**The teaching-learning practices of Bahir Dar University**

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The purpose of this study was to examine the status of teaching- learning process in Bahir Dar University. Accordingly, the following research questions were entertained in this study.(1)What are the general levels of teachers’ attitudes toward teaching, practices of learner centered education and practices of continuous assessment? (2) Is there a significant relationship among teachers’ attitudes toward teaching, practices of learner centered education and practices of continuous assessment?(3) What are the challenges affecting the practices of teaching-learning in Bahir Dar University? In order to conduct this study descriptive survey with embedded mixed methods approach was applied. The randomly selected Science College, College of Business and Economics (CoBE), the Agriculture and Environmental Science College, Institute of Technology (IOT), and School of Law were the study areas. Instructors and students were selected through simple random sampling and systematic random sampling techniques whereas principals (deans, directors, department heads, etc) were selected through purposive sampling technique. Data were collected from instructors, course chairs, department heads, students, program coordinators, deans, and teaching-learning directors through questionnaire, interviews, focus group discussion and observation. The data collected through close ended questionnaire was analyzed quantitatively using percentage, one sample t-test, and correlations and data that were collected through interview, observation and focus group discussion were analyzed qualitatively through description and narrations. The major findings of the study were: conceptually, the attitude and motivation of instructors in the teaching- learning process was high. Instructors’ confidence in their abilities and knowledge of their subject matter, their commitment to their profession and their dedication to their university was also encouraging. The results of the correlational analysis revealed that teachers’ attitude toward the teaching, practice of quality learner centered education and assessment were positively related to one another. However in practice, the classroom learning is not based on high intellectual quality and contents not somehow challenging. Still the majority of instructors were not applying various active learning strategies. Similarly engaging students into deep learning and higher order thinking has limitations. In terms of the three domains teaching in order to develop the skills and attitudes of students remains low. In order to narrow down this gaps capacity building trainings should be provided.