ease in communicating the subject-matter
34.3	34.3	34.3	34.3	By being able to explain illustratively the complexities of the subject-matter
35.0 MANIFESTING SMARTNESS				
35.1	35.1	35.1	35.1	By keeping up neatness in dress and physical appearance
35.2	35.2	35.2	35.2	By means of manifesting presence of mind to deal with complex situations
-	-	35.3	-	
35.4	-	-	-	
35.5	35.5	35.5	35.5	By manifesting balanced modes of moving about
36.0 BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS				
36.1	36.1	36.1	36.1	By means of treating all the students equally friendly
36.2	36.2	36.2	36.2	By means of encouraging students self efforts of learning in a positive manner
36.3	36.3	36.3	36.3	By means of showing adequate understanding of students and their problems inside and outside the classroom.

The Table 4.22 shows the dimensions preferred by the teachers of Arts, Commerce and Science faculties alongwith the common dimensions derived.

Regarding the factor, 1-preparation of lecture note, teachers of all the faculties prefer the dimension, 1.2.

Regarding the factor, 2-setting objectives, all the three groups of teachers, prefer the dimensions, 2.1, 2.2, 2.4, 2.5, 2.6 and 2.7. But while the teachers of arts and science faculties prefer the dimensions, 2.3-aiming at developing certain specified skills of the students, teachers of commerce faculty do not prefer it.

Regarding the factor, 3-preparation of instructional aids, while the teachers of science faculty prefer the dimension, 3.4-preparation of improvised aids, the teachers of arts, and commerce faculties do not prefer them. This may be because that the teachers of arts and commerce faculties do not believe in the use of aids at college level, whereas the teachers of science faculty believe and know by experience that quite often the theoretical expositions get easily clarified by the use of aids, in general and slides in particular. They also seem to know the financial feasibility and effectiveness of improvised aids.

Regarding the factor, 4-preparation of hand outs, teachers of all the faculties do not prefer any of the dimensions (percentage of preference below 50).

Regarding the factor, 5-setting up demonstration experiments, while the teachers of science faculty prefer the dimensions, 5.1-setting up demonstration experiments with

the help of the experimental kit and 5.3-setting up demonstration experiments with the help of the laboratory equipment, teachers of arts and commerce faculties do not prefer them. The reason seems to be obvious, since there is little or no scope to arrange for demonstration experiments in arts and commerce subjects. There is ample and in fact a need to arrange for demonstration experiments in science subjects. And hence, the preference pattern differs.

Regarding the factor, 6-relevance of introduction to the topic of the lecture, teachers of all the three faculties prefer the dimension, 6.1. Science teachers do not prefer the dimension 6.2 and while the teachers of arts faculty prefer the dimensions, 6.3-by means of providing a gist of the past and the present lecture topic, the teachers of commerce and science faculties do not prefer it. This may be because the teachers feel that arts subjects have a great possibility to provide a gist of the past and the present topic as an introduction before each topic of the lecture as compared to commerce and science subjects.

Regarding the factor, 7-securing attention of the students, teachers of all the three faculties prefer the dimensions, 7.1 and 7.4. But while the teachers of arts and commerce faculty prefer the dimensions 7.6-by means of explaining the benefits of their knowledge that will be gained due to the lecture, the teachers of science faculty do not prefer it. This may be because that the teachers of science feel that the benefits of the knowledge of science subjects are obvious and do not require to be told about.

Regarding the factor, 8-presenting subject matter in

logical continuity, all the three groups prefer the dimensions, 8.1, 8.3, 8.5 and 8.6. But while the teachers of arts faculty prefer the dimensions, 8.4-by means of proceeding from concrete to abstract concepts of the topic, the teachers of commerce and science faculties do not prefer it. This may be because that the subjects of commerce and science are more of concrete nature as compared to that of the subjects of arts.

Regarding the factor, 9-presenting facts and figures accurately, all the groups prefer the dimensions, 9.3. But while the teachers of commerce and science faculties prefer the dimensions, 9.1-by means of using charts, the teachers of arts faculty do not prefer it. This may be because that the teachers of arts feel the need for using charts in a very limited way as compared to <sup>teachers of</sup> commerce and sciences. While teachers of science faculty prefer the dimension, 9.2, the teachers of arts and commerce faculties do not prefer the use of graphs. This may be because that the the use of graphs in subjects of arts and commerce the teachers feel is very limited. And while the dimension, 9.4-by means of giving preference material, is preferred by the teachers of arts and science, the teachers of commerce faculty do not prefer it. This may because that in the subjects of commerce the teacher has to work out more in the class room itself and has a little scope for giving reference material.

Regarding the factor, 10-helping development of attitudes and values of the students, all the teachers prefer the dimensions, 10.4. But while the teachers of arts prefer the dimensions, 10.1-by means of emphasizing the underlying human value in each of the concepts of the topic, and 10.2- by means of providing opinion of prominent leaders / experts on the concepts of the topic,

the teachers of commerce and science faculties do not prefer them. And while the teachers of science faculty prefer the dimensions, 10.5-by means of emphasizing scientific rationale involved in each of the concepts of the topic. The teachers of arts and commerce do not prefer.

Regarding the factor, 11-describing subject matter in detail, all the teachers prefer the dimensions, 11.1 and 11.3. But while the teachers of arts and science faculty prefer the dimensions, 11.2-by means of dividing each single concept into as many sub-points as possible, the teachers of commerce faculty do not prefer it. This may be because that the teachers of commerce faculty feel that since their subject consist mostly of working out problems of commercial practices, this kind of dividing subject matter into sub-points may not be practicable.

Regarding the factor, 12-evaluating concepts of the topic, teachers of all the three faculties prefer the dimension, 12.1. But while the teachers of arts faculty prefer the dimensions, 12.2-by means of enlisting arguments of different experts on each concept of the topic, the teachers of commerce and science faculties do not prefer it. This may be because the teacher of these two faculties feel that in their subjects enlisting of different experts arguments may not be feasible because they may be too numerous. And while the teachers of arts and science faculties prefer the dimensions, 12.3-by means enlisting relative differences between concepts of the topic, the teachers of commerce faculty do not prefer it.

Regarding the factor, 13-providing concrete and coherent examples, the teachers of all three faculties prefer the

dimensions, 13.1. But while the teachers of arts faculty prefer the dimensions, 13.2-by means of narrating interesting anecdotes relevant to the topic, the teachers of commerce and science faculties do not prefer it. This may be because the teachers of commerce and science do not feel that there is a scope for narration in their subjects. And while the teachers of science prefer the dimensions, 13.3-by means of relating derivations with the students' laboratory observations, the teachers of arts and commerce faculties do not prefer it. The reason is obvious, that in science subjects the students undertake experimentation.

Regarding the factor, 14-emphasizing important points of the topic, all the teachers prefer the dimensions, 14.3, 14.4 and 14.5.

Regarding the factor, 15-using pauses of appropriate places and no dimension is commonly preferred.

Regarding the factor, 16-being sensitive to students' feelings, all the teachers prefer the dimensions, 16.3 and 16.4. But while the teachers of arts faculty prefer the dimensions, 16.2-making use of humour, the teachers of commerce and science faculties do not prefer it. This may be because that the teachers of commerce and science feel that their subjects are of more serious nature where there is no scope or little scope for humour. And while the teachers of science faculty prefer the dimension, 16.5-putting the points which are not very well taken by the students in a slightly different perspective, the teachers of arts and commerce faculty do not prefer it. This may be because that the teachers of science feel that since their subjects are little bit more difficult to understand they should have to present the

subject matter in more than one way, especially when the students do not understand a particular point properly.

Regarding the factor, 17-using black board adequately, teachers of all the faculties prefer the dimensions, 17.1 and 17.3. But while the teachers of commerce and science faculties prefer the dimensions, 17.4-presenting mathematical derivations, symbols, etc. relevant to the topic, the teachers of arts faculty do not prefer it. This may be because of the obvious fact that the subjects of commerce and science have more mathematical derivations, symbols etc. as compared to arts subjects.

Regarding the factor, 18-using relevant instructional aids, while the teachers of arts and science prefer the dimensions 18.2-for the purpose of presenting proper explanation of the concepts of the topic, the teachers of commerce do not prefer it. This may be because that the teachers of commerce feel that their subject is such that what ever explanation they have to present must be done by oral or black board work but not through the use of an aid, whereas the teachers of arts and science feel that by the nature of their subjects they can provide the explanation of the concepts through the use of an aid. And while the teachers of science prefer the dimensions, 18.4-for the purpose of providing comparative and contrasting information of the concepts relevant to the topic, the teachers of arts and commerce faculties do not prefer it. This may be because that the teachers of science faculty feel that by using aids they can present a comparative picture of a concept.

Regarding the factor, 19-using demonstration experimental kit, while the teachers of science prefer the dimensions, 19.2-the purpose of developing skill of objective



observation and 19.4-for the purpose of developing the skill of proper interpretation of data, the teachers of arts and commerce do not prefer them. The reason is obvious, since experimentation has a scope only in the subjects of science.

Regarding the factor, 20-consolidating the major points of the subject matter presented, all the teacher prefer the dimensions 20.2. While teachers of science prefer the dimension, 20.3-by means of relating each point of the topic to a practical phenomenon, the teachers of arts and commerce do not prefer it. This may be because while the teachers of science feel that there is a lot of scope to relate the concepts of science to a practical phenomenon, the teachers of arts and commerce do not feel so.

Regarding the factor, 21-providing exercises to students all the teachers prefer the dimensions, 21.1, 21.2, 21.3, 21.5 and 21.6. But while teachers of science also prefer the dimensions, 21.4-by means of providing cooperative or competitive situations, the teachers of arts and commerce do not prefer it. This may be because that the teachers of arts and commerce feel that there is little scope, and even if there is a scope it is full of problems to create cooperative or competitive situations in their subjects, whereas teachers of science feel there is ample scope for them to do the same.

Regarding the factor, 22-using adequate gestures, while the teachers of arts and science prefer the dimensions, 22.4-using expressive looks, the teachers of commerce do not prefer it. This may be because that while arts and science teachers feel the importance of expression in their looks the teachers of commerce feel that their subject mostly

involve presentation of certain calculations and commercial practices they need not have to show any kind of expression.

Regarding the factor, 23-demonstration<sup>of</sup> an adequate sense of humour, while the teachers of arts prefer the dimensions, 23.2-by means of witty repartee, the commerce and science teachers do not prefer it. This may be because the commerce and science teachers do not feel the importance of humour or witticism in subjects of theirs which they feel are of more serious nature.

Regarding the factor, 24-expressing oneself clearly, all the teachers prefer the dimensions, 24.1, 24.2 and 24.3.

Regarding the factor, 25-making the tone pleasant, all the teachers prefer the dimensions, 25.1, 25.2 and 25.3.

Regarding the factor, 26-employing an audible voice, all the teachers prefer the dimensions, 26.1 and 26.2.

Regarding the factor, 27-employing modulations in tone, all the teachers prefer the dimensions, 27.1 and 27.2. None of the teachers prefer the other dimensions.

Regarding the factor, 28-employing adequate speed of delivery, all the teachers prefer the dimensions, 28.1 and 28.2.

Regarding the factor, 29-using intelligible language, all the teachers prefer the dimensions, 29.1, 29.2.

Regarding the factor, 30-using correct pronunciation, all the teachers prefer the dimensions, 30.1 and 30.2.

Regarding the factor, 31-maintaining good eye contact with the students, all the teachers prefer the dimensions, 31.2.

Regarding the factor, 32-displaying a smiling disposition, all the teachers prefer the dimensions, 32.1 and 32.2.

Regarding the factor, 33-displaying a relaxed disposition, while the teachers of arts prefer the dimension, 33.1-by maintaining the composure teachers of commerce and science do not prefer it. This may be because the teachers of arts have more confidence that the nature of their subject that they can maintain their composure, as compared to teachers of commerce and science. Teachers of Arts and Science prefer 33.2 while teachers of commerce do not prefer it.

Regarding the factor, 34-manifesting confidence, all the teachers prefer the dimensions, 34.1, 34.2 and 34.3.

Regarding the factor, 35-manifesting smartness, all the teachers prefer the dimensions, 35.1, 35.2 and 35.5. While the teachers of science prefer the dimension, 35.3 by manifesting ease in the manipulation of apparatus, aids etc. the teachers of arts and commerce do not prefer it. The reason seems to be that the teachers of science feel that they can show smartness at the skillful manipulation of apparatus and in the presentation of aids, which the teachers of arts and commerce feel that they have no scope for such a situation, as they do not see the place of aids in their teaching.

Regarding the factor, 36-being courteous to all the students of the class, all the teachers prefer the dimensions, 36.1, 36.2 and 36.3.

4.3.11 Common dimensions derived from the dimensions preferred by students of all the faculties:

The common dimensions derived from the dimensions of the various factors preferred by students of Arts, Commerce and Science faculties are presented in the Table 4.23(the table is presented in the following pages).

TABLE SHOWING THE DIMENSIONS REFERRED BY STUDENTS OF ARTS, COMMERCE AND SCIENCE FACULTIES ALONG WITH THE COMMON DIMENSIONS DERIVED

Numbers of dimensions preferred by students			Numbers of common dimensions	Titles of the common dimensions
Arts	Commerce	Science		
<b>1.0 PREPARATION OF LECTURE NOTE</b>				
1.2	1.2	1.2	1.2	Preparation of a list of headings and sub-headings
<b>2.0 SETTING OBJECTIVES</b>				
2.1	2.1	2.1	2.1	Aiming at presenting information
2.2	2.2	2.2	2.2	Aiming at developing the ability of critical thinking in students
2.3	2.3	2.3	2.3	Aiming at developing certain specified skills of the students
2.4	2.4	2.4	2.4	Aiming at developing the ability to express personal ideas of the students
2.5	2.5	2.5	2.5	Aiming at developing in students independent study habits and reading interests
-	2.6	-	-	
2.7	-	2.7	-	
<b>3.0 PREPARATION OF INSTRUCTIONAL AIDS</b>				
-	-	3.3	-	
<b>4.0 PREPARATION OF LECTURE HANDOUTS</b>				
-	4.3	-	-	
<b>5.0 SETTING OF DEMONSTRATION EXPERIMENTS</b>				
-	-	5.1	-	
-	-	-	-	
<b>6.0 RELEVANCE OF THE INTRODUCTION OF THE TOPIC OF LECTURE</b>				
6.1	6.1	6.1	6.1	By means of providing a brief revision of the last lecture topic
-	-	6.2	-	
6.3	6.3	6.3	6.3	By means of providing a gist of the past and the present lecture topic
6.4	6.4	-	-	
<b>7.0 SECURING ATTENTION OF THE STUDENTS</b>				
7.1	7.1	7.1	7.1	By means of putting relevant questions
7.2	-	7.2	-	
-	7.4	7.4	-	
7.6	7.6	7.6	7.6	By means of explaining the benefits of the knowledge that will be gained due to the lecture
<b>8.0 PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY</b>				
8.1	-	8.1	-	
8.3	-	-	-	
8.5	-	8.5	-	
8.6	8.6	8.6	8.6	By means of providing the concepts of the topic under convenient specified points and sub-points.
<b>9.0 PRESENTING FACTS AND FIGURES ACCURATELY</b>				
-	-	9.1	-	
9.3	9.3	9.3	9.3	By means of presenting actual data on the black board
-	9.4	9.4	-	

TABLE 4.23 (Contd....)

Numbers of dimensions preferred by students			Numbers of common dimensions	Titles of the common dimensions
Arts	Commerce	Science		
<b>10.0 HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS</b>				
10.3	10.3	-		
10.4	10.4	10.4	10.4	By means of inviting comments of the students on the concepts of the topic
-	10.5	10.5		
-	-	10.6	-	
<b>11.0 DESCRIBING SUBJECT MATTER IN DETAIL</b>				
11.1	11.1	11.1	11.1	By means of analysing each single concept of the topic
11.2	11.2	11.2	11.2	By means of dividing each single concept into as many sub-points as possible
11.3	11.3	11.3	11.3	By means of explaining each single concept from different angles
<b>12.0 EVALUATING CONCEPTS OF THE TOPIC</b>				
12.1	12.1	12.1	12.1	By means of enlisting arguments for and against each concept of the topic
12.2	12.2	-		
12.3	-	12.3		
<b>13.0 PROVIDING CONCRETE AND COHERENT EXAMPLES</b>				
13.1	13.1	13.1	13.1	By means of giving examples exclusively relevant to the day-to-day lives of the students
-	13.2	13.2		
-	-	13.3	-	
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>				
14.3	14.3	14.3	14.3	By means of focussing attention of the students
14.4	14.4	14.4	14.4	By means of repeating the important points of the topic more than once
14.5	14.5	14.5	14.5	By means of moting the important points on the black board
<b>15.0 USING PAUSES AT APPROPRIATE PLACES</b>				
15.1	15.1	15.1	15.1	By means of giving time gap in between certain important words
15.2	-	15.2		
-	15.3	-	-	
<b>16.0 BEING SENSITIVE TO STUDENTS' FEELINGS</b>				
16.1	-	-	-	
16.2	-	-	-	
16.3	16.3	16.3	16.3	Involving the students with the topic by means of putting thought provoking questions
-	16.4	16.4		
<b>17.0 USING BLACK BOARD ADEQUATELY</b>				
17.1	17.1	17.1	17.1	Presenting only important points of the topic
17.3	17.3	17.3	17.3	Presenting diagrams, numbers and names relevant to the topic
17.4	17.4	17.4	17.4	Presenting mathematical derivations, symbols, etc. relevant to the topic

TABLE 4.23(Cont. 4....)

Numbers of dimensions preferred by students			Numbers of common dimensions	Titles of the common dimensions
Arts	Commerce	Science		
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>				
18.1	-	18.1	-	
-	18.2	18.2	-	
-	-	18.5	-	
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>				
-	-	19.2	-	
-	-	19.4	-	
<b>20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER PRESENTED</b>				
20.1	20.1	-	-	
20.2	20.2	20.2	20.2	By means of repeating only important points of the topic
-	-	20.3	-	
<b>21.0 PROVIDING EXERCISES TO STUDENTS</b>				
21.1	21.1	21.1	21.1	By means of posing problems to be solved by the students
21.2	21.2	21.2	21.2	By means of posing meaningful questions to the students
21.3	21.3	21.3	21.3	By means of encouraging students' individual efforts in dealing with problems relevant to the topic
21.4	21.4	21.4	21.4	By means of providing to operative or competitive situations
21.5	21.5	21.5	21.5	By means of providing free atmosphere to enable students to express individual ideas
21.6	-	21.6	-	
<b>22.0 USING ADEQUATE GESTURES</b>				
22.4	22.4	22.4	22.4	Using expressive looks
<b>23.0 DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIME</b>				
-	-	-	-	
<b>24.0 EXPRESSING ONE-SELF CLEARLY</b>				
24.1	24.1	24.1	24.1	Speaking clearly
24.2	24.2	24.2	24.2	Putting forward concepts of the topic in simple language
<b>25.0 MAKING THE TONE PLEASANT</b>				
25.2	25.2	25.2	25.2	Making use of a tone which is full of expression
<b>26.0 EMPLOYING AN AUDIBLE VOICE</b>				
26.1	26.1	26.1	26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class
26.2	26.2	26.2	26.2	Making use of the voice at a level of which all the words spoken are audible
<b>27.0 EMPLOYING MODULATIONS IN THE TONE</b>				
-	-	27.1	-	
27.2	-	27.2	-	
<b>28.0 EMPLOYING ADEQUATE SPEED OF DELIVERY</b>				
28.1	28.1	28.1	28.1	By means of maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression
28.2	28.2	28.2	28.2	By maintaining a speed at which it is possible for the students to jot down the main points of the topic

TABLE 4.23 (Contd....)

Numbers of the dimensions preferred by students			Numbers of common dimensions	Titles of the common dimensions
Arts	Commerce	Science		
29.0 USING INTELLIGIBLE LANGUAGE				
29.1	29.1	29.1	29.1	Making use of simple language
29.2	29.2	29.2	29.2	Making use of language which is well within the comprehensible vocabulary level of the students
29.3	-	-	-	
30.0 USING CORRECT PRONUNCIATION				
30.1	30.1	30.1	30.1	Using a pronunciation which is phonetically correct
<del>30.2</del>	30.2	30.2	30.2	Using an accent which makes the language intelligible to all students
31.0 MAINTAINING GOOD EYE CONTACT WITH STUDENTS				
31.2	31.2	31.2	31.2	By means of looking all over the class
32.0 DISPLAYING A SMILING DISPOSITION				
32.1	32.1	32.1	32.1	By maintaining pleasantness all through the lecture period
33.0 DISPLAYING A RELAXED DISPOSITION				
-	-	33.2	-	
34.0 MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER				
34.1	34.1	34.1	34.1	By means of manifesting mastery over the subject-matter
34.2	<del>34.2</del>	34.2	34.2	By means of maintaining clarity and ease in communicating the subject matter
34.3	34.3	34.3	34.3	By being able to explain illustratively the complexities of the subject matter
35.0 MANIFESTING SMARTNESS				
35.1	35.1	35.1	35.1	By keeping up neatness in dress and physical appearance
35.2	35.2	<del>35.2</del>	35.2	By means of manifesting presence of mind to deal with complex situations.
-	35.4	-	-	
-	35.5	35.5	-	
36.0 BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS				
36.1	36.1	36.1	36.1	By means of treating all the students equally friendly
36.2	36.2	36.2	36.2	By means of encouraging students self efforts of learning in a positive manner
36.3	36.3	36.3	36.3	By means of showing adequate understanding of students and their problems inside and outside the classroom



The Table 4.23 shows the dimensions preferred by the students of Arts, Commerce, and Science faculties alongwith the common dimensions derived.

Regarding the factor, 1-preparation of lecture note, the students of all the three faculties prefer the dimensions, 1.2.

Regarding the factor, 2-setting objectives, the students of all the three faculties prefer the dimensions, 2.1, 2.2, 2.3, 2.4 and 2.5. But while the students of commerce faculty prefer the dimension, 2.6-aiming at developing in students ability to select and organize relevant material, the students of arts and science faculties do not prefer them. The reason may be that where as the students of commerce feel that they can collect information, the students of arts and science except their teachers to collect information for them. And while the students of arts and science prefer the dimension, 2.7-aiming at developing a sense of enquiry in the students, the student of commerce do not prefer it. This may be due to the feeling on the part of the students of arts and science faculties, that they have a need to enquiry, unlike commerce students <sup>who</sup> have not felt the need for the same.

Regarding the factor, 3-preparation of instructional aids, while the students of science prefer the dimension, 3.5-preparation of improved <sup>is</sup> aids, the students of arts and science, faculties do not prefer it. The reason seems to be that the use of slides is more applicable to subjects of science than to arts and commerce subjects.

Regarding the factor, 4-preparation of handouts, while the students of commerce prefer the dimensions 4.3-preparation

of cyclostyled note of the topic in brief, the students of arts and science faculties do not prefer it. This may be because that while the students of commerce feel that the importance of notes in brief, the students of arts and science faculties do not seem to require the same. The students do not seem to have any necessity of the handouts.

Regarding the factor, 5-setting up demonstration experiments, while the students of science faculty prefers the dimensions, 5.1-setting up demonstration experiments with the help of the experimental kit, and 5.3-setting up demonstration experiments with the help of the laboratory equipment. The students of arts and commerce do not prefer them, for the obvious reasons.

Regarding the factor, 6-relevance of introduction to the topic of lecture, students of all the three groups prefer the dimensions, 6.1 and 6.3. But while the students of science prefer the dimension, 6.2-by means of providing a gist of the present topic, the students of arts and commerce do not prefer it. This may be because that the students of science want to know the nature of the present topic too so that they can possibly link it to the past topic and be mentally prepared. By nature the science students are generally believed to be having more readiness to be attentive in the classrooms. While the students of arts and commerce prefer the dimensions, 6.4-by means of announcing the title of the present lecture topic, the students of science do not prefer it.

Regarding the factor, 7-securing the attention of the students, students of all three groups prefer the dimensions, 7.1 and 7.6. The students of arts and science prefer the

dimensions, 7.2-by means of giving relevant quotations, the students of commerce do not prefer it, while the students of commerce and science prefer the dimensions, 7.4-by means of providing relevant illustrations, the students of arts do not prefer it. This may be because that the students of commerce and science feel that they need to have number of illustrations for presentation of the concepts of their subjects.

Regarding the factor, 8-presenting subject in logical continuity, students of all the three groups prefer the dimensions, 8.6. But while the students of arts and science prefer the dimensions, 8.1-by means of proceeding from general to particular concepts of the topic, and 8.5-by means of proceeding from simple to complex concepts of the topic, the students of commerce do not prefer them. The reason may be that the two types of logical process seemd to be more akin to the subjects of arts and science which are more scientific as compared to that of commerce which is more of certain commercial practices of men in modern society. And while the students of arts prefer the dimension, 8.3-by means of proceeding from known to unknown concepts of the topic, the students of commerce and science do not prefer it.

Regarding the factor, 9-presenting facts and figures accurately, students of all the three faculties prefer the dimensions, 9.3. But while the students of science prefer the dimensions, 9.1-using charts, the students of arts and commerce do not prefer it. The reason seems to be quite obvious, since charts have more relevance to science subject as compared to art of commerce subjects. And while the students of commerce and science prefer the dimension,

9.4-by means of giving reference material, the students of arts do not prefer it. The reason may be that the subject matter of commerce and science have a greater requirement of proper support from standard books and journals, as compared to that of arts.

Regarding the factor, 10-helping development of attitudes and values of the students, students of three faculties prefer the dimension, 10.4. But while the students of arts and commerce prefer the dimension, 10.3-by means of giving personal opinions on the concepts of the topic, the students of science do not prefer it. The reason seems to be that by their very nature subjects of science have a little scope for personal opinions of teachers as compared to the subjects of arts and commerce. And while the dimension, 10.5-by means of emphasizing scientific rationale involved in each of the concepts of the topic, is preferred by the students of commerce and science, the students of art do not prefer it. This may be because that both commerce and science subjects have a greater need of rationale for their concepts as compared to the subjects of arts. The dimension, 10.6-by means of visualizing the extent of agreement with the experimental observations of the concepts of the topic, is preferred by the students of science but not by the students of arts and commerce. The reason is quite obvious, experimental validation has more scope in science as compared to arts or commerce subjects.

Regarding the factor, 11-describing subject matter in detail students of the three faculties prefer the dimensions, 11.1, 11.2 and 11.3.

Regarding the factor, 12-evaluating concepts of the topic, all the three groups of students prefer the dimension,

12.1. But while the students of arts and commerce prefer the dimension, 12.2-by means of enlisting arguments of different experts on each concept of the topic, the students of science do not prefer it. This may be because that the students feel that there is not much of a scope for arguments of different experts in their subjects. While the students of arts and science prefer the dimension, 12.3-by means of enlisting relative differences between different concepts of the topic, the students of commerce do not prefer it. This may be because that the students of arts and science feel that a correlative and contrasting approach is useful for them to understand the concepts of a topic, whereas the students of commerce do not seem to feel the need for the same.

Regarding the factor, 13-providing concrete and coherent examples, all the three groups of students prefer the dimension, 13.1. But while the students of commerce and science prefer the dimension, 13.2-by means of narrating interesting anecdotes relevant to topic, the students of arts do not prefer it. This may be because that the students of commerce and science are interested in the concepts of their subjects to be related to real life situation through narration of incidents while the students of arts seem less interested to listen to narrations. And while the students of science prefer the dimension, 13.3-by means of relating derivations with the students' laboratory observations, the students of arts and commerce do not prefer it. The reason is quite obvious.

Regarding the factor, 14-emphasizing important points of the topic, all the three groups of students prefer dimensions, 14.3, 14.4 and 14.5.

Regarding the factor, 15-using pauses at appropriate

places, students of all the three faculties prefer the dimension, 15.1. But while the students of arts and science faculties prefer the dimension, 15.2-by means of giving time gap in between certain important sentences, students of commerce do not prefer it. And while the students of commerce prefer the dimension, 15.3-by means of giving time gap in between the presentation of different concepts of the topic, the students of arts and science do not prefer it.

Regarding the factor, 16-being sensitive to students' feelings, all the students groups prefer the dimension 16.3. While the students of arts prefer the dimensions, 16.1-changing stimulus medias, and 16.2-making use of humour, the students of commerce and science do not prefer it. This may be because that the students of commerce and science feel that by changing stimulus media, concentration may be disturbed and that using humour may also disturb the seriousness of their subjects whereas the students of arts feel that it really breaks their boredom. And while the students of commerce and science prefer the dimension, 16.4-repeating certain points, not very well taken by the students, the students of arts do not prefer it. This may be because the students of commerce and science feel that it helps them if their teachers repeat a point not well understood by them.

Regarding the factor, 17-using black board adequately, all the three student groups prefer the dimensions, 17.1, 17.3 and 17.4.

Regarding the factor, 18-using relevant instructional aids, while the students of arts and science prefer the

dimension, 18.1-for the purpose of presenting general information relevant to the topic, commerce students do not prefer it. This may be because that the students feel that the aids used by their teachers should explain the concepts but not just provide general information. While the students of commerce and science prefer the dimension, 18.2-for the purpose of presenting proper explanation of the concepts of the topic, the students of arts do not prefer it. This may be because that the arts students feel that the aids used in their class need not explain but provide the necessary general information. And while the students of science prefer the dimension, 18.5-for the purpose of developing skills of drawing, scaling, and sketching, etc. The students of arts and commerce do not prefer it. This may be because that the students of arts and commerce do not feel the necessity of learning the above mentioned skills.

Regarding the factor, 19-using demonstration experimental kit, only the science students prefer the dimensions, 19.2-for the purpose of developing skill of objective observation and 19.4-for the purpose of developing the skill of proper interpretation of data, the reason seems to be quite obvious, that the scope for experiments in arts and commerce subjects is very little if not nil.

Regarding the factor, 20-consolidating the major points of the subject-matter presented, all the three groups of students prefer the dimension, 20.2. But while the students of arts and commerce prefer the dimension, 20.1-by means of mere listing out all the points of the topic, the students of science do not prefer it. The reason may be that the students of science do not want their teachers to just list out the points. And while the students of science

prefer the dimension, 20.3-by means of relating each point of the topic to a practical phenomenon, the students of arts and commerce do not prefer it. The reason may be because that while the students of arts and commerce do not need any explanation of the points by relation to a practical phenomenon, the students of science feel its importance.

Regarding the factor, 21-providing exercises to students, the three student groups prefer the dimensions, 21.1, 21.2, 21.3, 21.4 and 21.5. While the students of arts and science prefer the dimension, 21.6-by means of giving assignments (preparation of aids), the students of commerce do not prefer it. This may be because that the students of commerce feel that there is little scope for them to prepare aids.

Regarding the factor, 22-using adequate gestures, all the three groups prefer the dimension, 22.4.

Regarding the factor, 23-demonstrating an adequate sense of humour by making use of in the course of the lecture at appropriate times, none of the groups prefer the use of humour by not preferring any of the dimensions.

Regarding the factor, 24-expressing oneself clearly, all the three groups prefer the dimensions, 24.1 and 24.2.

Regarding the factor, 25-making the tone pleasant, all the three groups prefer the dimension, 25.2.

Regarding the factor, 26-employing an audible voice, all the three groups prefer the dimension, 26.1 and 26.2.



Regarding the factor, 27-employing modulations in tone, while the students of science prefer the dimensions 27.1-by means of changing pitch at appropriate moment in the sequence of lecture delivery, the students of arts and commerce do not prefer it. This may be because that the students of science are interested in their teachers voice to be not just a monotone but changing as and when necessary. And while the students of arts and science prefer the dimension, 27.2-by means of changing stress on the words as and when necessary in the sequence of lecture delivery, the students of commerce do not prefer it.

Regarding the factor, 28-employing adequate speed of delivery, all the three groups of students prefer the dimensions, 28.1 and 28.2.

Regarding the factor, 29-using intelligible language, all the three groups prefer the dimensions, 29.1 and 29.2. But while the students of arts prefer the dimension, 29.3-making use of a language in an organized fashion aiming at developing the vocabulary level of the students, the students of commerce and science do not prefer it.

Regarding the factor, 30-using correct pronunciation, all the groups prefer the dimension, 30.1 and 30.2.

Regarding the factor, 31-maintaining good eye contact with the students, all the three groups prefer the dimension 31-2.

Regarding the factor, 32-displaying a smiling disposition, all the groups prefer the dimension, 32.1.

Regarding the factor, 33-displaying a relaxed disposition,

while the students of science prefer the dimension, 33.2-by being quite casual in movement, the students of arts and commerce do not prefer it. This may be because that the students of science want their teachers to be quite at ease so that they can teach well and thus naturally result in students themselves being benefitted.

Regarding the factor, 34-manifesting confidence, all the three groups prefer the dimensions, 34.1, 34.2 and 34.3.

Regarding the factor, 35-manifesting smartness, all the groups prefer the dimension, 35.1 and 35.2. While the students of commerce prefer the dimension, 35.4-by using interesting repartee, the students of arts and science do not prefer it. And while the students of commerce and science prefer the dimension, 35.5-by manifesting balanced modes of moving about talking to students inside and outside the class, the students of arts do not prefer it.

Regarding the factor, 36-being courteous to all the students of the class, all the three groups of students prefer the dimensions, 36.1, 36.2 and 36.3.

4.3.12 Common dimension derived from the dimensions preferred by teachers and students of all faculties:

The common dimensions derived from the dimensions of various factors preferred by Teachers and Students of Arts, Commerce and Science faculties are presented in the Table 4.24.

TABLE 4.24

TABLE SHOWING THE DIMENSIONS PREFERRED BY TEACHERS AND STUDENTS OF ARTS, COMMERCE AND SCIENCE FACULTIES ALONG WITH THE COMMON DIMENSIONS DERIVED

Numbers of dimensions preferred by		Numbers of the common dimensions	Titles of the common dimensions
Teachers	Students		
<b>1.0 PREPARATION OF LECTURE NOTE</b>			
1.2	1.2	1.2	Preparing a list of heading and sub-headings
<b>2.0 SETTING OBJECTIVES</b>			
2.1	2.1	2.1	Aiming at presenting information
2.2	2.2	2.2	Aiming at developing the ability of critical thinking in the students
	2.3		
2.4	2.4	2.4	Aiming at developing the ability to express personal ideas of the students
2.5	2.5	2.5	Aiming at developing in students independent study habits and reading interests
2.6			
2.7			
<b>3.0 PREPARATION OF INSTRUCTIONAL AIDS</b>			
<b>4.0 PREPARATION OF HANDOUTS</b>			
<b>5.0 SETTING UP DEMONSTRATION EXPERIMENTS</b>			
<b>6.0 RELEVANCE OF THE INTRODUCTION TO THE TOPIC OF THE LECTURE</b>			
6.1	6.1	6.1	By means of providing a brief revision of the last lecture topic
	6.3		
<b>7.0 SECURING ATTENTION OF THE STUDENTS</b>			
7.1	7.1	7.1	By means of putting relevant questions
7.4			
	7.6		
<b>8.0 PRESENTING SUBJECT MATTER IN LOGICAL CONTINUITY</b>			
8.1			
8.3			
8.5			
8.6	8.6	8.6	By means of providing concepts of the topic under convenient specified points and sub-points
<b>9.0 PRESENTING FACTS AND FIGURES ACCURATELY</b>			
9.3	9.3	9.3	By means of presenting actual data on the black board
<b>10.0 HELPING DEVELOPMENT OF ATTITUDES AND VALUES OF THE STUDENTS</b>			
10.4	10.4	10.4	By means of inviting comments of the students on the concepts of the topic

Numbers of dimensions preferred by		Numbers of the common dimensions	Titles of the common dimensions
Teachers	Students		
<b>11.0 DESCRIBING SUBJECT MATTER IN DETAIL</b>			
11.1	11.1	11.1	By means of analysing each single concept of the topic
-	11.2	-	
11.3	11.3	11.3	By means of explaining each single concept from different angles
<b>12.0 EVALUATING CONCEPTS OF THE TOPIC</b>			
12.1	12.1	12.1	By means of enlisting for and against each single concept of the topic
<b>13.0 PROVIDING CONCRETE AND COHERENT EXAMPLES</b>			
13.1	13.1	13.1	By means of giving examples exclusively from the day-to-day lives of the students
<b>14.0 EMPHASIZING IMPORTANT POINTS OF THE TOPIC</b>			
14.3	14.3	14.3	By means of focusing attention of the students
14.4	14.4	14.4	By means of repeating important points of the topic
14.5	14.5	14.5	By means of noting the important points of the topic on black board
<b>15.0 USING PAUSES AT APPROPRIATE PLACES</b>			
-	15.1	-	
<b>16.0 BEING SENSITIVE TO STUDENTS FEELINGS</b>			
16.3	16.3	16.3	Involving students with the topic by means of putting thought provoking questions
16.4	-	-	
<b>17.0 USING BLACK BOARD ADEQUATELY</b>			
17.1	17.1	17.1	Presenting only important points of the topic
17.3	17.3	17.3	Presenting diagrams, numbers and names relevant to the topic
-	17.4	-	
<b>18.0 USING RELEVANT INSTRUCTIONAL AIDS</b>			
<b>19.0 USING DEMONSTRATION EXPERIMENTAL KIT</b>			
<b>20.0 CONSOLIDATING THE MAJOR POINTS OF THE SUBJECT MATTER</b>			
20.2	20.2	20.2	By means of repeating only important points of the topic
<b>21.0 PROVIDING EXERCISES TO STUDENTS TO ENABLE THEM TO APPLY THE KNOWLEDGE ACQUIRED THROUGH THE LECTURE</b>			
21.1	21.1	21.1	By means of posing problems to be solved by the students
21.2	21.2	21.2	By means of posing meaningful questions to the students
21.3	21.3	21.3	By means of encouraging students individual efforts in dealing with problems relevant to the topic
-	21.4	-	
21.5	21.5	21.5	By means of providing free atmosphere to enable students to express individual ideas
21.6	-	-	

TABLE 4.24(Contd...)

Numbers of dimensions preferred by		Numbers of the common dimensions	Titles of the common dimensions
Teachers	Students		
22.0 USING ADEQUATE GESTURES			
-	22.4	-	-
23.0 DEMONSTRATING AN ADEQUATE SENSE OF HUMOUR BY MAKING USE OF IT IN THE COURSE OF THE LECTURE AT APPROPRIATE TIMES			
-	-	-	-
24.0 EXPRESSING ONESELF CLEARLY			
24.1	24.1	24.1	Speaking out clearly
24.2	24.2	24.2	Putting forward the concepts of the topic in simple language
24.3	-	-	-
25.0 MAKING THE TONE PLEASANT			
25.1	-	-	-
25.2	25.2	25.2	Making use of a tone which is full of expression
25.3	-	-	-
26.0 EMPLOYING AN AUDIBLE VOICE			
26.1	26.1	26.1	Making use of the voice to be audible enough even to the students who are sitting in the back benches of the class
26.2	26.2	26.2	Making use of the voice at a level of which all the words spoken are audible
27.0 EMPLOYING MODULATIONS IN THE TONE			
27.1	-	-	-
27.2	-	-	-
28.0 EMPLOYING ADEQUATE SPEED OF DELIVERY			
28.1	28.1	28.1	By maintaining a speed at which the listeners can follow the continuity of thought and expression
28.2	28.2	28.2	By maintaining a speed at which it is possible for the students to jot down main points of the topic
29.0 USING INTELLIGIBLE LANGUAGE			
29.1	29.1	29.1	Making use of simple language
29.2	29.2	29.2	Making use of a language which is well within the comprehensible vocabulary level of the students
30.0 USING CORRECT PRONUNCIATION			
30.1	30.1	30.1	Using pronunciation which is phonetically correct
30.2	30.2	30.2	Using an accent which makes the language intelligible to all students
31.0 MAINTAINING GOOD EYE CONTACT WITH THE STUDENTS WHILE GIVING THE LECTURE			
31.2	31.2	31.2	By means of looking all over the class
32.0 DISPLAYING A SMILING DISPOSITION			
32.1	32.1	32.1	By means of maintaining pleasantness although the lecture period
32.2	-	-	-
33.0 DISPLAYING A RELEASED DISPOSITION			
-	-	-	-
34.0 MANIFESTING CONFIDENCE ABOUT THE KNOWLEDGE OF THE SUBJECT MATTER			
34.1	34.1	34.1	By means of manifesting mastery over the subject matter
34.2	34.2	34.2	By means of maintaining clarity and ease in communication
34.3	34.3	34.3	By being able to explain illustratively the complexities of the subject matter

TABLE 4.24(Contd...)

Numbers of dimensions preferred by		Numbers of the common dimensions	Titles of the common dimensions
Teachers	Students		
35.0 MANIFESTING SMARTNESS			
35.1	35.1	35.1	By keeping neatness in dress and physical appearance
35.2	35.2	35.2	By means of manifesting presence of mind to deal with complex situations
35.5			
36.0 BEING COURTEOUS TO ALL THE STUDENTS OF THE CLASS			
36.1	36.1	36.1	By means of treating all students equally friendly
36.2	36.2	36.2	By means of encouraging students self efforts of learning in a positive manner
36.3	36.3	36.3	By means of showing adequate understanding of the students and their problems inside and outside the class.

The Table 4.24 shows the dimensions preferred by the teachers and students of Arts, Commerce and Science faculties along with the common dimensions derived.

Regarding the factor, 1-preparation of lecture note, both the teachers and students groups prefer the dimension, 1.2.

Regarding the factor, 2-setting objectives, both the groups the dimensions, 2.1, 2.2, 2.4 and 2.5. The teachers prefer the dimensions, 2.6-aiming at developing in students ability to select and organize relevant material, the students do not prefer it. This seems to be because that while the teachers expect and want to train their students to collect information the students do not feel it to be their duty to collect information. This mainly reflects the type of education system that is being practiced from the beginning of a student's career. Spoon feeding is the pet word used to the type of education, the students are exposed to. Starting from the practice of dictating notes to that of providing 'made-easy' guides from down the elementary classes up to post-graduate classes is the general order of the day. Hence, with this kind of an atmosphere the students naturally do not feel that they should make efforts to collect and organize relevant material all by themselves.

Regarding the factor, 3-preparation of instructional aids, none of the dimensions are preferred. This reflects the kind of attitude the teachers and students at college level, are having towards the use of instructional aids. It is generally found that the teachers and students at college feel that preparation of aids is an activity of a

high school teacher but not very much of a college teacher. In a lecture they feel that there should be continuous exposition by the teachers and in the narration of facts and figures the instructional aids are not relevant.

Regarding the factor, 4-preparation of handouts, none of the dimensions are preferred. This again shows the type of condition that the teachers are in. Preparation of handout would mean putting in some amount of time in its preparation, and also some amount of money. The teachers seems neither ready to put in efforts and time into preparation of handouts or to spend money for the same. However, it is generally found that teachers write books and get money. This shows that the teachers are not averse to put in efforts in order to gain some profits. Since preparation of handouts do not get any kind of material profits the teachers seem to be not interested. On the other hand the students seem not to prefer the handouts prepared by their teachers. Probably because it is not a in practice right now, the students do not see its significance, because they have not come across, the utility of a well prepared and thought provoking handouts.

Regarding the factor, 5-setting demonstration experiments, the students as whole do not preferred it. But under the caption 4.2.9, it is presented that the teachers and students of science prefer the dimensions. Hence this particular factor, and its dimensions are exclusively applicable to the science faculty.

Regarding the factor, 6-relevance of introduction to the topic of the lecture, both the teacher and student groups prefer the dimensions 6.1. While the students prefer the



dimension, 6.3-by providing a gist of the past and present lecture, the teacher do not prefer it. The reason seems to be quite obvious, that the students feel it to be quite helpful to them.

Regarding the factor, 7-securing attention of the students, both the teachers and students prefer the dimension, 7.1.

Regarding the factor, 8-presenting subject in logical continuity, both the teachers and students prefer the dimension, 8.6. But while the teachers prefer the dimensions 8.1, 8.3 and 8.5 the students do not prefer them. This may be because that this will be easy for the teacher for explanation. The students do not realize their importance because they concern with the teaching skills.

Regarding the factor, 9-presenting factors and figures accurately, both the teachers and students prefer the dimensions, 9.3.

Regarding the factor, 10-helping development of attitudes and values of the students, both the teachers and students prefer the dimension, 10.4.

Regarding the factor, 11-describing subject in detail both the teachers and students prefer the dimensions, 11.1 and 11.3.

Regarding the factor, 12-evaluating concepts of the topic, both the teachers and students prefer the dimensions 12.1.

Regarding the factor, 13-providing concrete and coherent examples, both the teachers and students prefer the dimension, 13.1.

Regarding the factor, 14-emphasizing important points of the topic, both the teachers and students prefer the dimensions, 14.3, 14.4 and 14.5.

Regarding the factor, 15-using pauses at appropriate places in the sequence of the presentation of the subject matter, only the students prefer the dimension, 15.1. This may be because that while the teachers feel time gap must help students see the significance of different concepts, the students want to remember important words since it is obviously easy for the students.

Regarding the factor, 16-being sensitive to students' feelings, both the teachers and students prefer the dimensions, 16.3.

Regarding the factor, 17-using black board adequately, both the teachers and students prefer the dimensions 17.1, 17.3.

Regarding the factor, 18-using relevant instructional aids, the dimensions do not get preferred in common.

Regarding the factor, 19-using demonstration experimental kit, both the teachers and students do not prefer it as/<sup>a</sup>single group. But under the caption 4.2.9, it is presented that both the teachers and students of science faculty prefer. The reason is obvious, since experiments have a place in science subject, and the use of a kit is applicable to science subjects.

Regarding the factor, 20-consolidating the major points of the topic, both teachers and students prefer the dimension, 20.2.

Regarding the factor, 21-providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation, both the teachers and students prefer the dimensions, 21.1, 21.2, 21.3 and 21.5. But while the students prefer the dimensions, 21.4-by means of providing cooperative or competitive situations, the teachers do not prefer it. This omission needs further probe, because the provision of cooperative and competitive situations are real challenges for learning. And while teachers prefer the dimension 21.6, giving assignments, students do not prefer it. The reason seems to be obvious.

Regarding the factor, 22-using adequate gestures, both the students prefer the dimension, 22.4, while the teachers do not.

Regarding the factor, 23-demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate times, as a total group both the teachers and students do not prefer. However, under the caption 3.2.3 only the teachers of arts prefer humour.

Regarding the factor, 24-expressing oneself clearly, both the teachers and students prefer the dimensions, 24.1 and 24.2. But while the teachers prefer the dimensions, 24.3-putting forward the concepts in a straight forward manner without digressions, the students do not prefer it. This may be because that the students feel that putting forward a concept in a straight forward manner do not help in any way as compared to the other means of expression under the dimensions, 24.1 and 24.2.

Regarding the factor, 25-making the tone pleasant, both the teachers and students prefer the dimensions, 25.2. But while the teachers prefer the dimensions, 25.1-making use of tone which is of moderate bass pitch and 25.3-by not using an irritative tone, the students do not prefer them.

Regarding the factor, 26-employing an audible voice, both the teachers and students prefer the dimensions, 26.1, and 26.2.

Regarding the factor, 27-employing modulations in tone, only the teachers prefer the dimensions, 27.1 and 27.2.

Regarding the factor, 28-employing adequate speed of delivery, both the teachers and students prefer the dimensions, 28.1 and 28.2.

Regarding the factor, 29-using intelligible language, both the teachers and students prefer the dimensions, 29.1 and 29.2.

Regarding the factor, 30-using correct pronunciation, both the teachers and students prefer the dimensions, 30.1 and 30.2.

Regarding the factor, 31-maintaining good eye contact with the students while giving the lecture, both the teachers and students prefer the only dimension 31.2.

Regarding the factor, 32-displaying a smiling disposition, both the teachers and students prefer the dimension, 32.1. But while the teachers prefer the dimensions, 32.2-by not being irritated, the students do not prefer it.

Regarding the factor, 33-displaying a relaxed disposition, no dimension is preferred in common.

Regarding the factor, 34-manifesting confidence about the knowledge of the subject matter, both the teachers and students prefer the dimensions, 34.1, 34.2 and 34.3.

Regarding the factor, 35-manifesting smartness, both the teachers and students prefer the dimensions, 35.1 and 35.2.

Regarding the factor, 36-being courteous to all the students of the class, both the groups prefer the dimensions 36.1, 36.2 and 36.3.

#### 4.4.0 Total preference percentages of factors:

When the total preference percentage of each factor is considered from the stand point of teachers as a whole, and students as a whole, the following trends become apparrant:

#### 4.4.1 Teachers as a whole (N:367)

In the Teachers' sample the following factors got highest percentages of preferences. They are:

- (1) Factor, 7-securing attention of the students .. 92%
- (2) Factor, 24-expressing oneself clearly .. .. 86%
- (3) Factor, 1-preparation of lecture note .. .. 82%
- (4) Factor, 11-describing subject matter in detail.. 82%

The trend seems to show that the teachers as a whole prefer to give greater importance to securing attention of their students. They have a desire, ~~it~~ seems, that their students must be attentive to what they teach. This probably

is an off shoot of the general belief that these days students are not very much attentive in the classrooms. Or it could be a genuine interest on the part of the teachers to arouse and sustain students interest and attention.

The teachers also seem to desire ~~the~~ to explain subject matter clearly and in detail. The teachers do seem to give importance to the preparation aspect too.

#### 4.4.2 Students as a whole (N:442)

In the students' sample the factors getting highest percentages of preferences are:

- |  |     |
|--|-----|
| (1) Factor, 1-preparation of lecture note ..             | 85% |
| (2) Factor, 11-describing subject matter<br>in detail .. | 82% |
| (3) Factor, 24-expressing oneself clearly ..             | 82% |
| (4) Factor, 7-securing attention of the<br>students ..   | 81% |

The students seem to get a very strong impression that their teachers come to the class without thorough preparation, and as a consequence they fail to explain the subject properly (in detail and in clarity). Such a feeling makes them disinclined to be attentive to the lectures delivered and they develop an idea that the lectures delivered by their teachers are ineffective.

It is observed that the teachers suffer with an obsession of securing students' attention. By implications it can be inferred that the teachers normally fail to secure the attention of the students and hence their anxiety to secure the attention of the students. To secure the attention of the

students they feel that it is necessary to give proper explanation in the classroom which requires appropriate preparation.

Students on the other hand feel that the teachers do not come to the class with proper preparation and hence their inability to explain properly and the resultant inattentiveness on the part of the students.

The only conclusion to which we can arrive at is that generally the teachers deliver lectures without proper preparation. This is corroborated both by the preferences shown by teachers and students - students telling the same directly and teachers indirectly substantiating the same through their expression of the anxiety in securing students' attention.

#### 4.5.0 Total preference percentages of dimensions:

When total percentage of preference of each of the dimension of various factors is considered from the stand point of teachers as wh a whole, and students as whole, the following trends become apparant.

#### 4.5.1 Teachers as a whole:

In the teacher's sample the following dimensions got preferred by highest percentage of the teachers. They are:

- |   |       |     |
|---|-------|-----|
| (1) Dimension 24.1 speaking out clearly                       | ..    | 88% |
| (2) Dimension 29.1 making use of simple language              | .. .. | 89% |
| (3) Dimension 36.1 treating all the students equally friendly |       | 88% |

The trend seems to show that the teachers as a whole prefer to give greater importance to speaking clearly. They

have a desire, it seems to clarify in their expression. In fact clarity in expression is a skill of communication. It is but naturally that the teachers prefer this very much.

The teachers also seems to desire using simple language which is a task by itself. Simplicity of language is an art in itself. The teachers further seems to desire to be friendly to all the students. This seems to reflect the present philosophy of equality. Both of these preferences seem justifiable.

#### 4.5.2 Students as a whole:

In the students sample the dimensions getting highest percentage of preferences are:

(1)	24.1 speaking out clearly	..	87%
(2)	29.1 making use of simple language	..	83%
(3)	36.1 treating all students equally friendly	..	82%

The students seem to feel that their teachers do not speak clearly, do not use simple language and give different treatment to different students.

The conclusion that can be arrived at is when both the teachers and students prefers the same dimensions it seems that what the teachers want to do are not really seem to be doing. Had they been doing it there would not have been a desire on the part of the students. A need seems to be apparant to orient the teachers towards these skills of communication, i.e. speaking clearly and using simple language.



#### 4.6.0 General discussion:

It is proposed to discuss under this caption the general frame work of a lecture. It is also proposed to relate the results of the present study with those of the studies already done in this field.

Various factors of a lecture that constitute a broader frame work can be identified as (a) preparation aspect, (b) introduction aspect, (c) presentation aspect, (d) conclusion or closure aspect. Besides, there are certain personal attributes which when possessed by a teacher and employed by him can go a long way in making his lecture effective. Now, the factors enlisted for the present study can be conveniently ascribed to various aspects of the general frame work of a lecture mentioned above. The factors (i) preparation of lecture note, (ii) setting objectives, (iii) preparation of instructional aids, (iv) preparation of handouts, and (v) setting up demonstration experiments, belong to the aspect preparation. The factors (i) relevance of introduction to the topic of the lecture, and (ii) securing attention of the students, belong to the aspect introduction. The factors (i) presenting subject matter in logical continuity, (ii) presenting facts and figures accurately, (iii) helping development of attitudes and values of students, (iv) describing subject matter in detail, (v) evaluating concepts of the topic, (vi) providing concrete and coherent examples, (vii) emphasizing important points of the topic, (viii) using pauses at appropriate places in the sequence of presenting the subject matter, (ix) being sensitive to students feelings, (x) using black board adequately, (xi) using relevant instructional aids and (xii) using demonstration experimental kit, come under the aspect of presentation. The factors,

(i) consolidating the major points of the subject matter presented, and (ii) providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation, come under the aspect, conclusion or closure. And finally the factors, (i) using adequate gestures, (ii) demonstrating an adequate sense of humour by making use of it in the course of the lecture at appropriate time, (iii) expressing oneself clearly, (iv) making the tone pleasant, (v) employing an audible voice, (vi) employing modulations in the tone, (vii) employing adequate speed of delivery, (viii) using intelligible language, (ix) using correct pronunciation, (x) maintaining good eye contact with the students while giving the lecture, (xi) displaying a smiling disposition, (xii) displaying a relaxed disposition, (xiii) manifesting confidence about the knowledge of the subject matter, (xiv) manifesting smartness and (xv) being courteous to all the students of the class, come under the aspect of personal attributes. Out of these thirty-six factors enlisted the sample of the present study i.e., teachers and students of arts, commerce and science faculties of institutions at the tertiary level, preferred as many as twenty three factors. The preferred factors are: (i) preparation of lecture note, (ii) setting objectives, (iii) relevance of introduction to the topic of the lecture, (iv) securing attention of the students, (v) presenting subject matter in logical continuity, (vi) presenting facts and figures accurately, (vii) helping development of attitudes and values of students, (viii) describing subject matter in detail, (ix) evaluating concepts of the topic, (x) providing concrete and coherent examples, (xi) emphasizing important points of the topic, (xii) being sensitive to students' feelings, (xiii) using relevant institutional aids, (xiv) consolidating the major points of the

top&c, (xv) providing exercises to students to enable them to apply the knowledge acquired through the lecture to a new situation, (xvi) expressing oneself clearly, (xvii) making the tone pleasant, (xviii) employing an audible voice, (xix) using intelligible language, (xx) using correct pronunciation, (xxi) maintaining good eye contact with the students while giving the lecture, (xxii) manifesting confidence about the knowledge of the subject matter and (xxiii) being courteous to all the students of the class. Of these preferred factors the first two factors belong to the aspect of preparation, the third and fourth factors belong to the aspect of introduction, the factors from fifth to thirteenth belong to the aspect, presentation, the fourteenth and fifteenth belong to the aspect, closure and the last factors from sixteenth to the twenty third belong to the personal attributes. From the point the percentage of preference of these factors, the factors belonging to the aspect introduction got on an average higher percentage of preference (81%), followed by the factors belonging to the aspect preparation (75%), factors belonging to personal attributes (75%), factors belonging to the aspect presentation (69%), and the factors belonging to the aspect closure (61%). This seems to show the relative importance given by the teachers and students to the various aspects of a lecture.

Researches cited under the chapter II reveal that adequate prior preparation for a lecture helps to a great extent to make it effective (Smithers 1971, Porter 1971, Lancaster 1974 and White 1975). Samaloni (1970) suggests that one of the basic parts of ~~the~~ an effective lecture is an attention getting introduction. Lancaster (1974), holds that a good teachers should establish objectives of his lecture. Brown and Thornton (1971), suggests some specific

techniques of planning and delivering formal lectures to be to present concrete and coherent examples. Evaluating concepts was held to be a determinant of an effective lecture (Brown and Thornton 1971). Studies by Solmon (1961) and White (1975) hold that clarity of expression positively relates to pupil learning and the students expect their teachers to express clearly. Argyle (1967) holds that eye contact with the students while giving the lecture and gestures of the teacher to be an important factor for the effectiveness of a lecture.

In the light of the conceptual and research view points the findings of the present study seem to be quite relevant as those factors held to be important were preferred by the sample of the present study too. However, one factor, i.e. use of gesture has been preferred by a very low percent of the teachers (32%) and students (22%) (a total of 27%).

The reason for deviation of the finding of the present study with that of previous studies with regard to the factor of use of gestures seems to be due to the fact that in an Indian setting gesticulation seems to be considered something very normal and hence it is not considered to be a thing to be done consciously. Probably the teachers and the students have yet to recognise it as a skill which can be augmented an expression and make it more effective.

It is interesting to note that the sample of the study though have not preferred certain factors, but have expressed their preference for certain dimensions relating to such factors. It is worthwhile to make a mention of such preferred dimensions. In the following paras such dimensions are detailed.

The factors which were not preferred by majority of a particular group are using pauses, using black board adequately, using demonstration experimental kit, using gestures, employing modulations, employing adequate speed of delivery, displaying smiling disposition, displaying a relaxed disposition, and manifesting smartness.

And the dimensions related to each of these factors mentioned in the earlier para which were preferred by majority of a particular group are: giving time gap in between the certain important sentences, presenting important points of the topic on the ~~ba~~ black board, presenting diagrams, numbers and names relevant to the topic on black board, using experimental kit for the purpose of developing skill of objective observation, for developing the skill of proper interpretation of data, using expressive looks, maintaining a speed of delivery at which the listeners can follow the continuity of thought and expression, maintaining a speed at which it is possible for the students to jot down main points of the topic, using modulation by changing stress on the words as and when necessary in the sequence of lecture delivery, maintaining pleasantness all through the lecture period, being quite casual in movements to manifest a relaxed disposition, and keeping neatness in dress and physical appearance, manifesting presence of mind.

The reason for the factors not being preferred by majority but yet its dimensions being preferred seems to be due to the reason that while the factors sound a bit technical the related dimensions are quite commonly expected displayed dispositions of a good teacher and effective teaching and hence the teachers and students of the sample seem to have shown such a preference pattern.