

TEACHING APTITUDE TEST

Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of later. Education is a complex social, cultural and ethical process designed in a social or cultural context. It is related with social structures, cultural environments, values and ideals of people, society and the Government. All these factors are dynamic. Therefore, the definition of teaching has been changing depending upon time, place and society.

Morrison calls, teaching a disciplined social process in which teacher influences the behaviour of the less experienced pupil and helps him develop according to the needs and ideas of the society. Thus teaching is reduced to what the teacher teaches. Brubacher takes, teaching to where the pupils play the central role and the teacher arranges and creates situations for learning. Smith terms teaching as an organised system of specific activities aimed to help the learner learn something. Teaching may be carried out in the absence of a teacher. Smith further elaborated the definition. He considered teaching as a tripolar process involving: (i) Agent or source producing learning which may be human or material, (ii) a goal or target to be achieved, and (iii) the intervening variables consisting of learning or teaching situation involving human or physical conditions and instructional methods. Gage defined, teaching as personal relationship between the teacher and the taught causing behaviour modification, Amidon considered, teaching as a process of interaction between the teacher and the taught as a cooperative enterprise, a two-way traffic. This definition considered teaching as a set of properly planned and clearly defined activities undertaken for the achievement of certain ob-

jectives. Clarke broadened the scope of teaching and included all those organised activities that may result in modifying the behaviour of the learner. Green gave a very narrow and misnomeric concept of teaching when he called it a profession and said that teaching is what a teacher does for the development of a child. An analytical approach makes it clear that neither of the definition fulfils the purpose.

A good definition of teaching should:-

- (i) tell whether teaching is a process or product.
- (ii) clearly indicate its constitutional factors,
- (iii) reveal objectives, and
- (iv) say something about its organisational and structural aspect.

We should willingly accept the truth that it is a very very difficult task to define teaching universally. But somewhat functional definition may be stated as- "Teaching is a tripolar process involving human or material source of teaching, student and a set of organised activities designed and manipulated to bring changes in the behaviour of the taught".

CONCEPT OF TEACHING

There are wide spread notions about the nature and characteristics of teaching. That teaching is not a fundamental concept because it is greatly influenced by social and human factors which are dynamic in themselves. Teaching is both - art and science. It calls for exercise of talent and creativity making it and involving repertoire of techniques, procedures and skills which can be studied systematically, described and improved making it science. It is a professional activity involving teacher and student with a view to the development of the student.

It is an output emanating from the teacher. Teaching is a system of actions varied in form and related with content and pupil behaviour under the prevailing physical and social conditions. Teaching can be analysed and assessed and analysis and assessment provide a feedback for further improvement. It is highly dominated by the communication skill. Teaching is an interactive process carried with purpose and objectives. Teaching may have various forms as formal, informal, directional, instructional, formational, training, conditioning, indoctrination, talking, showing, doing remedial, etc. No doubt it is a specialised task and may be taken as a set of skills for realisation of certain objectives.

Teaching is a broader term. Terms like conditioning, training, instruction, indoctrination devote a kind of teaching. They are a part of teaching but not a synonym with teaching. These are various modes contributing towards teaching. The aim of teaching is to bring changes in the behaviour of students. Conditioning or training may, result in shaping the behaviour and conduct and instruction or indoctrination serve as an agent for acquisition, of knowledge and formation of belief. Most of our behaviours and habits are the creation of the process of conditioning. Training helps in shaping conduct and teaching various skills. Distinction between training and education may be made through the evaluation of the degree of intelligent behaviour produced by them. Instruction and indoctrination work on a higher footing than conditioning and training as far as the involvement of intellectual powers and modes of teaching are concerned. But they cannot be equated with teaching. Instruction is mainly concerned with the development of knowledge and understanding in individuals which represents one of many objectives of education and teaching. Teaching is aimed towards shaping a total man, while instruction cares only for the development of intellect and affects the cognitive domain of behaviour. Teaching may include or cover instruction. Indoctrination represents a fairly high level of teaching, shaping beliefs and ideals. Indoctrination represents one of the several modes of teaching. Indoctrination may mean teaching but teaching can be done without indoctrination.

LEARNING AND TEACHING

Learning may be defined as a desired and di-

rected change in behaviour, excluding of course the influence of growth, maturity or lesion. Teaching process also is related to realise the same objective, i.e. to modify the behaviour pattern of the pupil. Teaching consists of activities intended to produce learning. But, truly speaking, cause and effect type of relationship does not exist between teaching and learning. Teaching does not essentially end in some type of learning. Learning may take place without the process of teaching.

It is true that when a teacher teaches something to a class his teaching intends to bring in relatively permanent changes in the behaviour of pupils. It is to produce learning. But it is possible that the objective may not be realised. Similarly if one decides to learn something, he may do so without undergoing the process of teaching. Learning may be purely one-sided activity involving no interaction; an essential part of teaching. The two, teaching and learning, are quite different things. Learning is not directly proportional to teaching or vice versa. The two concepts may exist and function independently. Both aim at the same thing, i.e., to modify the behaviour of the learner. The two, therefore, should not be kept apart. A good teaching may be designed to affect maximum learning. A learner may be highly benefited through teaching to achieve his learning objectives saving wastage of resources and energy. Teaching activities and learning process should be organised and managed to make learning more effective. Where teaching should be the central concern of the process of education, the learning, in turn, should be made a central theme and goal for every teaching.

Authentic concept of teaching demands separation and naming of different elements or components of the process of teaching in relation to its various aspects

- (a) Activities undertaken in the process of teaching.
- (b) Educational objectives to be achieved through these activities.

Teaching has been analysed in several ways for understanding it, for designing teaching methods and materials with a view to realising specific objectives, making the teaching more effective, evaluating and modifying the process on the basis of feedback. Based on analysis, the task of teaching