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# — ABOUT THE TEACHER —

## THE TEACHER

First of all, we shall consider the element of "the teacher". A teacher must have the following virtues and abilities in order to teach:

### 1. Knowledge of the Nature of the Child

For the purpose of teaching, it is important for the teacher to know about the nature of the child he is going to teach. You are aware of the fact that from the viewpoints of strength, abilities, interest, emotions and nature, all the children are different. The teacher must have the capability to understand their diversities and treat them accordingly. In other words, we can state that the teacher should have the knowledge of principles and practices of child psychology. The teaching process can become meaningful only through the prudent use of this knowledge.

### 2. Knowledge of the Subject

The teacher must have the solid knowledge base of the subject, which he wants to teach. If he does not possess good knowledge of the subject, he would give only half-baked knowledge to his students of that subject. Further, he would also not be able to answer the queries of the students, which may be shot at him every now and then. If such types of incidents are repeated by chance, then the prestige of the teacher would receive a serious setback.

### 3. Knowledge about the Effect of the Teacher and his Teaching

The teacher must also know what is the effect of his personality and teaching on those students whom he teaches. This fact must be known by him because he has to make further efforts only on the basis of this knowledge. The effect of the personality and teaching of a teacher cannot be the same on all the students. Hence, keeping in view this diversity of effect, the teacher would have to make the programme of teaching further.

(iii)

(iv)

**4. Knowledge of Teaching Methodologies**

The teacher must have a general understanding of the teaching methodologies. Based on this very knowledge, the teacher decides how he should establish a relationship between the student and the subject. Without this knowledge, perhaps he may not be able to give an understanding of the subject to his students.

**5. Knowledge of the Method to Present the Subject to Students**

The teacher must know the method through which, he is supposed to present the subject matter to his students. If he does not know about this method, it would be very difficult for him to make his students correctly know about the subject matter.

**6. Knowledge of Teaching Methods**

There are many teaching methods in vogue. When the teacher wants to teach his students a particular subject, then he has to consider what should be the teaching method to present that subject before the students. Selection of a teaching method is a task of great wisdom. The success of the teacher depends only upon this selection. The following teaching methods are adopted by teacher:—

- (A) Explanatory method
- (B) Clarification method
- (C) Descriptive method
- (D) Comparative method
- (E) Story method
- (F) Textbook reading method
- (G) Question-answer method

**7. Knowledge of General Principles of Teaching**

There are many principles of teaching. The teacher must have knowledge about them. He must also have knowledge of child psychology (as explained earlier); he has to decide, according to the tenets of child psychology, which principle he should follow to teach his students. If he does not take care of this fact, he would not be able to make his teaching successful and meaningful.

(v)

The general principles of teaching are as follows:

- (A) Principles of activity
- (B) Principles of motivation
- (C) Principle of correlation with life
- (D) Principle of interest
- (E) Principle of fixed objective
- (F) Principle of selection
- (G) Principle of planning
- (H) Principle of individual dissimilarities
- (I) Principle of division
- (J) Principle of repetition
- (K) Principle of entertainment

#### **8. Knowledge of Teaching Formulae**

Teaching formulae are the methods through which, the task of teaching proceeds ahead. All these formulae are based on experience and these have to be used with great care.

The major teaching formulae are as follows:

- (A) From the known to the unknown
- (B) From easy to difficult
- (C) From simple to complex
- (D) From general to particular
- (E) From total to part
- (F) From uncertain to certain
- (G) From overt to covert
- (H) From special to general
- (I) From analysis to synthesis
- (J) From psychology to reasoning

(vi)

- (K) Inductive method
- (L) From experience to reason

### **9. Individual Qualities of the Teacher**

A teacher is the initiator of the total teaching process. He has a great influence on students. Hence, he must possess several qualities to influence the character of his students while he imparts them education.

The following traits are required to be present in a teacher—

- (A) Good health
- (B) Agility and enthusiasm
- (C) Simple but tasteful dress
- (D) Justice and impartiality
- (E) Self-confidence
- (F) Cheerfulness
- (G) Sympathy
- (H) Patience and devotion
- (I) Enthusiasm and optimism
- (J) Ability to take the first step and abundance of knowledge
- (K) Ability of leadership
- (L) Good class conduct
- (M) Good moral character

We have described the qualities of the teacher in general in the preceding text. However, teaching aptitude is much more vital than these qualities : it would be described in this book at a later stage.

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## **Some Landmark Developments of Teacher's Education**

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- Hunter Commission, officially known as Indian Education Commission (1882)
- Indian Universities Commission (1902)
- Government Resolution on Educational Policy (1913)
- Calcutta University Commission (1917) also called Sadler Commission
- Hartog Committee (1929)
- Sapru Committee (1934)
- Abbot-Wood Report (1936-37)
- Zakir Hussain Committee (1937)
- Wardha Education Committee of the Central Advisory Board of Education (1939) also called B. G. Kher Committee
- Central Advisory Board of Education Report (1944) or Post-War Educational Development Report, popularly called the Sargent Report (1944).
- University Education Commission (1948-49) popularly called Dr. Radhakrishnan Commission
- Secondary Education Commission (1952-53) popularly called Dr. Mudaliar Commission
- Committee on Higher Education for Rural Areas, Rural Institutions (1954)—Shri K. L. Shrimali Committee
- National Committee on Women's Education (1958)— Shrimati Durgabai Deshmukh Committee
- University Grants Commission's Review Committee on Education (1960)—Prof. K.G. Saiyidain Committee
- U. N. Dhebar Commission (1960)
- Committee on Emotional Integration (1961)—Dr. Sampurnanand Committee
- Committee on Plan Projects: Study Team for Selected Educational Schemes (1961)—Shri B.N. Jha Committee
- Study Group on the Training of Elementary Teachers in India (1961)
- Kothari Committee on Model Act for Universities (1961)
- University Grants Commission's Committee on Education as an Elective Subject at the Undergraduate Stage (1963)—Mr. A. R. Wadia Committee
- Study Group on the Study of English in India (1964)— Prof. Gokak Committee
- Education Commission (1964-66), popularly called Dr. D.S. Kothari Commission
- Committee of Members of Parliament on Education (1967)
- National Policy on Education (1968)
- Review Committee on the Working of National Council of Educational Research and Training (1968)—Dr. Nag Chaudhuri Committee
- Study Group on the Development of Pre-school Child (1970)—Shrimati Mina Swaminathan Committee
- Gajendragadkar Committee on Governance of Universities and Colleges (1971)



- National Committee on 10+2+3 Educational Structure (1972)—Dr. Shukla Committee
  - Committee on Secondary Teacher Education of NCTE (1973-77)—Dr. Jha Committee
  - Committee on Elementary Teacher Education of NCTE (1975)—Dr. Malcolm S. Adisheshaiah Committee
  - The Curriculum for Ten-Year School: A Framework (1975)
  - Standing Committee of National Council for Teacher Education (1975-76)
  - Review Committee on the Curriculum for Ten-Year School (1977)—Shri Ishwarbhai Patel Committee
  - Working Group on Vocationalisation of Education (1977-78)—Dr. Malcolm S. Adisheshaiah Committee
  - Study Group on INSAT Television Utilisation for Education and Development (1980)—Shri S. Sathyam Committee
  - National Commissions on Teachers—I & II: The Teacher and Society (1983-85)—Prof. Chattopadhyaya Commission
  - National Policy on Education (1986)
  - National Curriculum for Elementary and Secondary Education—A Framework (1988)
  - Committee for Review of NPE 1986: Towards an Enlightened and Humane Society (1990)—Acharya Ramamurthy Committee
  - NCTE Committee for Teacher Education Programme Through Distance Education Mode (1990)
  - National Advisory Committee: Learning Without Burden (1992)
  - The National Council for Teacher Education Act, 1993
  - Group to Examine the Feasibility of Implementation of the Recommendations of the National Advisory Committee (1993)—Prof. Yashpal Committee
  - Committee on B.Ed. Correspondence (1993)—Prof. Ramlal Parikh Committee
  - University Grants Commission's Committee on B.Ed. Correspondence, Distance Education Programme (1994)
  - Committee of National Council for Teacher Education on Different Modes of Education Used for Teacher Preparation in India (1995)
  - University Grants Commission's Committee on B.Ed. Through Correspondence for In-service Teachers (1995)—Prof. Takwale Committee
  - National Curriculum Framework (2005)
  - National Curriculum Framework for Teacher Education (2009)
  - Panel to Review the functioning of the University Grants Commission (UGC) and the All-India Council for Technical Education (AICTE) (2008), later rechristened as The Committee to Advise on Renovation and Rejuvenation of Higher Education (2009)—Prof. Yashpal Committee
  - The Right of Children to Free and Compulsory Education Act, 2009
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**TEACHING APTITUDE  
&  
TEACHING SKILLS**

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# TEACHING APTITUDE

## MEANING OF TEACHING

Teaching is a sub-social process which is affected by polity, culture, philosophy, social values etc. Due to this reason, it is very difficult to define teaching in a definite term. There are three elements in this process, teacher, students and the subject matter. When subject matter reaches the pupils with full participation of them and complete interaction is seen between a teacher and pupils, it is called teaching. When only teacher is active in the class and pupils are mere passive listeners, it is known as instruction not teaching. Teaching requires activity from teachers and students both.

Teaching can be of three kinds, authoritarian, democratic and laissez faire. In authoritarian teaching, the teacher teaches his pupils by making his behaviour very rigid and autocratic. They are not given any freedom in the class. The teacher inserts the knowledge into the minds of learner from outside without caring their inherent potentials. He considers himself matured and the students as soft clay. We can call this teaching as instruction.

Teachers and pupils both are equally active in democratic teaching. Complete interaction is seen between them here. Both of them are influenced by each other's behaviour to the extent that they are restricted by each other's limitations.

In laissez faire teaching, students are more active than the teacher. Teacher works in the class only as a guide and the rest of the work is done by students. The task of the teacher in the class is not to teach but to create suitable learning. Thus, teacher is most influenced by the behaviour of his students to such an extent that everything is thought and done in the interest of pupils all the time. This very type of teaching is recommended in modern schools and its purpose is to bring about positive desirable changes in the behaviour of learners. This is technically called learning. Thus, we see that teaching is a process and learning is output and content and teaching strategies work as media to reach from teaching to learning.

## NATURE AND CHARACTERISTICS OF TEACHING

1. Teaching is an interaction between students and the teacher.
2. Apart from social process, teaching is a professional process also, where teacher uses his professional skills on his pupils (society) in a planned manner.

3. Teaching is a purposive process which ends at the desirable behavioural change of learners.
4. Teaching is a process which begins the process of development from within the pupils and lasts till the pupil stays in school.
5. Teaching is the name of giving scientific form to art of skills by using suitable methods and strategies.
6. Teaching is a communication process which is furthered by both verbal and non-verbal forms of communication.
7. Excluding content, teaching is a bipolar process (tripolar process according to B.S. Bloom including content) where students and teachers both equally participate.
8. Teaching is a remedial process which is successful only when diagnosis is proper. The teacher first finds out the cause of the problem that he faces and then he adopts corrective measures.
9. Teaching is a logical process where planning, presentation and evaluation all are logically systematized.
10. Measurement of teaching is possible. It can be done either by observing teacher's behaviour or by assessing pupils' ones.
11. Teaching can be improved by using suitable strategies and applying reinforcement measure.
12. Teaching improvement is continuous process that continues till the last moment of a teacher's life, *i.e.*, a teacher can never be perfect.
13. Teaching is a guiding process where students are guided according to their interests, abilities and respective requirements.
14. Teaching is formal activity in the class but informal activity outside the class.
15. Teaching is a controlled process where no step is taken without comprehensive deliberation.
16. Teaching is a process which removes the pebbles from the path of learning. The task of a teacher never comes to an end till students complete the act of learning.
17. Teaching is a process which eases the process of generalization of knowledge.

<p style="text-align: center;"><b>DIFFERENCE BETWEEN TEACHING AND LEARNING</b></p>
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1. The improvement and desirable changes brought about in the behaviour of learners through experiences and responses is learning. Which means learning is the result of teaching which is done to produce learning.

2. The task of teaching and instruction both is to influence learning. It means learning lies in teaching. However, learning not necessarily needs teaching or instruction. It is possible by maturation and experiences also.
3. Learning means activity and experiences. Teaching is also done on the basis of activity and experiences. Thus teaching can bring out learning which is nothing but desirable or undesirable changes in the behaviour of the person involved in the process.

### **DIFFERENCE BETWEEN TEACHING AND EDUCATION**

1. Education is a social process while teaching is sub process or procedure which furthers the process of education.
2. Education is a life long process while teaching is done in the controlled environment of the class. The later creates the curiosity of learning in students by the interaction between the teacher and the students.
3. The process of education can go on even unconsciously while teaching is a formal process which goes on in a deliberate manner. It has a predetermined objective also.
4. Education can be formal and informal both but teaching will always be formal whether it is inside or outside the class.

### **DIFFERENCE BETWEEN TEACHING AND TRAINING**

1. The word training refers to moulding of habits while the word teaching is used for the formation and development of habits. Thus, training starts only after teaching.
2. Training is only a specialized part of teaching.
3. Skill is developed through training while knowledge is imparted through teaching.
4. An idealist society gives importance to teaching while a pragmatic society gives importance to training.

### **QUALITIES OF AN EFFECTIVE TEACHER**

We can divide the qualities of a teacher into three categories:

- (A) Professional competence.
- (B) Qualities related to personality.
- (C) Human qualities of the teacher.

### (A) Professional Competence

Following qualities of a teacher comes under this category:

1. **Knowledge of Educational (Teaching) Objectives:** Teacher should know what educational objectives have been determined by the nation, why society needs education, to what level should students receive education and with which mission their school is running. The knowledge of these things can be obtained by studying religion and philosophy. Similarly, teacher should also know the teaching objectives which he has to achieve in the class. He should know that human behaviour is comprised of three domains, cognitive, affective and psychomotor and every domain has six objectives each in pyramidal order. These eighteen objectives are given below. The first one in each domain is the lowest level objective while the last one is the highest level objective.

**Taxonomy table of objectives**

1. Knowledge objectives	Reception	Impulsion
2. Comprehension objectives	Responding	Manipulation
3. Application objectives	Valuing	Control
4. Analysis objectives	Concept formation	Coordination
5. Synthesis objectives	Organization	Naturalization
6. Evaluation objectives	Characterization	Habit formation

When a teacher knows all these things he can decide to what level of objectives he has to take his students by his teaching, whether he wants to make them a clerk by taking them to the lower level objectives or he has to turn them into scientists or administrators by taking them to the higher level of objectives. And all these decisions will depend on the mental abilities and positive attitude of students.

2. **Command over the subject:** The teacher should have full command over the subjects which the teacher is teaching in the school. The honour and respect that a teacher receives from the society is only because of his knowledge and high character. Until and unless the teacher has full command over his subject, he will not be able to stand in the class with confidence. Similarly, a teacher is also supposed to come to the class with full confidence so that he may not lose his confidence there. If image of a teacher is lost in the class because of the poor knowledge of the subject, it can never be restored at least before the current batch of students.
3. **Knowledge of students:** Mental abilities of pupils, their background knowledge, personality, interest of attitude should also be known by the

teacher. These informations can be collected either by organizing interview or by conducting formal tests.

4. **Knowledge of teaching strategies and techniques:** Different types of learning materials require different strategies and techniques to convey it to students. This also requires to have complete knowledge of learning principles, and theories, stages of child development and educational technology by a teacher, to adopt suitable strategies in the class. Since they are enriched by the researches with time, so, a teacher should also have complete knowledge of all these changes.
5. **Knowledge of current events:** The importance of current events is seen in every field of education. They help the teacher to motivate the students and to make the subject matter interesting for pupils by integrating them with the subject matter being taught. For this purpose, the teacher should not only study the newspapers and journals but he should also go through books of related subjects.
6. **Communicative ability:** The teacher should have effective communicative ability to make his students understand what he teaches in the class. This requires complete command over the language being used for communication. A teacher should have command over at least three languages: one national language, one lingua franca that is English and one regional language. He should be able to read, write and speak all these languages.
7. **Effective instructional ability:** The role of instruction is about 50% in teaching. By this ability, the teacher presents the subject matter in such a systematic manner that they easily understand if good instruction produces positive response from students.
8. **Research ability:** Along with teaching, a teacher should also do research works and experiments in the class to discover newer teaching strategies and techniques. These researches will help him to understand his students better and to improve his teaching. Through these experiments, he studies the effects of various measures and techniques on his students. These results are further published to benefit the other teachers.
9. **Creativity and intelligence:** A successful teacher should have creativity and intelligence also. How teaching and learning principles and theories can be applied in different situations and how we can benefit from them etc are possible only when a teacher has functional intelligence.
10. **Leadership quality:** A teacher provides leadership to his students in the class and to the society in general through their guardians. He can bring about desirable changes in the behaviour of learners through the cooperation of students. This requires leadership quality very much. If it



is there in a teacher, he can lead his students to the path which he himself thinks better.

11. **Deep interest in teaching:** Only that person can become an effective teacher who has adopted this profession as his personal interest. If he has adopted this profession only as a last resort, even then he can develop interest in the profession by coming in contact with his students. If he has not developed interest in the profession even after one year of probation period, nothing can be expected from a teacher in this regard. He enjoys the company of pupils only when he has interest in teaching.
12. **Interest in the subject:** A teacher must have interest in the subject which he is going to teach. Only an interest in the subject can motivate a teacher to study that subject with enthusiasm and to communicate it to his pupils. Interest in the subject can be developed by forced study technique but it rarely happens. We can know the interest of a teacher in a particular subject by the marks obtained by him in that subject.
13. **Skill of using teaching aids:** Such aids are used by the teacher to clarify the concepts and to make the subject matter easy and interesting. There are a variety of teaching aids, which of them is to be used, when and how can be decided by a teacher only when he is skillful in this regard. The teacher should select these aids according to the nature of lesson.
14. **Evaluation skill:** Teaching process does not complete until each and every point of teaching is properly evaluated. A teacher should know evaluation techniques and principles so that he may come to know to what extent he has been successful in his efforts. Through this activity, the teacher evaluates himself not the students. However, if a teacher does not feel himself accountable to the society, this process is limited to the evaluation of students only.
15. **Organizing ability of co-curricular activities:** The role of co-curricular activities is very important in the development of pupils. A teacher should know how to organize these activities in the school. From the stage of preparation to evaluation everything should be done by the teacher himself.

### **(B) Qualities Related to Personality**

It is necessary that a teacher should not have any complexities in his personality. If personality of the teacher is complicated he will not be able to maintain impartiality and justice with his students. He should have at least the following qualities:

1. **Physical and mental health:** A teacher has to be very active in and outside the class in the school which requires sound physical health.

Besides, he is to deal with humans (students), so, a teacher should be mentally healthy also without having any problem of frustration or distress. He should be cool tempered and should not show anger over trifles. He should not be jealous of others for their affluence or high achievement. He should be free from all prejudices with respect to caste, creed or ethnicity.

2. **Ability of adjustment:** Maladjustment is created by the conflict between the person and the environment. A teacher comes in contact with persons in and outside the school including pupils resulting in coming across variety of pleasant and unpleasant situations. So, he should know how to adjust with all them even in contradictory situations. The only thing that a teacher should keep in mind is that his own personality and individuality should not be lost.
3. **Attractiveness:** A teacher should look attractive also in order to impress his pupils which requires habit of cleanliness and decent choice of clothing. He should not put on such dresses which are against the norms of the society in any way. Sobriety is his best weapon.
4. **Perseverance and self restraint:** A teacher should not be hasty in his habits. He should wait the results of efforts with patience. He is also not supposed to be tempered by bad tempered or misbehaving people. He must restraint in his behaviour even if his self respect is challenged.
5. **Open mindedness:** A teacher should be completely away from all narrow thinkings in the name of religion or belief. His attitude should be scientific towards the beliefs also in order to develop good beliefs in his students. He should welcome the criticism with open heart from every corner and change his behaviour accordingly. If a teacher is so, he is expected to settle the disputes by logical arguments.
6. **Combination of seriousness and leniency:** A teacher should not be so afraid that students fear him and should not be so frank that he can be a subject to mockery. He should have seriousness only to the extent that his students and their guardians can come to him to discuss their problems.
7. **Friendly:** A teacher should be amiable and friendly in his behaviour. He should welcome his students with a smile on his face and should treat them like immature friends.
8. **Industrious and hard working:** Teaching is a challenging job. Failures are often seen in this job. In such conditions, the teacher should face the adversaries with courage. He should not avoid innovation due to fear of the principal but he should rather take the risk of new experiments.
9. **Sense of humour:** The teacher should also laugh at light topics and let his students laugh as well. Laughing relieves the fatigue. So, sense of

humour should be utilized by the teacher to make the students easy in the class. If a teacher is able to turn his teaching into recreation, the learning of students can be doubled.

10. **Sympathetic:** A teacher should have full sympathy with his students in all spheres of their lives. If he is able to arouse such a feeling in his students that students consider him their well wisher who can never go against their interest, they will always follow his instructions like the wordings of *Geeta* and *Quran*.
11. **Self actualization:** The teacher should also know his strengths and weaknesses by self actualization. If it is so, he will never initiate a job that is beyond his capacity or he will not be frustrated to see the complexity of a job at all.
12. **Life long student:** A teacher is always a student throughout life and never considers himself to be a perfect man. He is lover of books even at home and have a library of his own. This habit improves his teaching and general behaviour both.

### (C) Human Qualities

The task of a teacher is to bring about such a change in the behaviour of his students that they become good humans and better citizens of the country. This is possible only when he himself is a good human and better citizen. He should have at least the following qualities as a human:

1. A teacher should be a man to be trusted. There should not be any difference in his words or action. By this quality, he can win the confidence of his students as well as their guardians.
2. A teacher should be honest and dedicated to his job. He should come to school in time and remain there with full integrity throughout the day.
3. He should be pure in his thinking, wordings and action. He should not have any ill will against any body. This type of model is expected to be imitated by his pupils.
4. A teacher should not be greedy at all so that nobody can pay him his price. His greed may lead him to the habit of tuitioning or receiving gifts from his students.
5. He should not be partial or prejudiced to anybody. He should not give undue advantage to any of his students in teaching or evaluation.
6. He should not be spendthrift. He should save even his time so that he can utilize his time properly in teaching or evaluation.
7. A teacher should have good habit of working. He can win success only by his hard working attitude towards the assignment given to him.

8. A teacher should take full interest in his students and their problems only then he can guide them to solve these problems.
9. A teacher should take full interest in school and community problems.
10. His behaviour should be democratic and considerate. He should not impose his wishes upon his students at all. He should rather respect their views as well.
11. He should be considerate enough to the socio-economic background of his students and deal them accordingly.
12. A teacher should be faithful to his school as well as the community. Whatever salary he draws should not be linked with the labour that he does. Working carelessly on the pretext that salary is low is nothing but ingratitude.
13. A teacher should take all the measures possible in order to motivate his students. Motivation is considered half of the teaching which requires open heart. A teacher must have this quality.
14. A teacher should do maximum effort to make his pupils disciplined. The reason is that no teaching is possible without discipline.

### **MEANING OF APTITUDE**

What a person is able to do at present and is expected to do in future under certain circumstances after learning or training is related to aptitude. It indicates the capacity of an individual to acquire specific knowledge, skills or set of organized experiences. Ability to speak a foreign language after training is an example of language aptitude. It is actually pre-training ability to have success in training as well as in real job. It helps us to determine whether a person can do a particular job or not. If a person is very poor on a teaching aptitude test, he is not expected to perform well on a teacher training course or working as a full fledged teacher.

According to **Warren** aptitude may be defined as a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some specified knowledge, skill or set of responses, such as the ability to speak a language or to produce music and so on.

### **MEANING OF TEACHING APTITUDE**

The ability which is required to learn teacher training programme and to become an effective teacher after the training is over is called teaching aptitude. In order to know which qualities can be put into the category of teaching aptitude, we should first know what are the tasks that a teacher performs in the class and in the school. The abilities and skills that are required by a teacher to perform

these activities is technically called teaching aptitude. If correlation between pre-training test and post-training test (B.Ed. examination) is significantly positive, it will be considered that pupil teacher had the ability to learn teacher training programme and he is expected to become a successful teacher in future. If there is low-level of correlation between these two tests, it can have three meanings given below:

1. If students scored good marks in aptitude test (pre-training test) but they failed in B.Ed examination (post-training test), it would mean that students were not properly assessed by teaching aptitude test *i.e.*, the test could not measure the real aptitude of students.
2. If students scored low marks in teaching aptitude test even then they were given admission in teacher training course, it is most likely that students fail in training programme. It is actually wastage of money and time on the training of such students.
3. If students scored low marks in teaching aptitude test even then they scored good marks in the achievement test of B.Ed. or BTC, it would also mean that students were wrongly assessed in their teaching aptitude test, *i.e.*, the test wrongly sampled the behaviour of teaching aptitude.

So, it is first required to know what a teacher does in the class and in the school campus.

### DUTIES AND FUNCTIONS OF A TEACHER

The functions of a teacher in the school can be divided into two categories:

#### **(A) Functions Related to Class and Classroom Teaching**

The main task of a teacher in the school is teaching (complete development of students). This function is performed by the teacher through text books in the class and through co-curricular activities outside the class in the school campus.

The main functions of a teacher are as follows:

- 1. Maintaining record of pupils' attendance:** After coming to the class, the teacher first calls out the rolls of his students and keeps the record of it. If a student does not attend the class regularly, it is the teacher who finds out why the student is not attending the class and then he adopts corrective measures in this regard.
- 2. Planning for curricular and co-curricular activities:** While making these plans, the teacher takes into consideration, the needs and abilities of students, changing needs of the society, instruction of the principal and so on. He decides, how much syllabus he has to cover in how much

time and when he has to revise his course content. He has also to evaluate his activities in the course of his teaching. So that he may adopt remedial measures in time.

Besides, in order to develop the personality of students, many cultural, literary and games activities are also organized in the school. The planning of these activities is also made by the teacher. He decides as to how much time he has to devote for a particular activity in the school.

Teacher also decides how he has to organize these activities in the school. If he has planned properly for all of them, his tasks become easy.

3. **Organizing curricular and co-curricular activities:** After making plans for these programmes, he puts the plan into practice. He behaves like a realist at this stage. It means that whatever he does, he also keeps their consequences into account. His role in the school is always active from class room teaching to the playground. Team spirit is expected from a teacher in all these activities.
4. **Professional jobs:** Teaching is the duty as well as profession of the teacher. He uses different strategies and techniques in different circumstances to fulfil his duty and uses various types of audio-visual aids in order to make his teaching effective. He also motivates his students by his positive attitude towards teaching. He keeps an eye on the education policy of the country to give useful education to his students. In short, teacher does everything in the school which is in the interest of his students in any way.
5. **Supervision and guidance of students:** Teacher supervises writing, oral and practical all types of activities of his students and gives them suitable advices accordingly. He also guides his students to select co-curricular activities and then he guides them in these activities in such a manner that they take the maximum benefit of them.
6. **Evaluating the achievement of pupils:** Teacher evaluates the pupils and finds out to what extent they are successful in curricular and co-curricular activities. Through evaluation he finds out the weaknesses of his pupils and adopts remedial measures. Tests are organized for the purpose of evaluation round the year.
7. **Preparation of progress record:** The performance of pupils in different tests is noted down on progress report cards of pupils after evaluation. These marks are first listed on test charts, then they are transferred to diaries of students.
8. **Desseminating the information:** The progress report of the students is sent to their guardians for the purpose of feedback. These informations are sent to them through the principal. The teacher also welcomes the reactions of guardians in this regard and removes their complaints thereon.

## **(B) Functions Related to Extension of Relations**

A teacher has to maintain good relations with students, principal, colleagues and guardians simultaneously. He performs the following functions in this regard.

- 1. Relation with pupils:** A teacher should keep the following points into considerations in this regard:
  - (i) He should know the abilities, weaknesses, liking and disliking of his pupils. This is possible only when good relation is there between the teacher and pupils and they talk to their teacher frankly. But the wall of dignity should not be pulled down while doing so. Whatever information a teacher collects about the personal life of his students should never be used to blackmail or make fun of them. The teacher must be sympathetic enough to his students to help them to overcome their shortcomings.
  - (ii) A teacher should never pass remarks against his students and play filthy jokes. He should never use abusive language in the class. If he does so, he loses his dignity. If a teacher has lost his dignity among his students, he will not be able to make his pupils obey him with love.
  - (iii) A teacher should be the well wisher of his pupils. He should take so much interest in solving the problem of his pupils and fulfilling their needs that they consider him as his father or mother. If a teacher is able to raise his relations with his pupils to such a level, they would never defy him. They would tolerate even the corporal punishments given by the teacher with pleasure.
  - (iv) A teacher should neither make fun of any his colleagues in the presence of his pupils nor condemn them because of any of their weaknesses. Teachers involved in such acts are never given respect by pupils. The reason is simple enough. Pupils have close affinity with one teacher or the other in certain respect and they do not like that their pet teacher is ridiculed or criticised.
  - (v) There must be at least some distance between a teacher and his pupils, howsoever they are close in their relations. If this distance is narrowed down to zero level, the teacher can be a subject to mockery and fun in the class.
  - (vi) A teacher should be serious also but no so serious that pupils fear him to talk. A teacher should consider himself only a little above his pupils.
  - (vii) A teacher is always an ideal for his students. He should not forbid his students to do what he himself does.

- (viii) A teacher should not show partiality against any of his students on any ground. Partiality makes the teacher subject to hatred among his students and honesty wins respect for him.
- (ix) A teacher should occasionally play with his students in the school in order to bring them closer and to understand them well.
- (x) Teacher should occasionally visit the houses of his pupils to meet their guardians and to invite their suggestions. It will strengthen the relationship between a teacher and his pupils.
- (xi) A teacher should respect those personalities which are liked by pupils in any way. He should also praise these figures in the class to win the confidence of his students.
- (xii) Students also get pleased at their admirations. So, a teacher should time and a gain praise the positive and real qualities of his students. This praise should not be so baseless as it looks like flattery. The relations based on sycophancy do not last long.

Lastly we can say that the base of relations between a teacher and his students should be the pigmelion effect which means that you are responded in the same manner as you behave to others and a person considers others in the same manner as he himself is. A teacher should consider his students as honest and hardworking first then he should expect that he would behave in an honest and hard working manner. Above all, a teacher should be considerate enough to forgive his pupils howsoever big their mistakes are.

**2. Relations with colleagues:** Teacher works in the school with a team spirit. He considers that everyone can commit mistakes as a human. So, he should ignore the mistakes of others. The factors disturbing the relations are given below:

- (i) When some of the teachers are given undue weightage by the principal and the management and rest are partialled out, then the ego of neglected teachers are hurt and hatred is created among them. In such a situation, a gentle teacher should revise the lesson of self-contentment to free himself from worry and frustration.
- (ii) Some teachers of the school waste their time in buttering the principal and members of the managing committee and do not perform their duties well. Such people reports wrongly to their officers about their colleagues. This creates hatred among teachers for no reason. A teacher is advised to get himself away from such teachers to the maximum level possible.
- (iii) Some teachers are addicted to back biting to their colleagues. Once they are identified, they should be condemned in a face to face



situation and other teachers are advised to keep them away from these people.

- (iv) Some people are habitual to interfere in the matters of others. This also creates bitterness in group relations.
  - (v) Some of the teachers have weakness to report to the principal if they find any mistake in any of their colleagues. This is not a healthy habit. It is better if teachers had removed their mistakes themselves at the advices of others. Besides, a teacher should never blame any of his colleague until he finds a clear evidence regarding it.
  - (vi) A teacher should neither boast of his teaching effectiveness nor should he criticize others for their poor teaching. This is either the job of the principal or of the students.
  - (vii) Greed also makes the mutual relations bitter. It is because we can do harm to anybody for getting some undue benefits.
  - (viii) Some of the teachers defy the orders of administration deliberately in order to expose their haughty nature. These teachers try to misguide the principal later on also. If principal is not strict and competent enough to take action against them, other teachers of the school get frustrated.
  - (ix) Some teachers deliberately misbehave their colleagues and get ashamed later on. If the same tendency is exhibited in the presence of students, insults are borne by anyone.
  - (x) Making fun of each others sitting in the staff room is also an important barrier in the way of establishing good relationship with each other. So, teachers are advised to wage academic discussion there.
- 3. Relationship with the principal:** Being faithful to the principal and doing his duty with devotion, are not flattery but duty bound feeling. A teacher should follow the following maxims for establishing good relations with the principal:
- (i) There can be any disagreement between a teacher and the principal on any issue but if principal takes a decision on any matter and issues order, it must be followed by the teacher.
  - (ii) Teachers should also respect their principal. This is a part of their duty.
  - (iii) Every teacher should have the feeling of “work is worship”. He should try to please the principal by his work not by his buttering.
  - (iv) If any extra advantage is given to a teacher by the principal other teachers should be pleased at it. Every one gets his due share only in the world whether it looks more than the due.

- (v) It is against the protocol to butt in if principal is giving instructions to either the students or a teacher. A teacher can express his personal views later on.
  - (vi) Teachers should directly talk to the principal if they have any problem rather than narrating the matter hither and thither.
  - (vii) Sometimes, it is the incumbency of the principal to punish some students in a harsh manner. Teachers should not react to these punishment verbally. They should rather support the principal.
- 4. Relation with the community:** The only difference between a teacher and a preacher is that a preacher works in the interest of a particular community while a teacher works in the interest of all humans without distinction of caste, creed or colour. Teacher is given a very high respect in the society though he does not aspire for that. Community follows his ideals with pleasure if he is really a teacher. Teacher tries to bring about reform in the society through his pupils as well as directly. A teacher is not supposed to take part in social evils. He rather opposes them very intelligently. A teacher is really a social worker whose task is to make every body happy.

It is clear from the above discussion that a person must have the following abilities in order to become a teacher:

- (i) Ability to make plans well.
- (ii) High level of comprehension abilities.
- (iii) A good communication skill.
- (iv) Ability to ask and respond questions.
- (v) Verbal and non verbal abilities.
- (vi) Ability to establish relations between different elements and concepts.
- (vii) Creative abilities.
- (viii) Ability to explain elements and informations.
- (ix) Ability to read the psychology of students.
- (x) High level of social development which is reflected in good relations with students, colleagues, principal and the people in general.
- (xi) Observational and supervision ability.
- (xii) Ability of conducting action researches to know the problem of students and to find out their solutions.
- (xiii) Organizational ability.
- (xiv) Ability to impress the environment by exhibiting various interests and tendencies.
- (xv) Good motor ability and active participation.
- (xvi) Ability to evaluate the students and their performance.

- (xvii) Ability to explain the records of evaluation.
- (xviii) Self confidence and self restraint.
- (xix) Complete command over the subject that he is to teach and the ability to present it.
- (xx) Ability to draw conclusions on the basis of concepts, events and hypotheses.
- (xxi) Ability to study different subjects.
- (xxii) Ability to face the situation and the challenges.
- (xxiii) Ability to mould the situation in his favour.
- (xxiv) Ability to deal humans in different circumstances.
- (xxv) High level of adjustability.
- (xxvi) Ability to make his behaviour balanced.
- (xxvii) Ability to do experiments.
- (xxviii) Ability to organize knowledge and informations.
- (xxix) Logical ability.
- (xxx) Ability to take lesson from circumstances.
- (xxxi) Ability to organize different programmes.
- (xxxii) Ability to motivate the students to take them to the highest level of achievement.
- (xxxiii) Good memory and retention power.
- (xxxiv) Honest behaviour.
- (xxxv) Willingness of obeying.
- (xxxvi) Flexible nature.
- (xxxvii) Dedication to complete a task.
- (xxxviii) Perseverance and patience.
- (xxxix) Ability to judge right and wrong.
- (xxxx) Ability to change according to the demand of the situation.

If the abilities given above are found in a person he is given admission in teacher training programme. Now there is no fear of wastage of time and resources on the training of that person and the person is most likely to acquire teacher training programme successfully.

When a person is given admission in a teacher training programme, he learns many new things from there. This is technically called teaching skills. But in order to put these skills into practice, teaching strategies and techniques are required that is why a teacher is taught so many teaching strategies and techniques. Later on, they become the part of teaching skills of a teacher.

Thus, we see that teaching aptitude is meaning-less in itself until skill is not developed in a person through training and development of skills is not

possible until suitable teaching strategies and techniques are drilled by a teacher. Due to this reason, we are also discussing teaching methods (strategies), techniques and skills separately below.

### TEACHING METHODS (STRATEGIES)

Teaching method is related to the presentation of the lesson. Which method of teaching is to be adopted by a teacher to present the lesson depends on the nature of the lesson and the personal ability of the teacher. Teaching methods can be categorised into four categories:

1. Telling methods such as lecture method, discussion method, story telling method etc.
2. Activity methods such as project method problem solving method etc.
3. Visual methods such as textbook method, demonstration method, supervised study method.
4. Mental methods such as inductive and deductive methods, analysis method, synthesis method etc.

Important teaching methods are given below:

1. **Story telling method:** In this method, the teacher tells the students the stories depicting light on the lives of greatmen, scientists, social reformers, saints and rulers. The purpose of these stories is to motivate the students and to develop in them the same qualities which these great men had. These stories are directly or indirectly related to the lesson too. Students listen to these stories very attentively and thus their concentration level is increased through these stories. If teacher is competent enough he can take the students to the world which the story belongs to. To develop the interest in students is another purpose of this method so, stories must be interesting also. Story also increases the vocabulary and thinking power of students.
2. **Textbook method:** In this method, the teacher reads out the book in the class loudly and explains the important points. He also gives the pupils opportunity to read the book loudly and silently to develop their comprehension power. The purpose of this method is to enable his students to have command over the textbook. Since, textbooks are written keeping in view the interest, abilities and needs of pupils, their study suits them very much. Since exercises are also given at the end of each lesson in textbooks, students can also come to know to what extent they have understood and retained them. Since, textbooks develop the understanding ability of pupils, they can understand other subjects also without taking anybody's help.

3. **Lecture method:** This is an old and traditional method. In this method, teacher delivers lecture on different points of a topic without taking the help of notes and in order to concentrate the attention of his students, he asks questions several times in the middle. The lecture of the teacher is so logical, systematic and attractive that the whole lesson becomes clear to pupils in no time. Examples are given during lecture to clarify difficult concepts. This is an easy and effective method to introduce a lesson and to complete a lesson in minimum period of time.
4. **Demonstration method:** In this method, the teacher demonstrates all the activities given in the lesson before his students and explains the difficult points in the middle through lectures. The advantage of this method is that pupils see everything happen-ing before them in action form and they come to acquire real knowledge without experimentation. This method is especially useful to teach science subjects.
5. **Tutorial method:** In this method, the whole class is divided into different homogeneous small sections on the basis of abilities so that teacher can remove their difficulties by giving them individual guidance. Besides, group teaching is also possible here being the tutorial group homogeneous.
6. **Question-answer method:** The Greek philosopher, Socrates is the exponent of this method. He believed that knowledge existed in the spirit of humans. He gets it out by questioning. Teacher also gives them new knowledge through these questions. Questioning increases curiosity of pupils on one hand and their comprehension power on the other. One more advantage of this method is that motivation level of pupils increases when they are given reinforcement at their right answers. This also increases the possibility of giving correct responses by pupils. Questioning also helps the teacher to maintain discipline in the class.
7. **Discussion method:** In this method, teacher discusses a matter with his pupils on one hand and students discusses the same themselves. If discussion is formal, its objectives and procedure are predetermined and in informal discussions, nothing is pre-determined and students try to dominate others through logical arguments. Development of leadership quality is the main objective of discussion method. It is because students anchor the discussion themselves. Students criticize each other in discussions. It develops the ability of tolerance in them also. Attitude and aptitude of pupils can also be measured through this method. The major advantage of this method is that it can increase the expression power of students.
8. **Heuristic method:** Student acquires the knowledge himself by discovering the facts himself in this method. The teacher raises the problematic

situation before the students. He also guides them how to reach the solution of the problem by their respective individual efforts. Students come to the solution through trial and error technique. This is a type of research procedure where hypothesis is formulated first on the basis of the problem. Then data are collected to test the hypothesis. Thus, this method is very suitable to increase the self confidence of pupils because whatever knowledge the pupil acquires is his own effort.

- 9. Project method:** Kilpatrick is the investigator of this strategy. In this method, such a work is assigned to do to students which is beneficial to them as well as to the society. Students complete the project by working in a group and acquires practical knowledge. When project completes, something comes to scene in concrete form. It means that activity is required on the part of students to produce a fruitful thing.

It is different from heuristic method in the following ways:

- (i) Group action is needed here to complete the project while pupils work individually in heuristic method.
- (ii) The problem given in the project is always real while imaginary problems can be given in heuristic method.

- 10. Discovery method:** It is different from heuristic method in the following ways:

- (i) It is used for the facts and concepts related to subjects of social sciences while heuristic method is used to propound new laws and principles of science or to verify them.
- (ii) Facts and informations are explained here in an objective manner while subjectivity of elaboration is seen in heuristic method. It means that everyone may have his own discovery.
- (iii) Discovery is related to past incidents while heuristic is related to present. **Example:**

Discovery method: "Causes of Aurangzeb's failure in South India".

**Heuristic method**—"Causes of low production of milk in Bihar".

Students will take the help of the library to solve the first problem and they will go to conduct surveys for collecting information in order to solve the second problem.

- 11. Role playing method:** In this method, pupil is asked to play either the role of his teacher or the role of the character that has come in the story to dramatize the story. When some students play the roles, other students observe them. They also point out the mistakes of students who play the roles. Through this method, activity of students increases on one hand and their observation power increases on the other. This method is