
6 Month Online –Paper 1



TEACHING APTITUDE

- Objectives
- Nature & Characteristics
- Nature and Characteristics of Learning
- Phases of Teaching

GREESHMA RAVEENDRAN



What do you notice first in this image?

loneliness, isolation, different, left out



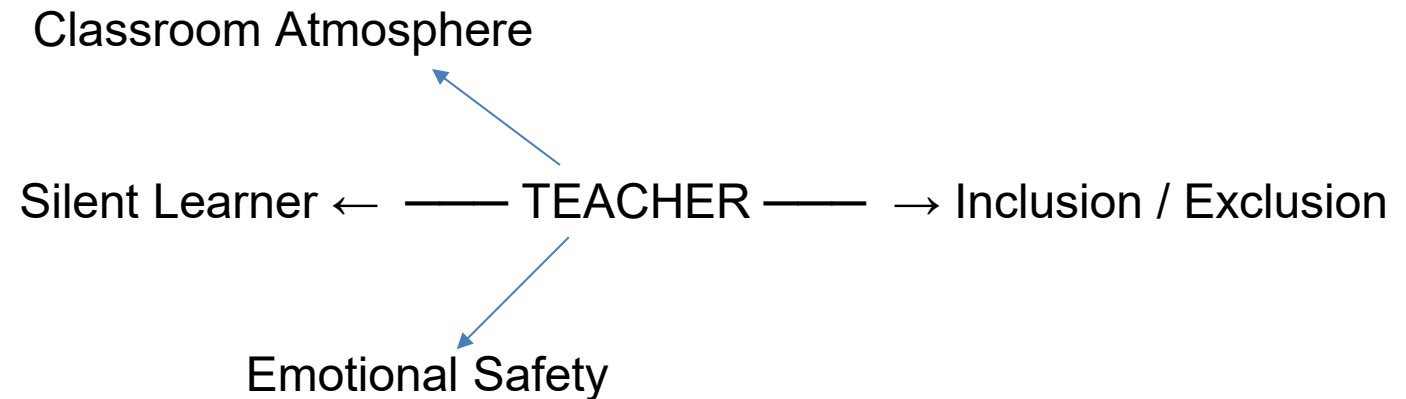
Is this penguin weak... or simply different?

“In every classroom, there is at least one student like this penguin.”

Who creates the **classroom atmosphere**?

Who notices the silent learner?

Who decides whether the learner feels **included or invisible**?

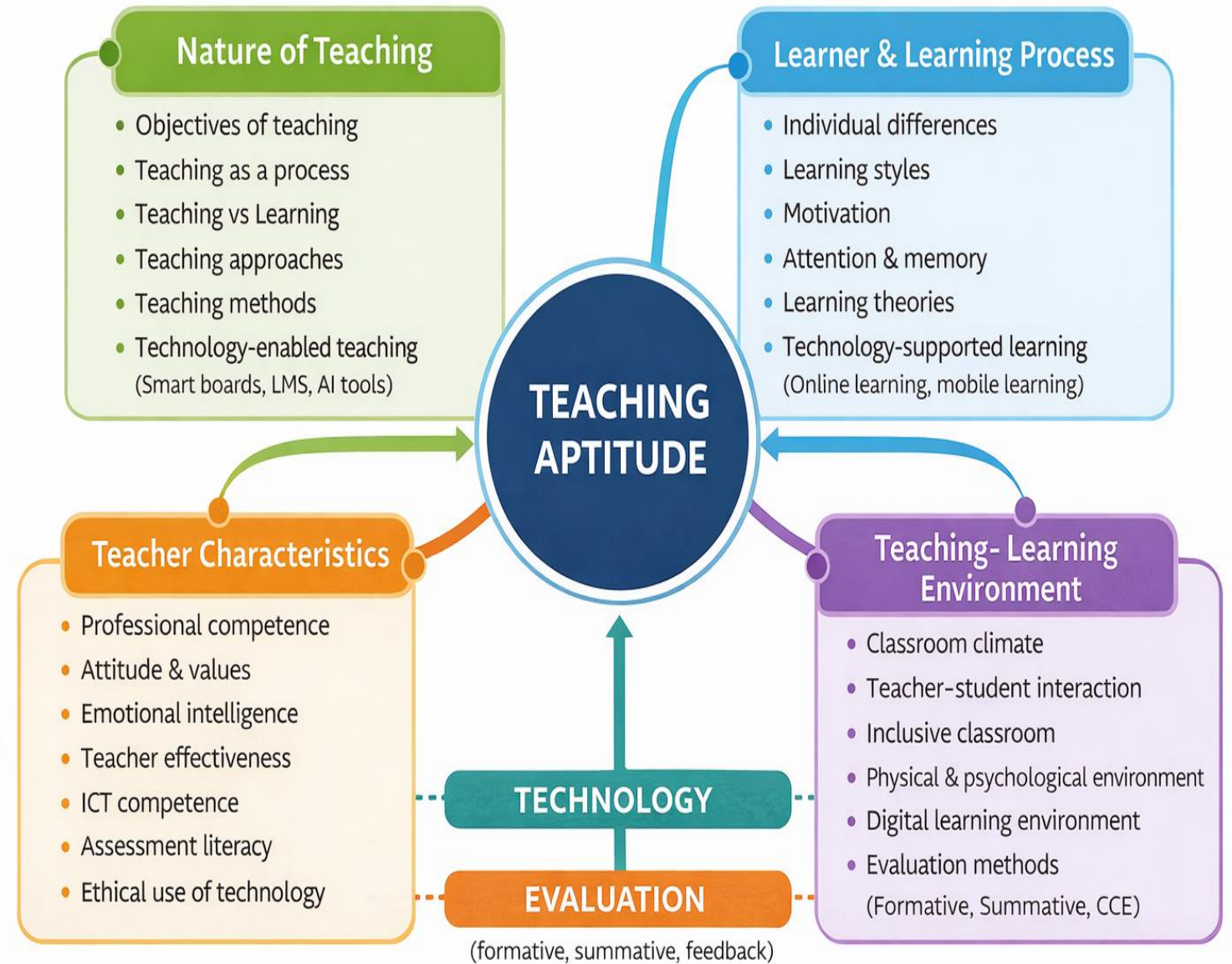


A photograph of a female teacher with her hair in a bun, wearing an orange sweater, leaning over a young boy in a classroom. She is smiling warmly at him and has her hands on his shoulders. The boy is wearing a yellow and blue striped shirt and is looking up at her. In the background, other students are seated at desks, and a whiteboard with colorful sticky notes is visible.

Teaching is not just content delivery;
it is *emotional architecture*.



“So... if teaching is not only about subject knowledge, then what exactly does *Teaching Aptitude* measure in NTA NET?”



Unit-1: Teaching Aptitude

**RECOMMENDED
AREAS:**
As per detailed
syllabus

- Teaching: Concept, Objectives, Levels of teaching (Memory, Understanding and Reflective), Characteristics and basic requirements.
- Learner's characteristics: Characteristics of adolescent and adult learners (Academic, Social, Emotional and Cognitive), Individual differences.
- Factors affecting teaching related to: Teacher, Learner, Support material, Instructional facilities, Learning Environment and Institution.
- Methods of teaching in Institutions of higher learning: Teacher centred vs. Learner centred methods; Off-line vs. On-line methods (Swayam, Swayamprabha, MOOCs etc.).
- Teaching Support System: Traditional, Modern and ICT based.
- Evaluation Systems: Elements and Types of evaluation, Evaluation in Based Credit System in Higher Education, Computer based testing, Innovations in evaluation systems.



FOCUS AREAS:

As per Previous Year
Question Papers

- Levels of Teaching
- Blooms Taxonomy (related to the areas Objectives)
- Learner and Teacher Characteristics (Learning Theories)
- Effective Teaching
- Types of Evaluation
- Methods of Teaching
- Higher Levels of Teaching
- Digital Initiatives in Learning



WHAT IS TEACHING?

Give your Definitions



- “Teaching is an art, practiced by most, but mastered by only a few”.



gencraft

TEACHING:

- Teaching is usually referred to as the means of interaction between a teacher (mostly the knowledge imparter) and the student (mostly the knowledge gainer), for their mutual benefit of the exchange of knowledge.
- Both the teacher and the learner/student have their own personal objectives of participation in this teaching process.
- There are mainly three main elements involved in the teaching process teacher (who teaches), the student (who learns or gains knowledge) and the content which is getting exchanged between both of them.



★ First
teacher
humiliated
The student

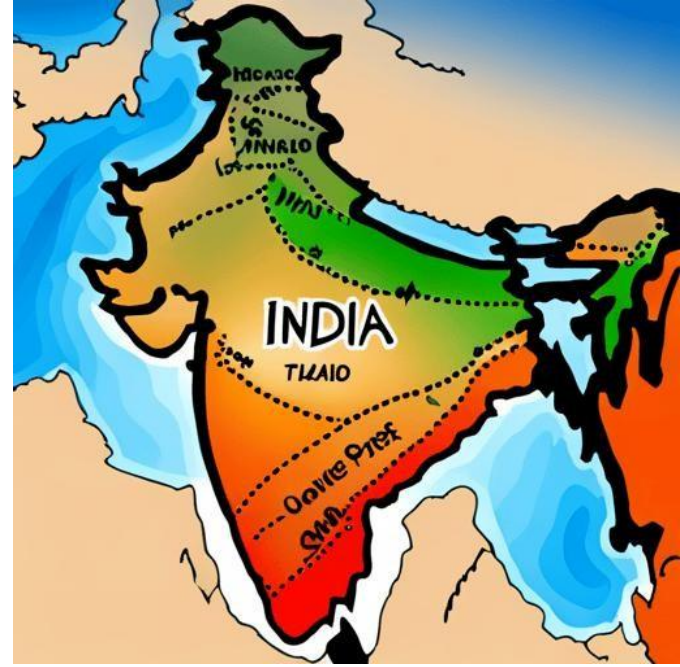


★ Second teacher
gave imposition





|



ASS-ASS-I-NATION

- ★ The third teacher Analysed the problem, and found a solution ..



WHAT DO YOU MEAN BY TEACHING APTITUDE?

- The natural ability to teach, solve problems, understand students, handle the teaching environment, etc.
- All these factors combine to form a teacher's aptitude.



An Immediate Goal

“
What do you
mean by an
Objective?”



‘ What do
you mean
by an

Aim? ,



Distant goal

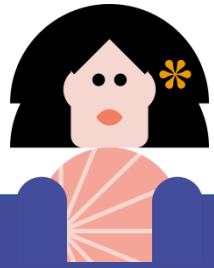


OBJECTIVES OF TEACHING

1. To bring desired changes in pupils:

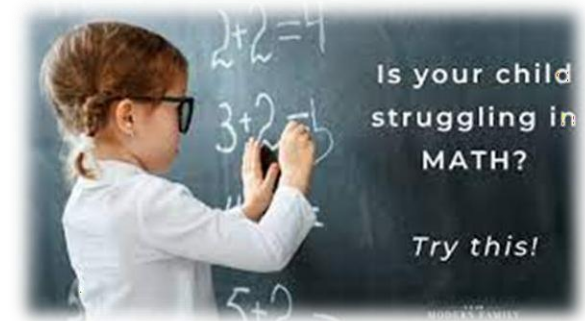
- The primary aim of teaching is to foster positive changes in students' attitudes, beliefs, and behaviors.
- Teachers strive to cultivate a growth mind-set, encourage critical thinking, and promote a love for learning.





Example

- A teacher may notice that a student is struggling with self-confidence in math. Through effective teaching methods and encouragement, the teacher helps the student build confidence and a positive attitude toward mathematics, leading to improved performance and a willingness to tackle more challenging problems.



2. To shape behavior and conduct

Teachers play a crucial role in shaping students' behavior and conduct, guiding them to develop appropriate social skills and ethical values.



Example

- In a classroom, a teacher consistently reinforces positive behavior, such as being respectful to classmates and following classroom rules.
- By doing so, the teacher creates a respectful and disciplined learning environment, where students learn the importance of good conduct.



3. Acquisition of knowledge

- One of the fundamental objectives of teaching is to impart knowledge and information to students across various subjects and disciplines.



Example

- A history teacher teaches students about World War II, providing comprehensive information about the causes, events, and consequences of the war.
- Through lectures, discussions, and reading materials, students acquire knowledge about this historical period.



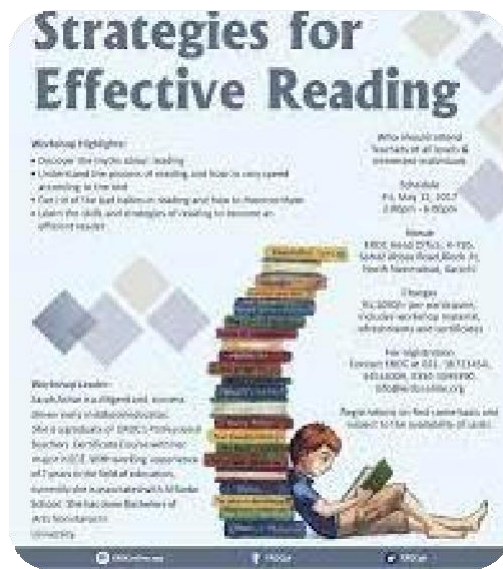
4. To improve the learning skills of students:

- Teaching aims to enhance students' learning skills and study habits, enabling them to become independent and effective learners.



Example

- An English teacher focuses on teaching effective reading comprehension strategies, like skimming, scanning, and critical analysis.
- As a result, students become better readers who can understand and retain information more efficiently.



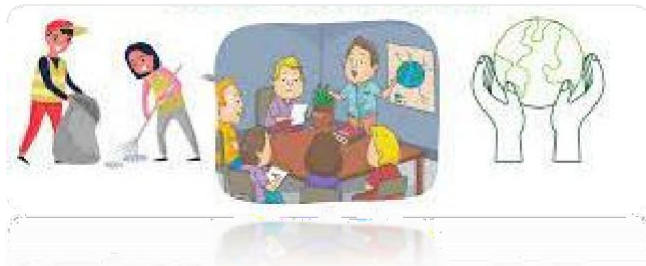
5. Formation of beliefs

- Teachers often play a role in influencing students' beliefs and attitudes toward various aspects of life, society, and knowledge.



Example

- A science teacher teaches students about the importance of environmental conservation and sustainability.
- Through engaging discussions and real-life examples, the teacher helps shape students' beliefs about the significance of protecting the planet.



6. To provide a socially and ethically responsible member of society:

- Teaching goes beyond academic knowledge; it aims to instill values, social responsibility, and ethical awareness in students, helping them become responsible citizens.

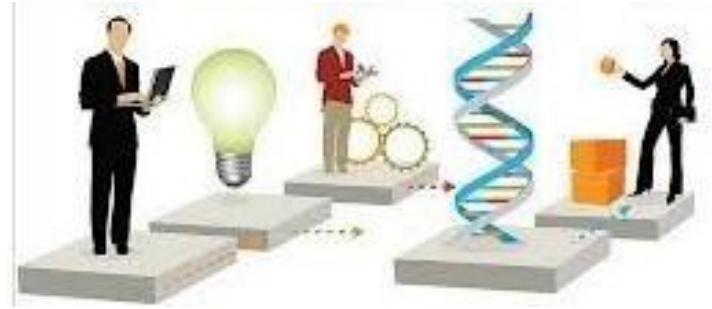


Example

- A social studies teacher educates students about civic duties and responsibilities, such as voting, respecting diversity, and actively participating in community service. By understanding these principles, students are more likely to become socially conscious and active members of society.



INSTRUCTIONAL OBJECTIVES



- Instructional objectives, also known as learning objectives or educational objectives, are specific statements that describe the intended outcomes of a learning experience.
- These objectives guide educators in designing their teaching **methods**, **assessments**, and **instructional materials** to ensure that students achieve the desired learning outcomes.



To frame instructional objectives, you can follow the **SMART** criteria, which means ensuring that objectives are **Specific, Measurable, Achievable, Relevant, and Time-bound.**



Here's how you can frame instructional objectives:



Specific: Clearly state what exactly the students should learn or achieve.

Measurable: Include criteria or indicators that allow you to assess whether the objective has been met.

Achievable: Make sure the objective is realistic and attainable within the given context.

Relevant: Ensure that the objective is aligned with the broader learning goals and is meaningful for the students.

Time-bound: Set a specific timeframe or deadline by which the objective should be accomplished.



Example of an instructional objective for poetry:

- Objective: By the end of the unit, students will be able to analyse and identify various poetic devices, such as simile, metaphor, and personification, and apply them effectively in their own original poems.



Example of an instructional objective for drama:

- Objective: After studying a classic play, students will be able to demonstrate an understanding of the key elements of drama, including plot, characterization, and dialogue, by creating and performing a short original scene.



Specific

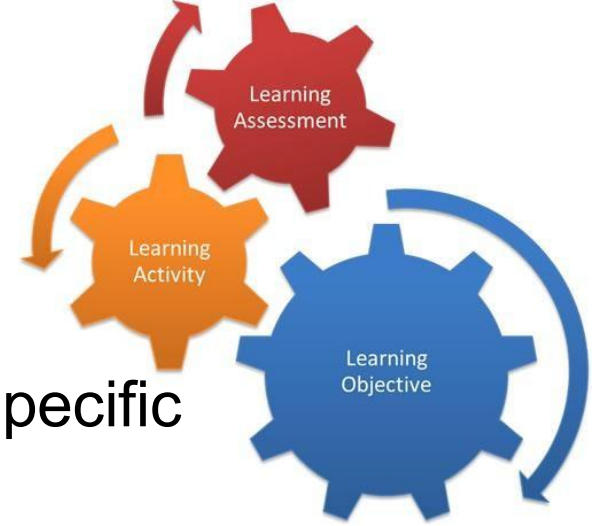
Achievable

INSTRUCTIONAL OBJECTIVES AND SPECIFIC OBJECTIVES

ely


realistic





- Instructional objectives and specific objectives are different.
- **Specific objectives** are more focused and tailored to a particular topic or chapter, while instructional objectives are broader and relate to the overall goals of a subject area or course.





Let's focus on framing specific objectives for the topic "Coromandel Fishers" by Sarojini Naidu:

- **Specific Objective 1:** By the end of the lesson, students will be able to summarize the main events and emotions depicted in the poem "Coromandel Fishers."
- **Specific Objective 2:** After studying the poem's imagery and metaphors, students will be able to identify and explain at least three instances where the poet uses these literary devices to portray the fishermen's lives and the sea.



The Coromandel Fishers

By Sarojini Naidu

Let's focus on framing specific objectives for the topic "Coromandel Fishers" by Sarojini Naidu:

- **Specific Objective 3:** By analyzing the language and tone of the poem, students will be able to infer the poet's perspective on the challenging lives of the fishermen and their relationship with the sea.
- **Specific Objective 4:** After a class discussion on the cultural context of the poem, students will be able to recognize and discuss the significance of the Coromandel Coast and its traditional association with fishing communities.





Q&A

What are instructional objectives?

- A) Rules and regulations set by the school
- B) Goals that students set for themselves
- C) Specific statements describing what students should learn
- D) Requirements for teachers' professional development

ANSWER: C) Specific statements describing what students should learn

Explanation: Instructional objectives are specific statements that describe what students should learn or the intended learning outcomes. These objectives help guide the instructional process and provide a clear focus on what students are expected to achieve.



Question 2:

Which of the following is a characteristic of well-defined instructional objectives?

- A) Vague and ambiguous wording
- B) Measurable and observable outcomes
- C) Generalized statements with no clear outcome
- D) Only applicable to one specific student group

Answer: B) Measurable and observable outcomes

Explanation: Well-defined instructional objectives should have measurable and observable outcomes. This means that the objectives should be clear enough to assess whether students have achieved them or not, enabling teachers to evaluate learning effectively.



Question 3:

How can instructional objectives benefit the teaching process?

- A) They increase the workload for teachers
- B) They allow students to create their own curriculum
- C) They provide a roadmap for lesson planning and assessment
- D) They eliminate the need for classroom activities

Answer: C) They provide a roadmap for lesson planning and assessment

Explanation: Instructional objectives provide a roadmap for lesson planning and assessment. By clearly stating what students are expected to learn, teachers can design appropriate activities and assessments to ensure the learning goals are met efficiently.



NATURE OF TEACHING



Nature of Teaching

- 1-Teaching is both formal and informal
- 2- Teaching should have a purposeful direction.
- 3-Teaching is a planned activity.
- 4- Teaching is both art and science.
- 5-Teaching facilitate learning
- 6 But Learning does not facilitate teaching.



INFRASTRUCTURE



Curricula



Syllabus And
Modules



1. Teaching is both *Formal* and *Informal*



Formal Teaching

- Teaching occurs within structured educational systems with predefined curricula



Curricula



Syllabus And
Modules



E X A M P L E



- A group of students is enrolled in an English language course at a language institute. The teacher follows a syllabus that outlines the topics to be covered, and they use textbooks, worksheets, audio-visual aids, and interactive activities to teach grammar, vocabulary, and communication skills.
- The students attend regular classes, submit assignments, and take assessments to track their progress. The teacher provides feedback and support to help students achieve their language learning goals.



Informal Teaching

- Informal teaching is spontaneous, unstructured, and happens naturally outside formal learning environments, often driven by the learner's interests and real-life experiences.



2. Teaching should have a

Purposeful Direction.



- Every aspect of the teaching process, including lesson planning, instructional strategies, and learning activities, should be aligned with specific learning objectives and goals.
- The purposeful direction ensures that the teaching and learning activities are meaningful, relevant, and targeted towards achieving the desired outcomes.



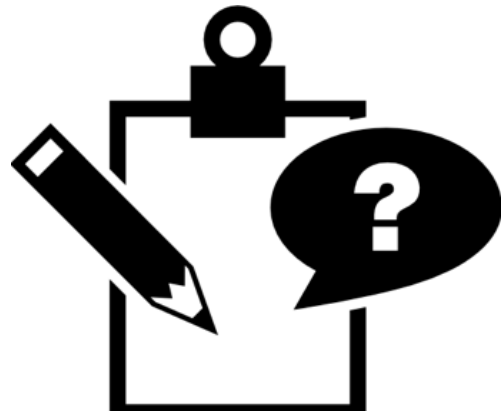
Example



- Let's consider a scenario where a teacher is conducting an English conversation class for intermediate-level adult learners.
- The overall goal of the course is to improve the students' spoken communication skills and fluency in everyday conversations.



3. Teaching is a *Planned Activity.*



- Teaching is a planned activity refers to the deliberate and thoughtful preparation of **educational content, learning objectives, instructional strategies, and assessments** before the actual teaching takes place.
- In this approach, teachers carefully design **their lessons and activities** to ensure that the learning experience is **organized, purposeful, and effective.**



EXAMPLE

- A teacher is conducting an English grammar lesson for a group of intermediate-level students. The goal of the lesson is to teach the present perfect tense.
- The teacher begins by identifying clear learning objectives for the lesson.
- The teacher plans the lesson structure to achieve the learning objectives.
- The teacher selects appropriate teaching materials to support the lesson plan.

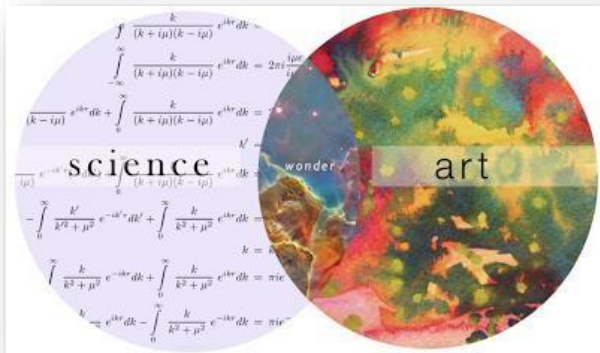


EXAMPLE

- The teacher considers the students' proficiency levels and learning styles while planning the lesson. If some students find the concept challenging, the teacher may provide additional examples or extra practice opportunities.
- The teacher plans formative assessment strategies to gauge students' understanding during the lesson.
- After the lesson, the teacher reflects on its effectiveness and student engagement. Based on this reflection, the teacher may make adjustments to future lessons to improve the teaching and learning experience



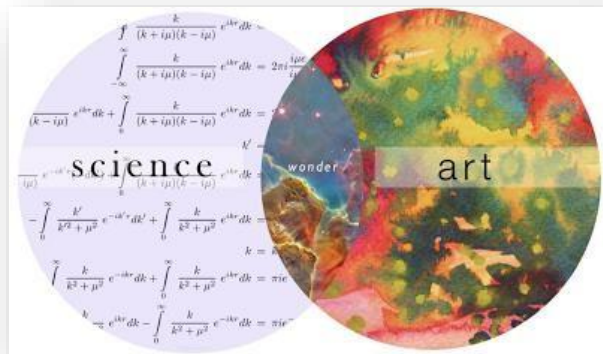
4. Teaching is both **Art** and **Science**.



- Teaching is often described as both an art and a science, meaning that it involves elements of creativity, intuition, and personal expression (art), as well as systematic planning, research, and evidence-based practices (science).



4. Teaching is both **Art** and **Science**.



- Effective teaching requires a delicate balance between the **art of engaging students, creating a positive learning environment, and adapting to their individual needs**, and the **science of using research-backed instructional strategies, data-driven assessment, and proven methodologies** to achieve specific learning outcomes.



EXAMPLE

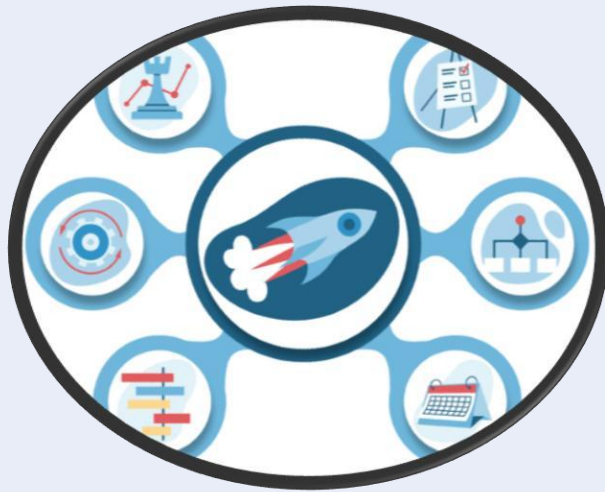
Let's consider a scenario where a teacher is conducting a language lesson on storytelling for a group of young English learners.



- **The Art of Engaging Students:** The teacher uses their creativity and imagination to capture the students' attention and spark their interest in storytelling.
- They might start the class with an animated story or use visual aids like puppets or pictures to make the content come alive.
- The teacher infuses enthusiasm and energy into their delivery, making the learning experience enjoyable and captivating for the students.



EXAMPLE

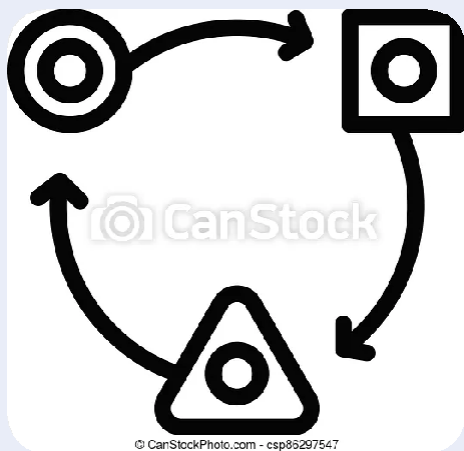


- **The Science of Planning and Objectives:** While creating the lesson plan, the teacher considers the learning objectives:
 - Students will learn new vocabulary related to storytelling.
 - Students will practice sentence structures and storytelling techniques.
 - Students will demonstrate their understanding by creating their own stories.



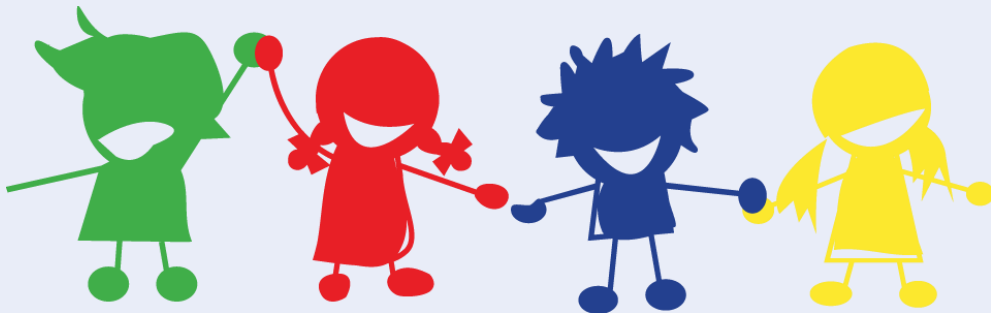
EXAMPLE

- **The Art of Adaptation:** During the lesson, the teacher observes the students' responses and adjusts the pace and level of difficulty accordingly. They may notice that some students are more advanced and challenge them with more complex storytelling tasks, while providing additional support to those who may be struggling.
- **The Science of Evidence-Based Practices:** The teacher incorporates research-based strategies for language learning. For instance, they use the "storytelling method," a proven approach to language acquisition, which helps students acquire new vocabulary and grammar in a meaningful context.



EXAMPLE

- **The Art of Building a Positive Learning Environment:** The teacher fosters a supportive and inclusive classroom atmosphere where students feel comfortable expressing themselves and sharing their stories. They encourage creativity and celebrate each student's unique contributions.
- **The Science of Assessment and Feedback:** The teacher uses formative assessment techniques to gauge the students' progress throughout the lesson. This might involve listening to each student's storytelling performance, providing constructive feedback, and offering guidance for improvement.



4. Teaching

Facilitate Learning

- Teaching that facilitates learning means creating an environment in which the teacher serves as a facilitator or guide, rather than just a transmitter of knowledge.
- The focus is on actively engaging students in the learning process, encouraging their critical thinking, problem-solving, and inquiry skills. The teacher provides support, resources, and opportunities for students to construct their understanding actively.

EXAMPLE

A teacher is facilitating a language lesson on environmental issues for a group of advanced English learners.

- **Student-Centered Approach:** The teacher encourages students to share their knowledge and experiences related to the topic.
- **Brainstorming Session:** The teacher asks open-ended questions about environmental issues. Students are encouraged to participate actively, sharing their thoughts and opinions.
- **Group Discussions:** Students work collaboratively to research and gather information about their assigned issue.

- **Research and Analysis:** The teacher provides access to various resources, such as articles, videos, and websites to guide the students for critically analyzing the information which help them to find and distinguishing reliable sources from unreliable ones.
- **Presentations:** After the research phase, each group presents their findings to the rest of the class. The teacher encourages active listening and constructive feedback from peers.
- **Reflection and Debates:** Following the presentations, the teacher facilitates a reflective discussion, encouraging students to consider possible solutions to the environmental problems they explored. The class engages in debates, exploring different perspectives and potential actions.

- **Language Development:** Throughout the lesson, the teacher helps students develop their language skills by providing vocabulary related to environmental issues, guiding them in using appropriate expressions, and offering feedback to enhance their language accuracy and fluency.
- **Empowerment and Action:** As a final part of the lesson, the teacher inspires students to take action in their community to address the environmental issues they have studied. They might suggest volunteer opportunities, awareness campaigns, or projects that students can get involved in.

Nature of teaching continuation...

- Teaching can be **Direct or Indirect** as the teachers use such methods as **lectures, demonstrations,** etc. and engage students in **face-to-face interaction,** they are teaching them directly.



Nature of teaching continuation...

- Conversely, when they use active methods like role-play, project, assignment, inquiry, or other such activities, they are teaching them indirectly.



Nature of teaching continuation...

- Teaching may be **Planned or Unplanned** traditionally, teachers plan for instruction before they go to the classroom for teaching.
- However, with the coming of active learning methods, **no strict planning is possible** as one is not clear in advance what could be the possible way of organizing teaching-learning activities.

Q & A



1. What is formal teaching?

- A) Teaching that occurs in informal settings
- B) Teaching that occurs within structured educational systems with predefined curricula
- C) Teaching that happens without any planning or organization
- D) Teaching that is limited to theoretical concepts only

Answer: B) Teaching that occurs within structured educational systems with predefined curricula

Explanation: Formal teaching refers to the organized and structured instructional process that takes place within educational institutions, such as schools, colleges, and universities. It follows predefined curricula and is planned and delivered systematically to achieve specific learning outcomes.



2. Which of the following is a characteristic of formal teaching?

- A) Lack of predefined objectives
- B) Informal assessment methods
- C) Unstructured curriculum
- D) Planned and intentional approach

Answer: D) Planned and intentional approach

Explanation: Formal teaching is characterized by a planned and intentional approach to education. It involves setting clear learning objectives, designing a structured curriculum, and using formal assessment methods to measure students' progress



Characteristics of Teaching

- **System of actions:** Teaching is a system of actions varied in form and related to content and pupil behaviour under the prevailing physical and social conditions.
- **Professional activity:** It is a professional activity involving a teacher and student with a view to the development of students' personality. Professionalism helps students in being regular and making harmony with their objects towards those they are concentrated.
- **Subjected to analysis and assessment:** Teaching can be analysed and assessed and analysis and assessment provide feedback for further improvement.
- **Interactive process:** Teaching is highly dominated by communication skills. Teaching is an interactive process carried with purpose and objectives.
- **Specialized Task:** It is a specialized task and may be taken as a set of skills for the realization of certain objectives.
- **Collection of various modes:** Teaching is a collection of various modes of itself. It is a broader term. Terms like conditioning, training, instruction, indoctrination denote a kind of teaching. They are a part of teaching but not a synonym with teaching. These are various modes of teaching contributing to teaching.



The modality of 'teaching' has to be differentiated from 'training' or 'instructing' in terms of which of the following learning outcomes?

(NTA UGC-NET June 2020)

- (a) Disciplined and patterned behaviour
- (b) Critical and creative thinking
- (c) Firm and durable association of ideas
- (d) Quick feedback

The correct answer is (b) Critical and creative thinking.



Teaching is often differentiated from training or instructing in terms of its focus on promoting critical and creative thinking in students. While training and instructing often focus on imparting specific skills or knowledge, teaching emphasizes the development of higher-order thinking skills, such as analysis, synthesis, and evaluation.

Teaching aims to foster critical thinking, problem-solving, and creativity, enabling students to apply what they have learned in new and innovative ways. In contrast, training and instructing tend to focus on more procedural and factual learning outcomes, such as disciplined behavior (a), firm associations of ideas (c), and quick feedback (d).

Therefore, option (b) Critical and creative thinking is the learning outcome that distinguishes teaching from training or instructing.



Objectives of Learning

- Learning is a planned and systematic process just like teaching wherein there are individual objectives of the learners.
- The main objective of learning is to gain knowledge and this is the ultimate target of the learner.
- To enhance the current skill sets of the learner itself.
- Attaining doubtless knowledge
- Acquire lesson clarity and deep subject matter understanding.
- To create an impact in society at large.



Nature and Characteristics of Learning

- Learning is a change in behavior irrespective of whether it is good or bad.
- Learning involves experiencing and practicing.
- Learning is influenced by the previous behavior of an individual.
- Like teaching, learning is also a continuous process, as it is rightly said that with each day passing we experience and learn something new.
- Learning is intended to bring about a permanent change in one's behavior.



- Learning is a universal process and is present everywhere around the globe.
- Learning is intended to bring about the growth and development of an individual firstly and then the society at large.
- Learning is an active social process.
- Learning is a dynamic and ever-evolving systematic process of interaction between the teacher and the learner.

PHASES OF TEACHING

There are three phases in teaching namely

- Pre-Active Phase
- Interactive Phase
- Post-Active Phase

1. PRE-ACTIVE PHASE

- The planning stage of the teacher
- Plans Objectives
- Analyses the Learner-base
- Organises Teaching Aids and materials
- Fixes the Teaching Method

2. INTERACTIVE PHASE

- The phase of execution of activities
- Grouping of students, interactions (purely activity-based), lecture and deploying several strategies on the basis of your subject, learner bases like age groups, understanding levels
- There are three processes predominantly involved in execution:

Perception, Diagnosis and Reaction



•

- **Perception:**

Understanding what students really want

- **Diagnosis:**

Whether you are approaching students in the right manner

- **Reaction:**

The final response you deliver to students

3. POST-ACTIVE PHASE

- The phase of feedback and evaluation
- The responses and comments from the students will be taken into account
- Changes will be initiated on the structure, dimension, techniques and strategies we use for teaching.
- Teacher will be the Dependent Variable here



Q and A

- **Which among the word gives us the meaning distant goal?**
- a) Objective**
- b) Aims**
- c) Goals**
- d) Desire**

Ans: Aims

▪ Discussions , Role Plays etc happens in which phase of teaching?

a)Pre- active phase

b)Post-active phase

c)Interactive phase

d)Activity Phase

Ans:C