

## TEACHING APTITUDE

- **Teaching- Nature, objectives, characteristics and basic requirements:**

Candidates who wish to be a lecturer must be aware of the facts like nature of teaching, aim, characteristics and teaching aids and needs. For example: the primary objective of teaching is to develop thinking power of the students.

- **Learner's Characteristics:** Aspiring candidates must understand the learner's characteristics. Every student is different from others in terms of grasping power or comprehension level and therefore their needs with respect to that are different. So, a teacher should make out that what kinds of students are present in his/ her class, how to deal with them, and what kind of aid is to be provided to the students who are less responsive.

- **Factors Affecting Teaching:** Aspirants should have the adequate knowledge of the factors that affects the teaching. For example, how a teacher should behave while taking a class or what should be done by the teachers if a student constantly asks questions in the class or what measures should be taken by the teacher to discipline the students.

- **Methods of Teaching:** There are various methods and techniques which a teacher uses in the class to help students to understand the subject. Candidate willing to be in this noble profession should be well versed with all these tactics. To develop the thinking and working capabilities of students, teacher uses methods like Lectures, Seminars, Dictation, Projects, workshops etc.

- **Teaching Aids:** Candidates who wish to be a lecturer must be acquainted with all the teaching aids that are used to make teaching more effective and within the understanding level of students. Charts, flash cards, projector, presentations are a few examples of teaching aids.

- **Evaluation Systems:** Aspirants are required to have a sufficient awareness of the evaluation systems that are used by universities/ colleges. For example, in some

colleges, CGPA (Cumulative Grade Point Average) is preferred and in others percentage or total marks are preferred.

Education is important for Preservation and transmission of culture A proper definition of teaching should: Identify whether teaching is a process or product, Indicate Constitutional factors, Reveal Objectives, Reveal Organizational & Structural Aspect.

**Meaning of Teaching:** The act or business of instructing; also, that which is taught; instruction. the activities of educating or instructing or teaching; activities that impart knowledge or skill;

- Imparting information
- Transmitting structured knowledge
- Student-teacher interaction
- Facilitating understanding
- Conceptual change/ intellectual development.
- The act or process of educating or being educated.
- The knowledge or skill obtained or developed by a learning process.
- A program of instruction of a specified kind or level: driver education; a college education.
- The field of study
- An instructive or enlightening experience

The complete process of education must contain four common factors

(i) Educator (teacher) (ii) Educand (Student) (iii) the subject matter (iv) the context (setting)

### **TEACHER:-**

Teacher is a person, who, due to his rich unusual experience in education or both in a given field is able to contribute to the growth and development of the other person who comes in contact with him. There are four dimensions associated with a teacher, his competence, efficacy, enthusiasm and morale.

**Teacher's competence:** Teacher's competence has been defined as the extent to which the teacher has the relevant subject matter and the pedagogical expertise needed to impart the curriculum effectively.

**Prepared by**

**S.Balamurali, MBA , UGC-NET,**

**Mobile: 9080172288. Email : muralitvmalai2000@gmail.com**

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**Teacher's efficacy:** It is defined as the self belief in his capacity of doing what is expected from them.

**Teacher's enthusiasm:** A teacher must be very enthusiastic.

**Teacher's Morale:** It is very important in maintaining balance in the classroom interaction. The various factors contributed to the morale are psychological well being, self-esteem; commitment to a cause.

Knowledge and identification with the organizational goal. The teacher's morale is a combination of psychological, physiological and environmental cause.

### **CLASSROOM INTERACTION:**

The classroom interaction between a student and a teacher is completely based on the climate created by teacher. He should be able to bring the bond of friendship with a definite degree of firmness.

### **DEFINITIONS OF TEACHING:**

**1. Morrison** - A disciplined social process, Where the teacher influences the behaviour of less experienced pupil. Helps them develop according to the need & ideas of the society.

**2. Smith**- An organized system of specific activities aimed to help the learner learn something. Considered a tripolar process involving an agent, goal & intervening variables

**3. Brubacher**- Where the pupils play a central role

**4. Gage**- Personal relationship between teacher & taught resulting in behaviour modification

**5. Amidon** - A process of cooperative social interaction between teacher and taught

**6. Clarke** - All organized activities resulting in behaviour modification

**7. Green** -What a teacher does for the development of a child

### **NATURE OF TEACHING:**

- a. Dynamic, Social & Humane: Influenced by human & social factors
- b. An Art & Science: Exercise of being systematic & including talent & creativity
- c. Diverse in Application:

### **There are various forms of teaching**

- 1. Learning/Value (students' subjective feelings of success/achievement and challenge)
- 2. Instructor Enthusiasm (enthusiasm, dynamism and energy)
- 3. Organization/Clarity (organization, appropriate scheduling, clarity)
- 4. Group Interaction (learning is a social phenomenon- practicing and testing ideas etc)
- 5. Individual Rapport (knowing and taking account of individual learners' differences)
- 6. Breadth of Coverage (contrasting different theories etc, facilitating generalisation)
- 7. Assessment/Grading (quality of feedback, motivation/stimulus to study)
- 8. Assignments/Readings. (perceived value of assignments, required readings etc).
- 9. Workload/Difficulty. (appropriate workload, pace, to foster challenge/deep learning).

### **PRINCIPLES OF TEACHING**

- A) The learner must be motivated to learn
- b) The learning situation should take account of individual differences in learning capacities and learning style
- c) New learning should take into account the learner's present knowledge and attitudes
- d) What is to be learned should be reinforced
- e) The learning situation should give opportunities for practice

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**Mobile: 9080172288. Email : muralitvmalai2000@gmail.com**

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f) The learner should be an active participant trying out new responses rather than just listening

g) The material to be learned should be divided into learnable units and given in appropriately paced sequence

h) Coaching or guidance should be given in the development of new responses

i) What is learned should be capable of being successfully generalized from the learning situation

j) The material to be learned should be presented in a way that will emphasize the characteristics to be learned and do so in a way which is as meaningful as possible to the learner.

### **OBJECTIVES OF TEACHING:**

Desired changes in pupils, Shape behaviour & conduct, Acquisition of knowledge, Improve learning skill, Formation of a belief system, Provide a social & efficient member to the society.

### **AIMS OF TEACHING:**

a. Change the behaviour of students – Teaching

b. Improve learning skills of students – Conditioning

c. Shaping behaviour & conduct – Training

d. Acquisition of knowledge – Instruction

e. Formation of beliefs - Indoctrination

### **CHARACTERISTICS OF TEACHING:**

a. A system of actions

b. A professional activity

c. Subjected to analysis & assessment

d. An interactive process

e. A specialized task

f. A collection of various modes

### **BASIC REQUIREMENTS:**

a. Three variables in teaching – Includes the Teacher, Student & Environmental factors

b. Professionalism

c. Suitable Environment

d. Teacher Student Relationship

e. Students Discipline

f. Teacher & Students devotion to teaching & learning

### **EFFECTIVE TEACHER:**

- It is found that some teachers are very successful in their profession and pupils adore them but there are some teachers who have no popularity and professional satisfaction.
- Although they have the requisite or more educational qualification, but they fail to excel in the profession to the expected extent.
- It should be very carefully noted the only high educational and professional on the part of the teacher cannot prove him effective.
- Various research studies have been conducted to specify the characteristics of an effective teacher.

### **CHARACTERISTICS OF TEACHER:**

- ☐ Joins the profession early in life
- ☐ Takes up personal decision to join the profession
- ☐ Lives near the college
- ☐ Satisfied with the additional duties assigned to him
- ☐ Interested in service education
- ☐ Job satisfaction
- ☐ Favorable attitude towards teaching, students, demonstrated practices

### **DETERMINANTS OF TEACHER EFFECTIVENESS:**

- Classroom interaction

Prepared by

S.Balamurali, MBA , UGC-NET,

Mobile: 9080172288. Email : muralitvmalai2000@gmail.com

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- Behaviour of the teacher
- Rapport relationship
- Gauged by the learning
- Standard of a process
- Academic background
- Personal characteristics
- Intellectual abilities
- Creativity
- Proficiency
- Experience

### **LEARNER'S CHARACTERISTICS:**

- Three basic categories of learner characteristics are relevant:

Situation-related characteristics

Decision-related characteristics, and

Learner-related characteristics.

- **Situation-related characteristics** stem from events surrounding the decision to design and deliver training. The chief focus of the instructional design effort should be directed at those most affected by it. The reason: subsequent delivery of instruction to that group will presumably have the greatest impact. The broader the target audience, the more general the training must be. The design team should reach consensus regarding the target audience.
- **Decision-related characteristics** pertain to those making decisions about learner participation in learning. The question to ask is: Who makes decisions about permitting people to participate in instruction? If this question is ignored, time can be

wasted preparing instruction for one group only to find that other groups actually participate. Before preparing instructional materials, the design team should clarify any issues regarding approvals to attend training and develop strategies to ensure that the targeted audience is who actually attends.

- **Learner-related characteristics** stem from learners themselves. Consider prerequisite knowledge, skills, and attitudes, and other learner characteristics that may affect the design and delivery of instruction.
- Reaching consensus on the target audience will help guide many of the remaining decision that must be made to produce successful training.

i. **Readiness** – Motivation, interest & curiosity to learn

ii. **Exercise** – Practice what is learnt

iii. **Effect** – Activities associated with pleasure are preferred over those that lead to pain or punishment

iv. **Attitudes & Habits** – Must be positive & encouraging

v. **Absence of anger & jealousy**- They weaken learning abilities

vi. **Slow beginning followed by gradual development of interests**

### **FACILITATOR OF LEARNING:-**

- A psychological wether maker
- Acts as a model
- As a director and controller
- As a counsellor and guide
- As a manager
- As a member of a professional group
- As a citizen of nation and integral part of community
- As a watch dog of the culture and cumulation

### **FACTORS TEACHING:**

### **AFFECTING**

The three variables of the teacher, student & environment

Teacher student relationship

**Prepared by**

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Methods of teaching used  
Teacher- Administration relationship  
The social environment

### **METHODS OF TEACHING:**

- LECTURES
- TUTORIALS AND SEMINARS
- LABORATORY AND PRACTICAL SESSIONS
- OTHER METHODS
  - Workbooks, diaries, and lab notebooks;
  - Computer-based methods (see below);
  - Fieldwork;
  - Learning in hospital wards and clinics (medical and veterinary);
  - Independent learning tasks;
  - Essays, dissertations and projects;
  - Library searches;
  - Portfolios;
  - Posters;
  - Videos.
- COMPUTER SUPPORTED LEARNING
  - a. **Questioning** -By the teacher to the student and student to the teacher
  - b. **Discussion** - Clears doubts of students, Expression of thought, Teacher directs discussion
  - c. **Investigation** - Either individual or group after the teacher presents the information and Can be followed by expression of thoughts of the students.

d. **Expression** - Can be in the form of practical activities

e. **Assignment, Projects, Workshop. Seminar, Conference, Presentations, Lectures.**

**TEACHING AIDS:** Teaching Aids are the actual vehicles that carry the curriculum to the child. Till now the textbook has been the most important and in many cases are the only teaching Aids for the child at the primary state. The quality of the textbook and other teaching learning materials particularly in terms of how child friendly it is likely to determine how much the child will benefit from it. The child friendliness depends on :

### **Some teaching aids for teachers :-**

1. Teachers Handbooks
2. Composition of stories
3. Models
4. Wall maps
5. Globe
6. Charts
7. Dominoes (Shape, Color, Number, Word Picture etc.)
8. Black board
9. Atlas
10. Study Material

### **EVALUATION SYSTEMS:-**

CGPA (Cumulative Grade Point Average)

GPA

PERCENTAGE

VIVA VOCE/ORAL TEST

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SEMINAR

WRITTEN/ LISTENING/ SPOKEN

### What is Assessment?

Assessment is a process. Its purpose is to improve student learning through effective feedback. Assessment provides an effective tool for communicating educational expectations and progress toward accomplishing those expectations. Assessment involves the ongoing process of collecting and interpreting data for the purpose of improving understanding and adjusting teaching.

In essence, assessment and learning are two sides of the same coin. As students engage in an assessment exercise, they should learn from it as well.

The challenge is for teachers to shift the assessment paradigm to embrace the concept of assessment as more than a terminal event.

The focus of assessment is student learning and understanding.

### Types of Assessment

There are three types of assessment. These are diagnostic, formative, and summative.

1. **Diagnostic assessment** provides a way for teachers to chart a course of action, or map out a route, using existing knowledge to build upon. It also allows for identification of gaps or misconceptions in prior learning. These assessments are used to gather information about what students already know and are able to do.

Examples of diagnostic assessments include but are not limited to:

- Graphic organizers
- Journal Entries
- KWLs
- Pre-tests

2. **Formative assessments** occur throughout the learning process. They provide multiple opportunities for students to demonstrate attainment of identified targeted goals without concerns about grading. Formative assessments should vary to accommodate students' abilities to demonstrate knowledge.

Examples of formative assessments include but are not limited to:

- Conferences
- Observations
- Question and Answer Sessions
- First Drafts / Quizzes
- Journals

Formative assessment provides ongoing direction for improvement and/or adjustment in learning and instruction. It is non-graded and considered low-stakes. An important element of formative assessment is feedback. Feedback makes the biggest impact when it occurs during the learning process.

Research shows that most assessments should be formative in nature.

3. **Summative assessment** is a high-stakes type of assessment for the purpose of making final judgments about student achievement and instructional effectiveness.

By the time summative assessment occurs, students have typically exited the

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learning mode. Summative assessment forms an end point that sums up the performance or learning level of achievement.

The evaluation of summative assessments provides a look at student performance as well as an opportunity to evaluate instructional practices.

Examples of summative assessment include but are not limited to:

- Chapter/Unit tests
- Projects
- Performances
- Final copies

### **How Does Assessment Fit with Inquiry?**

The assessment process includes gathering and interpreting information over a period of time, much like the process of inquiry. Expected academic outcomes regarding scientific inquiry and investigation should be apparent in assessment practices.

As students begin the inquiry process, the teacher can diagnose prior knowledge and skills and identify misconceptions. This can be done using a variety of methods or tools.

During the investigation, the teacher can use a variety of formative assessments and/or tools to guide student learning (i.e., observations, checklists, journals, logs, data, self-assessment, etc.) The reinforcement of previously learned skills and inclusion of ample practice for new skills are incorporated within the feedback given and received as a result of formative assessment.

Feedback as a result of formative assessment . . .

- Informs students of their progress

- Encourages students to continue or extend learning
- Offers students an opportunity to improve
- Provides students redirection

Summative assessment is also a necessary component of the process of inquiry. This type of assessment serves to evaluate students understanding of content as well as processes.

### **What does Assessment of Inquiry Look Like?**

Assessment of active knowledge can take many forms, some of which are indistinguishable from the learning process. Assessments can be individual or group, or a combination of both. It is important to note, however, that assessments must generate evidence of individual achievement in order to be useful. Assessment of inquiry should smoothly link content with process. Assessment should mirror what is most highly valued - scientific understanding, reasoning, and knowledge. As with instruction, the student should be central to assessment.

Assessment of inquiry can take on many forms. Some include . . .

- Interviews
- Projects
- Formal performance tasks
- Portfolios
- Checklists
- Written reports
- Multiple choice
- Short answer
- Essay examinations

### **Assessment Considerations**

**What is the purpose(s) for assessment?**  
Assessment should provide information needed to improve instruction and learning. This

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information is shared through feedback. Feedback informs the teacher as well as helps students improve learning strategies and study habits in order to become independent, successful learners.

### **What criteria will students use to assess how well they have communicated their findings?**

Students may use a rubric for the purpose of assessing progress throughout inquiry. This tool may be teacher generated, but is best if students and teacher generate collectively. Sometimes a checklist or a criteria list is sufficient to guide students' progress. Regardless of the type of tool used to measure student achievement, criteria should be shared with students early-on during the inquiry process.

### **When and how will students present what they have learned? Who will be the audience?**

This should be established well in advance and the students should be informed. Who your audience will be plays a determining factor in how you choose to present your findings. Possibilities include multimedia presentations, diorama, written report, play, oral report, model, poster, pamphlet, etc. Ongoing assessment should occur during the entire inquiry process and students should be asked to reflect on the process as well as the results.

### **Further Reading :**

UGC NET/JRF/SLET Teaching & Research  
Aptitude (General Paper-I)

Author: Lal Jain, K. C. Vashistha  
Publisher: Upkar

**Prepared by**

**S.Balamurali, MBA , UGC-NET,**

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