

1. What is teaching? What are its characteristics? Discuss the factors affecting teaching.

Ans: Teaching is a classroom activity which is completed by the interaction between teachers and students. This activity leads to complete development of students. It differs from instruction in the sense that only teacher is active and communicative in instructions while in teaching, students fully participate in the learning process and outcome is the result of interaction between teachers and students.

Teaching is the complex art of guiding students through a variety of selected | experiences towards the attainment of appropriate teaching-learning goals.

Teaching as a concept is quite ambiguous and complex. Dictionary defines teaching as “ the profession or practice of being a teacher, the art of giving instructions. “ Teaching is an art of a teacher in which on the basis of knowledge and experiences parts the subject matter before the students in a meaningful and effective manner. The word teaching derived from ‘to teach’ which means ‘to instruct’. It means a process in which one individual makes something known to another individual. Teaching is an integral part of the process of education

The following are the important characteristics of teaching:

- It is a social professional activity.

- It is observable through the teacher's behaviour towards pupils or pupil-teacher interaction.
- It is measurable and quantifiable by observational techniques.
- It can be modified by the use of the mechanism of feedback devices.
- It is a linguistic process (communication by the use of a language).
- It is a prescription to the learners.
- It is a prescription to the students.
- It has telling, showing and doing functions,
- It is an interactive process i.e., face-to-face encounter,
- It involves encouraging, harmonizing, expressing and balancing functions.
- It is a continuous process from training to indoctrination through training and instruction.

Factors Affecting Teaching

The following are the factors which affects teaching:

- 1. Attractive physical and environmental conditions:** The teacher should attend to the physical conditions of the classroom. There should be no distracting factors in and around the class-room. Noise, strong light and undesirable scenes often distract and attentions do away with the interest.
- 2. Stimulus variation by the teacher:** It has been generally observed that children are not attend to one thing for a very long period. The effectiveness of the teaching learning process in such a situation depends to as great extent on the stimulus variation by the teacher.
- 3. Praise and Blame:** Following a pupil's answer, the teacher verbally indicates pleasures at the pupil's response.

4. **Pleasure and Pain:** According to the oldest theory of behaviour, pleasant experiences which give satisfaction are sought after and painful experiences are avoided by an individual. The teacher must provide pleasant and satisfying experience to the students so that are motivated for further learning.
5. **Attainable goal:** There should be goal to be reached in every lesson. Only then the students can endeavor to continue their efforts to particular direction.
6. **Competition and Co-operation:** Competition between groups makes it possible to spread the share of success or failure cooperation to provide motivation.
7. **Knowledge of progress:** Pupils knowledge of their progress of how well they are moving towards their goal is a very' effective form of teaching.
8. **Individual differences of the children:** Children have different interests and capabilities of the children.
9. **Teaching skills:** Teaching skills of the teacher greatly influence teaching. It is the duty of the teacher to discover indi-vidual interests and capabilities of the children.
10. **Teacher's own motivation and interest in teaching:**
The teacher must be interested in what he is teaching and in the children when he is teaching. If he is not interested in the work himself, he can never motivate the class and it will affect the teacher.

2. **Discuss the different phases/stages of teaching of teaching.**

Or

What are the three phases of teaching? Discuss one of them in detailed.

Ans: Teaching can be done by adopting some operations. The operations or steps of teaching are known as "Phases of Teaching." There are three phases of teaching:-

1. The Pre-active phase (Planning stage).
2. The Interactive phase (Implementation stage).
3. The post-active phase. (Evaluation stage),

1. Pre-active phase of Teaching :

It is preparation in the class-room activity. This phase includes all those activities which a teacher performs before class-room teaching or before entering the classroom.

It is also called the planning stage or preparation stage. A good planning helps the teacher to perform his task in a systematic and effective way. The following activities are included in the pre-active phase of teaching-

- i) Setting of Educational goal :** For any type of teaching, it is necessary to fix up certain goals. The teacher should determines the teaching objectives in a systematic way in behavioural terms.
- ii) Choice of the Subject-Content:** After formulating the objectives, the teacher makes decisions about the content i.e. which is to be presented before the students. This aspect of the pre-active phase refers to-
 - the proposed curriculum
 - the expected terminal behaviour.
 - the proposed knowledge to be taught.
 - the level of motivation to be provided.
 - the evaluation of the knowledge to be measured.

- iii) Sequencing the Elements of Content:** It is during the pre-active phase, the teacher should arrange the elements

of content in a logical and psychological sequence to fix the subject-matter in the mind of the students. No content, whether it is big or small should be presented haphazardly.

iv) Decision Making and Developing Teaching Strategies: The teacher makes decisions regarding teaching methods and strategies keeping in view of the nature of the subject content to be taught and level of the students. This is an important aspect as for the success of the teaching objectives, teaching methods and strategies are required.

v) Distribution the Teaching Strategies : Now, the teacher has to decide as to which teaching strategy is to be used at a certain stage of teaching and for what unit of the content.

2. Inter-active phase of Teaching

It includes all activities which a teacher carries over right from entering the classroom the presentation till the contents.

This is the presentation stage. This is the execution or implementation stage of the planned lesson.

The following activities are included in the inter-active phase of teaching-

- i) Sizing up of the class :** As the teacher enters the classroom, first of all he perceives the size of the class. He throws his eyes on all the pupils of the class in a few moments.
- ii) Knowing the learner :** After having a feeling of class-size, the teacher makes efforts to know how much the new comers or pupils have previous knowledge. He tries to know the abilities. The teacher starts teaching activities after diagnosing, by questioning regarding action and reaction.

The teachers performs the following activities in order to analyze the nature of verbal and non-verbal inter-action of teaching activities-

- a) Selection and presentation of stimuli.
- b) Feedback and reinforcement.
- c) Deployment of strategies.

a) Selection and presentation of stimuli : The motive or new knowledge is a process of teaching. It can be verbal or non-verbal. The teacher should be aware of the motive which would prove effective and which would not be so for a particular teaching situation.

b) Feedback and reinforcement : Feedback or reinforcement is that condition which increases the possibility for accepting a particular response in future.

c) Deployment of Strategies : The teaching activities are directly related to the learning conditions. Therefore, at the time of interaction the teacher produces such activities and conditions by the reinforcement strategies which effect the activities of the pupils.

In the deployment of the teaching strategies, three areas should be considered. These are –

- Presentation of subject-matter,
- Levels of learning.
- Level of context of learners, their background, needs, motivation, attitude, cooperation and opposition.

POST-ACTIVE PHASE OF TEACHING :

Post-teaching phase is the one that involves teacher's activities such as analysing evolution results to determine

students' learning, especially their problems in understanding specific areas, to reflect on the teaching by self, and to decide on the necessary changes to be brought in the system in the next instructional period.

The Post-active phase is mainly concerns with the evaluation activities. This can be done in number of ways including tests or quizzes or by observing student's reaction of questions, comments, structures and unstructured situations.

The activities are suggested in the post-active of teaching-

1. Defining the exact dimensions of the changes caused by teaching.

2. Selecting appropriate testing devices and techniques.

3. Changing the strategies in terms of evidences gathered.

- 1. Defining the exact dimensions of the changes caused by teaching :** At the end of the teaching, the teacher defines the exact dimensions of changes in the behaviours as a result of teaching, this is termed as criterion behaviour. For this the teacher compares the actual behavioural changes in the students with their expected behavioural changes.

- 2. Selecting appropriate testing devices and techniques :** The teacher selects those testing devices and techniques to compare the actual behavioural changes with the desired behavioural change which are reliable and valid and which can evaluate the cognitive and non-cognitive aspects of the pupils. Therefore, criterion tests are more preferred than the performance tests.

- 3. Changing the strategies in terms of evidence gathered :** While, by using the reliable and valid testing devices, the teacher gets the knowledge regarding the performances of

pupils and attainment of objectives on one hand, and on the other hand he also gets clarity regarding his instruction, teaching strategies and tactics. He also comes to know about the required modification in the teaching strategies and situations along with the drawbacks of his teaching in order to achieve the teaching objectives. In this way, through evaluation, the teaching activities are diagnosed and these can be made effective by necessary modifications and changes in them.

3. What is teaching technology? Discuss the nature and contents of teaching technology.

Ans: MEANING OF TEACHING TECHNOLOGY:

Teaching technology is the application of philosophical, sociological and scientific knowledge to teaching for achieving some specific learning objectives. Teaching technology refers to the application of laws and principles of science and philosophy for realizing certain objectives in education. The knowledge and practice which helps in realising the goal is the content matter of teaching technology. Teaching technology includes both contents and communication. It is concerned with the task of systematization of the process of teaching. Teaching cannot merely be treated as a sum total of certain teaching skills.

NATURE OF TEACHING TECHNOLOGY:

The following points have highlighted the nature of teaching technology:

1. All the three objectives-cognitive, affective and psychomotor can be achieved by this technology.
2. The content structure can be related to communication structure for achieving learning objectives.

3. The philosophical, sociological, psychological and scientific knowledge can be applied to the teaching process.
4. The teaching can be organised from memory level to reflective level.
5. The teaching theories can be formulated by the use of teaching technology]
6. Teaching process can be made effective with the help of teaching technology
7. The pupil teachers and in-service teacher's can improve their teaching and make it more purposive by the use of teaching technology.
8. Teaching technology implies the input, process and output aspects side by side

CONTENTS OF TEACHING TECHNOLOGY :

I. K. Davies and Robert Glaser (1962) developed the content of teaching technology. There are four steps given by Davies are mentioned in below-

- a) **Planning the teaching** : The first step includes content analysis, identification of objectives and writing objectives in behavioural terms.
- b) **Organization of Teaching** : The second step consists of teaching strategies and } tactics for achieving the objectives of teaching. The rules of instruction are identified under; this step.
- c) **Leading of Technology** : Appropriate communication strategies of teaching are identified. The techniques of motivation are employed for leading the behaviours of the students. The knowledge regarding rapport between a teacher and the students is considered under this step.

d) **Controlling of teaching** : The last step concerns with evaluation of teaching. The main focus of this step is to assess the learning objectives in terms of students performance. The decision is taken about the realization of teaching objectives. The learner's performance provides the basis for the feedback to teacher and learners.

4. **Discuss the general principles of teaching.**

Ans: The general principles of teaching are discussed below.

- **Principle of motivation:** Motivation is the method that creates a pupil's interest in the content. Principle of motivation involves creating an interest among the pupils for acquiring knowledge. When a teacher motivates pupils to acquire knowledge, the process of teaching and learning goes on smoothly. In the absence of proper motivation, the pupil takes no interest in the contents. Hence, every teacher should follow the principle of motivation and use the pupil's innate tendencies.
- **Principle of activity or learning by doing:** The teacher should create two types of activity in each type of lesson: (a) physical and (b) mental. Physical activity is meant to produce activity in the body organs of the pupils. Psychologically, each pupil is temperamentally active. Activity is in accordance with his nature.
- **Learning by doing:** Froebel has indoctrinated the principle of 'learning by doing' in the kindergarten system. The principle of 'learning by doing' does not involve only the pupil but also the teacher in order to learn new things. For example, while learning history, pupils can learn the historical facts and incidents easily if these are shown in the form of slides.

and pictures by the teacher as compared to the rote learning procedure.

- **Principle of interest:** This principle involves creating the interest of pupils in subject matter in order to make learning more useful and effective. This way the pupil acquires knowledge with ease and faces no difficulty while studying. There are various methods to initiate interest in pupils.
- **Principle of linking with life:** All pupils have varied interests in different subjects and activities. This must be linked to their thought process and life. Only then will pupils show interest in learning. This way, they will learn rapidly and appropriately things that can be related to life.
- **Principle of definite aim:** According to the principle, every lesson must have a definite aim or objective. In the absence of an objective, learning-teaching becomes a rudderless boat that is thrown around by the wild waves in the sea. Therefore it is imperative that there must be definite, clear and completely defined objectives to make the lesson interesting and impressive. Objectives and the teaching methods are closely related.
- **Principle of recognizing individual differences:** According to this principle individual differences of pupils must be taken into consideration. Psychological researches have proved that pupils are not alike in intelligence, nature, ability interest, potentialities and needs.
- **Principle of selection:** There is a close relationship between the contents and objectives of education. Contents are selected based on objectives. Despite the vast body of knowledge that making processes the teacher must select only those facts which the pupils can understand in order to

achieve some objectives. What teacher and how much to teach must also be determined. This benefits both the teacher and the pupils. The teacher develops the lesson successfully and the pupils acquire knowledge conveniently.

- **Principle of planning:** According to this principle, the teacher should ascertain the teaching sequence and the lesson plan should be prepared after proper planning. This solves all problems related to teaching may easily. A teacher should check how much cooperation can be sought from the pupils in order to solve problem prepare a lesson plans. In case of unforeseen problem, such a situation, a teacher should solve immediately it according to his ability. The lesson plan must be use as a guide only.

5. **Discuss the psychological principles of teaching.**

Ans: The 'psychological principles of teaching' are used for making the learning-process effective. These psychological principles can be broadly defined as the following:

- **Principle of motivation and interest:** It has been considered the most important aspect in teaching-learning. According to this principle, both the teacher and the learner are to work with interest and motivation.
- **Principle of recreation:** Sometimes, the pupil feels fatigued in the class due to a lengthy teaching task. It creates boredom in the pupil and he shows lack of interest. Hence, the principle of recreation should be followed in the lower classes.
- **Principle of repetition and exercise:** Everybody has come to know that the process of forgetting starts in the pupils due to the disuse of the acquired knowledge. Hence, repetition

and exercise should be done in the class daily. The utility of this principle proves fruitful for smaller children.

- **Principle of encouraging creativity and self-expression:** It is the duty of the teacher to encourage creativity and self-expression. He should develop the habit of innovations in the pupil's so that they inlay present their views and attitudes without being conscious of their surroundings and others.
- **Principle of remedial teaching:** Sometimes there are errors or a miscommunication in the pupils' understanding and the teaching activities. Hence, it is imperative for the teacher to identify these errors and provide remedy. This is known as 'remedial teaching'. In this the teacher has to overcome many obstructions in order to fulfill their goal of effective learning among pupils.
- **Principle of sympathy and cooperation:** If a teacher exhibits sufficient consideration for pupils and contributes in overcoming their difficulties, he or she can be a good mentor to the pupils. Such teachers act as motivators for their pupils.
- **Principle of reinforcement:** The term 'reinforcement' used in teaching-learning process is concerned with making the learning process effective. Reinforcement means the utilization of presentation or removal of such stimuli so that the possibilities of recurrence of some response increase. For example, if a teacher gives some reward to the pupils for correct answers, the possibilities of the similar behaviour for the pupils increases.