1. TEACHING

In Education, teaching is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person.

It is an instruction or delivering a particular skill or subject which is preplanned behaviors informed by learning principles and child development theory which directs and guides instruction to ensure desired students outcomes. It is a complex, multifaceted activity, often requiring us as instructors multiple tasks and goals simultaneously and flexibly.

Teaching is an activity aimed at bringing about meaningful learning through a method that is morally and pedagogically (educationally) acceptable.

Teaching involves a teacher, a learner, content in form of knowledge, facts information and skill to be communicated a thoughtful purpose on the part of the learners to learn and finally a method that respects the learners' cognitive integrity and freedom of choice.

Having a consistent value of teaching is always important for a good education system. Therefore, curriculum can always be found in both eastern and western education system. However, with different interpretations towards the term "curriculum", attitudes and values towards pedagogical approach may vary, which in turn affects how students learn in schools.

There are two fundamentally different ways of understanding teaching.

- Teaching as an instructor-centered activity in which knowledge is transmitted from someone who has acquired that knowledge to novice learners: teaching as knowledge transmission.

- Teaching as a learner-centered activity in which the instructor ensures that learning is made possible for novice learners and supports, guides, and encourages them in their active and independent creation of new knowledge: teaching as assisted knowledge creation.

Definition

- According oxford dictionary "Impart of knowledge or skill, give instruction or lessons , instill and inspire with".

- According EPsiten (1981) “What all the great teachers appear to have in common is love of their subject, an objective satisfaction in arousing this love in their students and an ability to convince them that what they are being thought is deadly serious.”

- Gage defined “Teaching as a process of relationship which should be dealt with cooperation."

- According to “Brubacher” “In teaching children plays the central role and the teacher optimal.”

- According to Smith (1947) “Considered teaching as a tri polar process involving (i) agent or sources of producing learning which may be human or material (ii) a goal or target to be achieved (iii) the intervening variables consisting of learning or teaching situation, involving human or physical conditions and instructional methods."

- According to Am Idon (1967) “considered / teaching as a process of interaction between teacher and the taught as a cooperative enterprises as a two - way traffic.”
According to some definition, Teaching is the process of attending to people's needs, experiences and feelings, and making specific interventions to help them learn particular things. Interventions commonly take the form of questioning, listening, giving information, explaining some phenomenon, demonstrating a skill or process, testing understanding and capacity, and facilitating learning activities (such as note taking, discussion, assignment writing, simulations and practice).

**Difference between Training, Coaching, Teaching and Mentoring**

Training, coaching, Teaching and Mentoring are similar words; these are used for learning processes in different ways.

- **Training**: Training is a technique frequently used in organizations or institutions to build a person's skills, knowledge, and attitudes in order to meet the accepted standards by a specific industry. Training helps a person master a specific skill in a direct (or “hands on”) interaction, use Training.

- **Coaching**: Coaching is usually task and performance based. It helps the students or learner to learn more efficiently depending upon ability. It is used for private instruction or coaching in a particular subject or skill.

- **Teaching**: It is means provides formal education for students typically in educational institutes like school, university, college, etc. to increase capability in a general suite of skills through direct interactions with Teaching.

- **Mentoring**: The role of the mentor is to build capability. The developmental mentor helps the learner discover their own wisdom by encouraging them to work towards career goals or develop self-reliance. Great mentors fill in blind spots, clarify motivations, and remove mental obstacles to success over longer-term interactions.

**Difference between According to Table**

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<thead>
<tr>
<th>Development Styles</th>
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1.1 **Nature and Characteristics of Teaching**

- Provide Guidance and training
- Interaction between teacher and students.
- Teaching is an art to give knowledge to students in an effective way.
- Teaching is a science to educate facts and causes of different topics or different subjects.
- Encourage students to learn more and more.
- Provide Formal as well as informal education.
- Communication of information and knowledge to students. In teaching, teacher imparts information in an interesting way so that students can easily understand the information.
- Learning is a tool to help students to adjust in society and environment.
1.2 Objectives of Teaching

Before Decide Teaching Objective Institutional have Aims and Mission

Teacher has following objectives in Teaching Session.

(i) Development ability of Critical and Logical Thinking: Develop the ability of critical and logical thinking with process
- Identify the problems;
- Analyze the problems;
- Select relevant facts, principles etc.
- Establish relationships;
- Advance arguments in support of or against an issue;
- Draw inferences and conclusions;
- Verify the inferences

(ii) Development of Knowledge: The student acquires knowledge of various terms, concepts, events, ideals, problems personalities and principles related to the study.
- Recollection facts, events, years and terms etc.
- Recognize facts, events, concepts, years etc.
- Read information presented in different forms.
- Show information on maps, charts, diagrams etc.

(iii) Development of Understanding: Develop understanding of terms, facts, events, years, principles etc. related to the study.
- Classify facts, events, terms, concepts etc.
- Compare and contrast the events, trends, concepts etc.
- Discriminate between the significant and the silly matters,
- Illustrated events, principles by citing examples,
- Identify relationship between causes and effects etc.
- Detect errors in the statement and rectify,
- Arrange facts etc. in a particular known order, and
- Interpret the maps, charts etc. from the source of history.

(iv) Development of Attitudes: Students develop favorable attitudes with
- Show respect towards other peoples, ways of life, ideas etc.,
- Know about other religions and faiths;
Establish friendship with other peoples;
Practice the noble religions and their principles;
Cooperate with others in social and historical activities;
Appreciate cultural differences; and
Believe in equality for man irrespective of caste, class, creed, color and religion.

(v) Create Interests in The Study: Developed Interests in the study of students with activities relating to
- Participate in historical drama and historical occasions;
- Visit places of historical interests, archaeological sites, museums and archives;
- Read historical documents, maps, charts etc.
- Play active roles in activities of the historical organizations and associations
- Write articles on related topics.
- Teach Case Study and Presentation of related topic.

(vi) Develop Practical Skill: Students develop practical skills with Draw historical maps, charts, diagrams, Prepare models, tools etc. which helpful in the study and understanding of historical events.

(vii) Development of Adjustment: The manner of teaching should be such that it makes the pupils feel at home in his class room. The teacher has to ensure that the learner is well adjusted to the environment which includes his classmates, school mates and other members of his society at large.

(viii) Achievement of Values: Moral, Cultural and Spiritual value of students are developed by best teaching methodology. Which express emphatically point out that, "certain basic values as respect for others, responsibility, solidarity, creativity and integrity must be fostered in students". Emphasis should be given in educating good qualities like cooperation, good will, forgiveness, tolerance, honesty, patience etc. in order to encourage universal brotherhood and to prepare students worthy citizens of the country.

(ix) Make Friendly Environment: One of the primary objectives of teaching is to make the Friendly environment of the place of teaching which is helpful to remain focused on the teaching.

1.3 Phases of Teaching

Based on the procedure mentioned above, we can divide teaching into three sequential steps corresponding to the stages of teaching. These phases of teaching are namely
- Pre active phase of teaching (Planning Stage),
- interactive phase of teaching (Implementation Stage),
- and the post-active phase of teaching (Evaluation Stage).

(A) Pre-Active Phase

As mentioned in the previous paragraph, teaching has to be done only after a careful planning so as to perform the task smoothly and successfully. This particular stage involves two major steps, namely,

(a) Establishment of objectives or goals: In planning a lesson, the very first step should be framing of objectives related to the topic that has to be taught. With reference to a period of instruction, the specific instructional objectives are to be written in behavioral terms.
(b) Deciding ways to achieve these objectives: As the teacher has already identified the specific objectives to be achieved with reference to the topic to be dealt with, the next move is to decide how these specific objectives are to be achieved. This should be done keeping in mind the topic or content to be taught, as this is content specific. All topics cannot be dealt with in a uniform manner. Planning is done for deciding the following Aspects:

(i) Learning experiences to be given  
(ii) Teaching approach to be followed  
(iii) What maxims/principles can be followed?  
(iv) Teaching aids to be used  
(v) Time taken to teach the particular topic  
(vi) Management of the classroom  
(vii) Tools to be used for evaluation  

(B) Interactive Phase

Having planned the teaching in the first phase, in this second phase, the teacher executes the plan. This is nothing but the actual teaching. For the successful implementation and achievement of the objectives framed in the first phase, the teaching should proceed in an interactive manner. Both students and teachers are involved in this process. This improves the quality of teaching. The activities that take place in this phase can be listed as follows:

(i) Perception  
(ii) Diagnosis  
(iii) Reaction process  

Let us now see what these exactly mean.

(i) Perception: The aspect of perception relates both to the teacher as well as the students. As for the teacher, he/she has to perceive the classroom atmosphere, preplanning, abilities in interacting with the particular group. The students on their part have to perceive these aspects of the ability of the teacher, personality characteristics and behaviour of the teacher from the point of view of a desirable interaction between them and the teacher.

(ii) Diagnosis: It is the teacher's concern to diagnose the abilities of the pupils, their academic background, their intelligence, their interests and aptitude. This can be done by questioning or by accessing their performance by providing opportunities to do so. The students access their own abilities, interests, aptitude and behaviour performance of their responses through verbal or non-verbal interaction.

(iii) Reaction Process: Classroom teaching involves continuous action-reaction between teacher and pupils. The action of the teacher decides the reaction of the pupils. For this to be performed successfully so as to result in realisation of the specific objectives, the teacher has to give the proper stimuli, reinforcement and feedback. The teacher should also adopt strategies to suit the needs of the pupils and the specific objectives to be realized.

When the teacher does this, a proper reaction can be expected from the pupils in response to the stimuli and teaching techniques used by the teacher.

Thus, the interaction phase of teaching involves the effective interaction between teachers and pupils in an appropriate classroom atmosphere, wherein, the teacher provides suitable activities for the students.

(C) Post-Active Phase

As mentioned earlier, this phase deals with the evaluation activities.

First and foremost, it attempts to measure the desirable change in behaviour in the pupils resulting in the realisation of the specific instructional objectives. Now let us see what the ways of testing
this achievement. The following are the general devices adopted—Tests, Quiz, Oral Questions, Structured or Unstructured situations and Behavioural Situation. The devices are to be selected appropriately so that they project the extent of improvement in the students

1.4 Role of Teacher

Teachers change the world through their students in two ways. Great teachers of the past have inspired individuals—and even whole societies—to new and better forms of life, to great inventions, to the saving of lives, cultures, and countries (and to their destruction), and to notable discoveries and spiritual revolutions.

Roles of the teacher should be part of the culture of good teaching practice. They are conceptualized our current understanding of the importance of the commitment of teachers to teaching and the multi-dimensional nature of the phenomenon.

(i) Good Teacher Quality:

- Appearance: formal, almost like a uniform
- Maintains order
- Strict and fair but not harsh
- Rarely angry
- Never insults students, i.e. never attacks their character.
- Never criticizes colleagues in public, especially not in front of the students
- Explains things, even if only a few need extra help
- Fair, impartial
- Hard working
- Reliable, always there on time, rarely absent. Meets deadlines. Marks homework promptly.
- Organized, well prepared
- Motivates students, encourages them
- Exciting. Makes lessons interesting
- Models teach ability
  - How easily can a student ask you a question?
  - How easily can a student correct you?
  - Do you cover your ignorance, or admit it and promise to do better next time?
  - How readily do you listen to students before giving your judgment?
- Creates an environment conducive to learning
- Cares for the weak student. Does not give up on them. Finds satisfaction in seeing their progress— not in their actual mark.
- Stretches the bright student
- Continually striving for improvement
- Does not give up when there are problems. Stick ability.
- Willing to fail
- Willing to experiment
- Flexible
- Starts strict, relaxes later in the year
- When they say something they do it: they never announce anything they are not willing or able to do.
- Treats everyone with respect, including the caretaker and the cleaners, and teaches their classes to respect everyone in the school.
(ii) Micro Teaching

Microteaching can also be defined as a teaching technique especially used in teachers’ pre-service education to train them systematically by allowing them to experiment with teaching behaviors. By the help of this technique, teacher candidates can experiment and learn each of the teaching skills by breaking them into smaller parts and without encountering chaotic environments of the crowded classes.

It is a teacher training and faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers and/or students about what has worked and what improvements can be made to their teaching technique. Microteaching is a technique aiming to prepare teacher candidates to the real classroom setting (Brent & Thomson, 1996).

In the original process, a teacher was asked to prepare a short lesson (usually 20 minutes) for a small group of learners who may not have been their own students. This was then recorded on video. After the lesson, the teacher, teaching colleagues, a master teacher and the students together viewed the videotape and commented on what they saw happening, referencing the teacher's learning objectives. Seeing the video and getting comments from colleagues and students provided teachers with an often intense "under the microscope" view of their teaching.

![Diagram of Micro Teaching Cycle]

(iii) Cooperative Teaching

A situation in a classroom where two teachers work on a class together may be called cooperative teaching. This can be used in any classroom, and is often used in classrooms where a teacher collaborates with a special educator.

While both - a general educator and special educator - have their rightful place even as they work together, their responsibilities vary. A general educator is responsible for the content, while the special educator facilitates the learning process.

It is important that we do not view the special educator or the second teacher simply as a 'helper' or 'assistant,' as their functions are dynamic and essential and is not, in any way, secondary to the primary educator. Instead, the two teachers teach together, i.e. co-teach, in the classroom.
There are various approaches to co-teaching.

- **One Teach, One Observe**: In this approach, one educator teaches in the classroom, while the other sits back and observes the students, drawing specific observations and analysing their behavior.

- **One Teach, One Assist**: In this approach, one person teaches while the other helps those who need assistance. This is used specifically when one of the educators has specific expertise in that content or to help gifted learners.

- **Parallel Teaching**: Here, the class is divided into two groups and each educator handles one group, teaching the same content to both groups. This approach is used when a lower adult-student ratio is preferred. It may also be used to encourage student discussion.

- **Station Teaching**: In this approach, the educators divide the content between themselves and students sit with one educator before moving to the other. A third station may be formed where the student can work independently.

- **Alternative Teaching**: In this method, students who need extra attention are put into a smaller group that is handled by one of the teachers separately while the other works with the bigger group.

- **Team Teaching**: Here, both educators work together, teaching the same content at the same time, filling in each other's gaps. This is also called tag team teaching. This approach is very complex but can be satisfying to both the educators.

**(iv) Team Teaching**

As the name suggests it is a group of teachers, working as a team and teaching. The team can range from 2 to 5 teachers who will teach the same group of students. The different type of teaching may include- Teaching a same group at the same time, shared teaching as per the area of expertise or teaching different subgroup within a large group of students.

**(v) Macro Teaching**

Sometimes teachers lecture their students; at other times they encourage their students to work together to accomplish a goal. Macro and micro teaching come into play, as well, because they help dictate what a teacher teaches, how the teacher provides that instruction and who is included in each classroom activity.

Macro teaching occurs when a teacher provides instruction to the entire class at one time for an extended period of time, usually longer than 10 minutes. Macro teaching is often done in lecture format, and may be used to introduce a new concept, such as adding, or to practice a new skill, such as sounding out new words. Another component of macro teaching occurs when a teacher is developing lesson plans. Macro lesson planning involves mapping out the bare bones of the entire school year with regard to what material -- such as long division or spelling concepts -- will be taught over the span of the school year.

1.5 Basic Requirement of Teaching

- Teacher
- Learner (Students)
- Subject (Topic)
- Environment
- Infrastructure
- Teacher and student relationship
- Student Discipline
The Teacher

The Teacher is the transfer of knowledge and information to students. He is the creator and innovator of knowledge and information. Teacher participates in the decision-making that helps to deal with the problems that affect students' learning. In the classroom, the teacher sets the environment negatively or positively, which are responsible for the social behavior in the classroom.

The teacher masters over his subject and uses an effective language for communication in order to bring a positive change in the behavior of the learner. Teacher plays a vital role for students in their classroom. Teacher sets the mental, physical, and emotional tone of their classroom and builds a warm environment, mentor, and nature so that students become role models.

The Learner (Students)

As the teacher's role is now a facilitator (or should be), the student's role is to take given information or instructions and coordinate that task for himself or group members, and begin the task. The teacher formulates a classroom management plan to facilitate the development of an effective learning environment while students also have an obligation in the development of a quality learning environment.

Learner or students must cooperate in the teaching-learning process with the teacher and try to get as much information and knowledge as possible from him. He must follow the teacher for understanding and getting knowledge.

The Subject (Topic)

The subject is the part of teaching and learning process. Subject should be interested or likely for students so that students can also contribute in the process of learning. Teacher prepares necessary charts, maps, tables, and models that pertain to the decided topic. Teacher E-learning methodology and scientific aids also be made available by the teacher to make the teaching more interesting and untestable.

The Environment

The students' growth and development are the main objective of teaching which is possible in a suitable environment for the teaching-learning process. Creating a positive learning environment in the classroom will allow students to feel comfortable, safe, and engaged—something that all students deserve. In a classroom where values and roles remain constant and focus is placed on the positive aspects of learning, students will be more open to actively participating in class.

Infrastructure

For good teaching and creating a good environment, infrastructure is one of the most basic elements necessary to ensure access to education. Infrastructure includes suitable spaces to learn. School classrooms are the most common place in which structured learning takes place with groups of children. While learning also takes place in a variety of different spaces—tents, temporary shelters, plastic sheeting, shade of trees, places of worship, people's homes, and so on—families and communities expect formal education to take place in classrooms that have been designed for safety and comfort.

Teacher Student Relationship

Strong teacher-student relationships shape the way children think and act in school. When teachers have a good relationship with students, they are more likely to feel positive about class and about school in general. They are also more willing to have a go at hard work, to risk making mistakes, and to ask for help when they need it.

Students in high-poverty urban schools may benefit from positive teacher-student relationships even more than students in high-income schools, because of the risks associated with poverty. Risk outcomes associated with poverty include high rates of high school dropout, lower rates of college applications, low self-efficacy, and low self-confidence.

Students Discipline

Student Discipline is support of good teaching environment in the class room. It is support the learning, well-being, and safety of all students for coordination between the teacher and students.
1.6 Types of Learning Disability

**Auditory Processing Disorder (APD)**

It is adversely affects how sound that travels unimpeded through the ear is processed or interpreted by the brain.

**Dyscalculia**

A specific learning disability that affects a person's ability to understand numbers and learn math facts. Individuals with this type of LD may also have poor comprehension of math symbols, may struggle with memorizing and organizing numbers, have difficulty telling time, or have trouble with counting.

**Dysgraphia**

A specific learning disability that affects a person's handwriting ability and fine motor skills. Problems may include illegible handwriting, inconsistent spacing, poor spatial planning on paper, poor spelling, and difficulty composing writing as well as thinking and writing at the same time.

**Dyslexia**

A specific learning disability that affects reading and related language-based processing skills. Dyslexia is sometimes referred to as a Language-Based Learning Disability.

**Dyspraxia**

A disorder that is characterized by difficulty in muscle control, which causes problems with movement and coordination, language and speech, and can affect learning.

### 1.7 Computer Literacy and Studies in School (CLASS)

In collaboration with the Central Government and Government of Maharashtra, a software and hardware development company based in Pune called Growell Information India Private Limited is providing educational software to rural schools in Maharashtra, India. Growell's goal is to contribute to implementing information technology (IT) literacy programmes through its educational software, thereby empowering children as well as rural dwellers with IT skills. Its ultimate aim is to help bridge the digital divide.

**Central Institute of Educational Technology (CIET)**

Central Institute of Educational Technology (CIET) is a constituent unit of the National Council of Educational Research and Training NCERT, an autonomous organization under the Ministry of Human Resources Development, Government of India. Established in 1984 with the merger of the Centre of Educational Technology (1973) and Department of Teaching Aids (1959), its chief aim is to promote Educational Technology especially mass media singly or in combinations (multimedia packages) to extend educational opportunities and improve quality of educational processes at the school level.

**Q.** A teacher can be successful if he/she *(June 2012)*

(A) helps students in becoming better citizens
(B) imparts subject knowledge to students
(C) prepares students to pass the examination
(D) presents the subject matter in a well-organized manner

**Ans.** (A)

**Q.** Dynamic approach to teaching means *(June 2012)*

(A) Teaching should be forceful and effective
(B) Teachers should be energetic and dynamic
(C) The topics of teaching should not be static, but dynamic
(D) The students should be required to learn through activities

**Ans.** (D)
Q. “Spare the rod and spoil the child”, gives the message that (Dec. 2012)
(A) punishment in the class should be banned.
(B) corporal punishment is not acceptable.
(C) undesirable behaviour must be punished.
(D) children should be beaten with rods.
Ans. (C)

Q. At the primary school stage, most of the teachers should be women because they (June 2013)
(A) can teach children better than men.
(B) know basic content better than men.
(C) are available on lower salaries.
(D) can deal with children with love and affection.
Ans. (D)

Q. A person can enjoy teaching as a profession when he (June 2013)
(A) has control over students.
(B) commands respect from students.
(C) is more qualified than his colleagues.
(D) is very close to higher authorities.
Ans. (B)

Q. A good teacher must be (Sept. 2013)
(A) resourceful and autocratic
(B) resourceful and participative
(C) resourceful and authoritative
(D) resourceful and dominant
Ans. (B)

Q. Which one of the following is a scaled down teaching situation? (Sept. 2013)
(A) Macro teaching
(B) Team teaching
(C) Cooperative teaching
(D) Micro teaching
Ans. (D)

Q. CLASS stands for (Sept. 2013)
(A) Complete Literacy and Studies in Schools
(B) Computer Literates and Students in Schools
(C) Computer Literacy and Studies in Schools
(D) Centre for Literacy and Studies in Schools
Ans. (C)
Q. While delivering lecture if there is some disturbance in the class, a teacher should *(Dec. 2013)*

(A) keep quiet for a while and then continue.
(B) punish those causing disturbance.
(C) motivate to teach those causing disturbance.
(D) not bother of what is happening in the class.

Ans. (C)

Q. Effective teaching is a function of *(Dec. 2013)*

(A) Teacher's satisfaction.
(B) Teacher's honesty and commitment.
(C) Teacher's making students learn and understand.
(D) Teacher's liking for professional excellence.

Ans. (C)

Q. The most appropriate meaning of learning is *(Dec. 2013)*

(A) Acquisition of skills
(B) Modification of behaviour
(C) Personal adjustment
(D) Inculcation of knowledge

Ans. (B)

Q. CIET stands for *(Dec. 2013)*

(A) Centre for Integrated Education and Technology
(B) Central Institute for Engineering and Technology
(C) Central Institute for Education Technology
(D) Centre for Integrated Evaluation Techniques.

Ans. (C)

Q. Teacher's role at higher education level is to *(Dec. 2013)*

(A) provide information to students.
(B) promote self learning in students.
(C) encourage healthy competition among students.
(D) help students to solve their problems.

Ans. (B)

Q. Dyslexia is associated with *(June 2014)*

(A) mental disorder
(B) behavioural disorder
(C) reading disorder
(D) writing disorder

Ans. (C)
Q. The e-content generation for undergraduate courses has been assigned by the Ministry of Human Resource Development to

(A) INFLIBNET
(B) Consortium for Educational Communication
(C) National Knowledge Commission
(D) Indira Gandhi National Open University

Ans. (B)

Q. "Education is the manifestation of perfection already in man" was stated by

(A) M.K. Gandhi  (B) R.N. Tagore
(C) Swami Vivekanand  (D) Sri Aurobindo

Ans. (C)

Q. Which of the following is not a prescribed level of teaching?

(A) Memory  (B) Understanding
(C) Reflective  (D) Differentiation

Ans. (D)

Q. Maximum participation of students during teaching is possible through

(A) Lecture method  (B) Demonstration method
(C) Inductive method  (D) Textbook method

Ans. (C)

Q. Attitude of the teacher that affects teaching pertains to

(A) Affective domain  (B) Cognitive domain
(C) Conative domain  (D) Psychomotor domain

Ans. (A)

Q. A good teacher is one who:

(A) gives useful information  (B) explains concepts and principles
(C) gives printed notes to students  (D) inspires students to learn

Ans. (D)

Q. Greater the handicap of the students coming to the education institutions, greater the demand on the:

(1) Family  (2) Society
(3) Teacher  (4) State

Ans. (3)
Q. What of the following attributes denote great strengths of a teacher? (Dec. 2015)
(a) Full-time active involvement in the institutional management
(b) Setting examples
(c) Willingness to put assumptions to the test
(d) Acknowledging mistakes
Select the correct answer from the codes given below:
(1) (a), (b) and (d) (2) (b), (c) and (d)
(3) (a), (c) and (d) (4) (a), (b), (c) and (d)
Ans. (2)

Q. Which one of the following statements is correct in the context of multiple-choice type questions? (Dec. 2015)
(1) They are more objective than true-false type questions
(2) They are less objective than essay type questions
(3) They are more subjective than short-answer type questions
(4) They are more subjective than true-false type questions
Ans. (1)

Q. What are required for good teaching? (Dec. 2015)
(a) Diagnosis (b) Remedy
(c) Direction (d) Feedback
Select the correct answer from the codes given below:
(1) (a), (b), (c) and (d) (2) (a) and (b)
(3) (b), (c) and (d) (4) (c) and (d)
Ans. (1)

Q. A teacher in a classroom has immediate control over (July 2016)
(1) the self, selected methods of communication and the message.
(2) the audience, the noise and the reception.
(3) the feedback, the technology and the audience experience.
(4) the communication channel, other communicators, and external factors.
Ans. (1)

Q. What do communicated words carry in a classroom situation? (July 2016)
(1) Inspiration, controversy and introspection
(2) Diversion, criticism and irrationality
(3) Insipidity, irrationality, and non-acceptance
(4) Power, structure and tradition
Ans. (4)
Q. Select the alternative which consists of positive factors contributing to effectiveness of teaching:

List of Factors:  
(a) Teacher's knowledge of the subject.  
(b) Teacher's socio-economic background.  
(c) Communication skill of the teacher.  
(d) Teacher's ability to please the students.  
(e) Teacher's personal contact with students.  
(f) Teacher's competence in managing and monitoring the classroom transactions.

Codes:  
(1) (b), (c) and (d)  
(2) (c), (d) and (f)  
(3) (b), (d) and (e)  
(4) (a), (c) and (f)

Ans. (4)

Q. Assertion (A): The purpose of higher education is to promote critical and creative thinking abilities among students.

Reason (R): These abilities ensure job placements.

Choose the correct answer from the following code:  
(1) Both (A) and (R) are true and (R) is the correct explanation of (A).  
(2) Both (A) and (R) are true but (R) is not the correct explanation of (A).  
(3) (A) is true but (R) is false.  
(4) (A) is false but (R) is true.

Ans. (2)

Q. As a teacher, select the best option to ensure your effective presence in the classroom.

(1) Use of peer command  
(2) Making aggressive statements  
(3) Adoption of well-established posture  
(4) Being authoritarian

Ans. (3)