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TEACHING CONCEPTS

NATURE AND CHARACTERISTICS OF TEACHING:

- Teaching is a science.
- Teaching is an Art.
- Teaching is a craft.
- Teaching is a moral activity.
- Teaching is dynamic
- Teaching is a complex activity.
- Teaching is diverse
- Teaching is continuous
- Teaching can be formal and informal.
- Teaching is interactive.

PRINCIPLES OF TEACHING:

- Principle of Interest.
- Principle of linking with life.
- Principle of selection and planning.
- Principle of division and revision.
- Principle of democratic dealing.
- Principle of Motivation.
- Principle of re-creation.
- Principle of individual differences.
- Principle of Remedial teaching.
- Principle of sympathy.
- Principle of re-creativity.

- Principle of re-inforcement.
- Principle of training the senses.

OBJECTIVES OF TEACHING:

1. To develop all round personality of the learner through the curriculum. (personality development)
2. To shape the behaviour of the learner in a desired direction. (behaviour modulation)
3. To help the student to adjust and live harmoniously in the new situation environment.
4. To encourage the students to learn and think for themselves to solve the problems.
5. To acquaint the students with the content of the subject to be taught.

The specific objectives of teaching are as follows:

- To Develop Critical and Logical Thinking →
- Identify the problems.
 - Analyze the problems.
 - Establish relationships.
 - Select relevant facts, principles, etc.
 - Advance arguments in support of or against an issue.
 - Draw inferences and conclusions.
 - Verify the inferences.

- To Create Interest in the study →
- Play active roles in activities.
 - Read historical documents, maps, charts.
 - Study case study and presentation of related topic.
 - Write articles on related topics.

- To Develop Understanding →
- Classify facts, events, terms, concepts, etc.
 - Compare and contrast the events, trends, concepts, etc.
 - Discriminate between the significant and the silly matters.
 - Arrange facts etc in a particular known order.
 - Detect errors in the statement and rectify.
 - Identify relationships between causes and effects, etc.
 - Illustrate events, principles by citing examples.
 - Interpret the maps, charts, etc, from the source of history.

- To Develop of Knowledge →
- Show information on maps, charts, diagrams, etc.
 - Read information presented in different forms.
 - Recognize facts, events, concepts, years, etc.
 - Recollect facts, events, years and terms, etc.

APPROACH OF TEACHING (Way of Teaching)

- i) Automatic Approach: Automatic styles of teaching are traditional styles of teaching. These are teacher centered or content centered.
- ii) Democratic Approach: The students are offered the opportunity to choose every time, their advice is required.

regarding the task fulfillment. It is based on student centered.

iii) Laissez faire Approach: Group members or students have complete freedom in making decisions. Teacher acquires the materials needed for the activity, but it is upto students how they will be used.

iv) Participative Approach: Teacher and student have participant learning process through flipped classrooms, case studies, problem solving, mini-projects, short-term tasks, formal presentations, debates, panel discussions, tutorials, practical work sessions, workshops, role-play, multimedia sessions, simulations, study visits, blended learning, etc.

v) Dynamic Approach: Learning is characterised by constant change, activity, and progress. This is where learning lives, grows, connects, and extends beyond the boundaries of the class day, beyond the physical location, beyond using tools.

vi) Static Approach: Static learning is lacking in movement action or change, especially in a way that is not engaging. short term assignment, digital substitute, etc. It is adopted traditional bounds of school systems.

LEVELS OF TEACHING

↪ Reflective (application / new / innovative)

↪ Understanding (concept → fact → to relate with current knowledge)

↪ Memory (base → static → information commit)

Teaching and learning are inter-related, inter-linked and interdependent. Teaching affects learning directly and indirectly. The teaching learning process is formal, non-formal and informal.

Autonomous Development Level (Naturally): It is first student centered development level. There is little or no leadership, direction, pressure, prescription, or imposition of student thought or behaviour. Intellectual development is something that just naturally. There is no need for any kind of formal teaching.

MEMORY LEVEL OF TEACHING - Johan. F. Herbart

- commits factual information to memory.
- the teacher gives factual material, which students memorise without understanding it.
- It is a teaching-learning process between stimulus(s) - response (R) without involving any purpose.
- Evaluation system includes oral, written, essay type exam.
- Thoughtless process of learning.
- Example - lower classes.
- Teacher role - authoritarian and dominant role.

UNDERSTANDING LEVEL OF TEACHING - H.C. Morrison

- Mastering of the subject by developing understanding and insight.
- thoughtful process of learning.
- comprehensive essay and objective type - evaluation system.
- Teacher centered and subject centered.
- Teacher Role: Permissive Role
- Example - Middle and higher classes.

REFLECTIVE LEVEL OF TEACHING - Hunt

- It use knowledge and research skills of learners for real life problems solution.
- highly thoughtful
- development of critical and creative skills.
- student centred learning.
- Teacher Role : Democratic Role
- Example - Research study scholars.
- The 'cognitive field theory' provides a support to the reflective level of teaching and learning.

TEACHING MODELS

1. Pedagogy (Herbart)
2. Andragogy (Knowels)
3. Heutagogy (Billford)

