

MODULE ON TEACHING SKILLS FOR PROFESSIONAL ENHANCEMENT OF TEACHERS IN HIGHER EDUCATION

Dr. Sunil Kumar Singh

‘Module on teaching skills for professional enhancement of teachers in higher education’ is a book for professionals aspiring to read and learn about the teaching skills. It will not only help all professionals in higher education in particular, but also anyone who wants to improve the communication skills to deliver any content to specific audience. It has been written in form of a self instructional module. The reader can use any skill given in different units/sections of the module distinctly or in an integrated manner to practice and become an effective communicator.

**MODULE ON TEACHING SKILLS FOR
PROFESSIONAL ENHANCEMENT OF TEACHERS IN
HIGHER EDUCATION**

SELF INSTRUCTIONAL E-MODULE

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Module on Teaching Skills for Professional Enhancement of Teachers in Higher Education: An Introduction

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About this Module:

This module has been designed for the students, researchers and teachers in higher education. The sole purpose of the module is to equip the learner whosoever to get acquainted with the teaching skills suitable for use in higher education teaching-learning process. It will not only enhance the communicative and other soft skills of the learner but also enhance professional teaching competency in classrooms. The module related structure and units have been briefly described here for easy comprehensibility of the learner.

Module Structure:

This module is a sequenced write-up of contents on teaching skill related materials developed to learn a teaching skill for teaching at various levels of higher education.

This learning module contains:

- i. Learning outcomes
- ii. Directions for use
- iii. Learning materials to help the learner to read understand and learn.
- iv. Self-check exercises for the learner to assess oneself about learning the read content.
- v. Points for discussion to help the learner think, discuss, take note and practice.

Module Units:

This learning module is divided into following two units:

Unit-1: deals with the ‘Teaching Skills for Effective Teaching’.

Unit-2: deals with the ‘Soft Skills for Personal Development of Teachers’.

Each of the above units generally includes the following:

1. Materials for you to read understand and explore.
2. A self-check exercise to allow you to work with the concepts and resources, and
3. An activity such as a discussion where you interact with the other learners/ teachers/ peers in a small group.

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RATIONALE AND LEARNING OUTCOMES OF THE TEACHING SKILLS' MODULE

- **Rationale:**

The general perception about act of teaching among learners and teachers is that, it simply involves learning the subject content and to deliver the same to the learner in the classroom. However, there exists a significant difference between delivery of the content and communicating it to the learner. Teaching cannot happen without communication. Hence, to communicate effectively, there are specific ways of doing various acts of teaching. These specific ways are known as teaching skills. One has to accomplish these teaching skills. Teaching also involves timely planning of learning activities, organization of the available resources and regular assessment. All these steps are vital during different phases of teaching, namely pre-active phase, interactive phase and post-active phase of teaching. All this essentially happens right from the foundational stage to the higher education (general and professional) uniformly.

Today the number of aspirants for higher education is increasing exponentially. Owing to this, higher education and teaching in universities and colleges is a matter of concern as never before. Hence, teachers in higher education need dual refinement i.e. to have expertise in the subject content (What to teach?), and teaching skills (How to teach?), simultaneously. Therefore, the demand for teaching skills has attracted global attention in recent decades. Hence this module is primarily aimed to meet this demand of teachers in higher education. It will facilitate all those scholars who are new in universities, however, it will also help those who are experienced and wish to reflect on their prevalent teaching-learning practice.

Basically all teachers whether beginners or experienced need to provide opportunities to their students for processing the information to facilitate comprehension and learning. Teaching skills help a teacher in keeping their students engaged and motivated for learning. The hard and soft ways of handling the contents and the raw learners may be referred to as teaching skills. These skills draw the attention of diverse group of students simultaneously. Some of these teaching abilities may come naturally to a few people only, while all others may acquire it through practice and make them more successful.

This module on teaching skills may also help teachers/aspirant teachers in higher education to explore the following set of questions themselves:

1. What does teaching in higher education involve?
2. What does research evidence tell us about effective teaching in higher education?
3. What can be general learning outcomes for learners in higher education?
4. How can we ensure that our teaching skills/methods will help our students to achieve the intended learning outcomes?
5. What alternative teaching skills do we have to make our teaching more successful?
6. What assessment and feedback practices can be adopted in classrooms to ensure students' subject learning more effectively?

- **Module Units and Learning Outcomes:**

This module has following **units**.

Unit No.	Title of the Unit
1.	Teaching skills for effective teaching
2.	Soft skills for personal development of teachers

After reading the learning material and completing the activities and exercises in the two units of this module you will be able to achieve following **learning outcomes**:

- Identify and choose different teaching skills to ensure optimum learning of different subject concepts by your students.
- State uses and use different teaching skills in a variety of teaching-learning situations.
- Acquire new teaching skills and refine old ones.
- Learn, practice and assimilate new teaching skills in your teaching methodology.
- Differentiate among various teaching skills in terms of their respective characteristics and uses in diverse teaching-learning situations.
- Identify and inculcate different soft skills required for the personal development of teachers.

TEACHING SKILLS FOR EFFECTIVE TEACHING

1.0 Introduction

The mission of teaching is most interesting and challenging too. Learning in the learner is dependent on the efforts and will of the learner but the motivation and joy of learning has to be facilitated by the teacher. Also, the expectation from the teacher is to ensure that the learners actually achieve the instructional goals well within due time. Hence the self-responsibility of the teacher increases manifolds and a teacher has to timely update and refine the teaching-learning skills.

The teaching-learning process becomes a joyful activity if the teacher readily accepts the challenges of the classroom and outside the classroom in the institution. The teacher performs variety of actions to facilitate learning among learners. These activities or actions may include interaction, writing on the board, drawing figures, narration, demonstration with examples, questioning, etc. This set of the entire verbal and non-verbal writing on the blackboard, drawing figures performed by the teacher are known as the are called teaching skills. These teaching skills and their various aspects can be observed, defined and verified too. These can be acquired and refined through training. Teaching is performed to achieve set objectives. The teaching action for this purpose is reflected in form of teaching behavior. This aspect further consists of several interrelated components of behavior termed as teaching skills. The teacher practices these skills individually and in an intermingled manner during three teaching phases (pre-teaching, teaching and post-teaching). It helps the teacher to attain the stated objectives. (Jangira and Singh , 1982).

Therefore, specifically the teaching skills can be defined as the set of specific teaching skills reflecting certain specified behaviors to achieve learning objectives stated for the learner. These skills are also termed as the core teaching skills (Passi , 1976).They are named as follows:

1. Skill of writing instructional objectives
2. Skill of introducing a lesson (Set induction)
3. Skill of reinforcement
4. Skill of stimulus variation

5. Skill of explaining
6. Skill of questioning and probing questioning
7. Skill of demonstration
8. Skill of using the writing board
9. Skill of illustrating with examples
10. Skill of closure

The above teaching skills have been described in forthcoming distinct sections of unit as section 1.1 to section 1.10 as follows:

- 1.1 Skill of Writing Instructional Objectives
- 1.2 Skill of introducing a lesson
- 1.3 Skill of Reinforcement
- 1.4 Skill of Stimulus Variation
- 1.5 Skill of Explaining
- 1.6 Skill of Questioning and Probing Questioning
- 1.7 Skill of Demonstration
- 1.8 Skill of Using the writing board
- 1.9 Skill of Illustrating with examples
- 1.10 Skill of Closure

Section 1.1: Skill of Writing Instructional Objectives

This section of the first unit, involves elaboration of the term ‘objectives’ and ‘the skill of writing those objectives’ in the teaching learning scenario in higher education. These objectives are also designated as learning outcomes in the teaching-learning process.

- An objective is a clear, precise, specific statement of desirable behaviors. It reflects the learning outcome to be achieved after the act of teaching. It is like a rudder which directs the teacher to lead the learners in the appropriate direction.
- The objectives enable whole teaching-learning process goal-directed hence also helps in assessment and evaluation (Kenneth, 2001; Rashid, 1999).
- An objective is also referred to as a behavioral objective or an instructional objective because it reflects the performance of the learner after instruction/teaching. (Kibler, Kegla, Barker, and Miles, 1974; and Dick and Carey, 1990).

1.1.1 Criteria of Good Instructional Objectives:

A good instructional objective should fulfill the following criteria.

- It should be in observable form.
- An action verb should be used.
- Specificity of the content is ensured.
- It should be aligned with outcomes.
- It should be achievable and realistic.
- Future tense should be used for writing it.
- The minimum expected performance level is to be mentioned in it.

1.1.2 Classification of Instructional Objectives:

The taxonomy developed by Bloom, Engelhart, Furst, Hill and Krathwohl (1956); and Krathwohl, Bloom and Masai (1964) is most relevantly used for identifying the levels. According to them, there are following three categories or domains of learning:

- i. The Cognitive Domain,

- ii. The Affective Domain; and
- iii. The Psychomotor Domain.

1.1.3 Levels of Cognitive Domain:

It consists of recall of facts, understanding of situations and sometimes even creation of certain things. It has six categories namely- knowledge, comprehension, application, analysis, synthesis, and evaluation. The 'creative level' is another term for combined set of synthesis and evaluation.

1. Knowledge Level:

- It relates to recall of previously learned materials. It involves the recall of specific facts, related terminology, basic principles and generalizations.
- The verbs namely - identify, define, list, match, write, describe, state etc. are used to express.
- This objective is related to the development of recall and recognition activities with use of words such as facts, rules, information, and principles.
- For this purpose, other situations are also created for the students to remember and identify the traditional rules principles, norms etc.

2. Comprehension Level:

- It is the lower level of objectives. It is reflected by use of verbs like : translate, convert, paraphrase, rewrite, summarize, explain and differentiate etc..
- Comprehension means the understanding of the new knowledge by the student.
- The subject matter which is understood by the student, that is, the subject matter of which their recollection to that subject, experience, interpretation and mention etc. can be done on the basis of comprehension purpose.

3. Application Level:

Knowledge and understanding (comprehension) move towards application. The application also has three levels as follows:

- i. Generalization of rules and principles
- ii. Diagnosis of the weaknesses of students

- iii. Learning the lesson by students (by using objects, words and rules in the statements). It includes use of terms like selecting, performing, showing, building, calculating, using, composing, searching, predicting, preparing, and changing.

4. Analysis Level:

- Knowledge moves towards analysis after comprehension and experiment, in other words analysis is possible only when there is knowledge and the purpose of experiment is achieved.
- Under the purpose of analysis, subject matter is divided into elements and interrelationship is established between them..
- It involves the breaking down of the material into small parts/components such that it helps in understanding in better way.
- Further it involves the identification of parts/components, then relationships between these parts are analyzed and organizational principles and structures are recognized.
- Verbs like- select, separate, subdivide, identify and break down can be used to express Analysis level objectives.

5. Synthesis Level:

- Synthesis is also called functional purpose. Adding new ideas or new knowledge obtained, collecting them, that is, adding them to create a new knowledge is called synthesis. Due to which the creative abilities of the students are developed.
- It includes summing up, concluding, reinterpreting, summarizing, arranging, creating, drafting, compiling, organizing, describing.

6. Evaluation Level:

- Evaluation is the highest level of cognitive aspect. It is a continuous process.
- Under this, by taking a critical decision in relation to the rules, principles and facts of the curriculum, it is known through examination or other types of parameters that (i) the set objectives of teaching have been achieved or not (ii) the students inside the class who are capable of learning. Whether the experiences provided were effective or not. (iii) how well the learning objectives were achieved.
- To appraise, to compare, to conclude, to criticize, to summarize, to explain, to judge, to assess, to evaluate.

A modification of the original taxonomy is a two dimensional framework, which includes knowledge and cognitive processes in revised Bloom Taxonomy. The noun form has now been changed to a verb form within the cognitive purpose of the original taxonomy, which now includes remember, understand, apply, analyze, evaluate, creating etc. Anderson, Krathwohl et al., (2001) taxonomy table has been used to classify the objectives of teaching to check whether objectives have been achieved or not by the assessment of the students. In this case 'creation' necessarily involves the combining of all the components to form a new whole or further one can do an evaluation on the basis of certain specified criteria. The verbs like: design, plan, compose, compare, conclude, explain and interpret etc. can be used to state the objectives of Creation level.

1.1.4 Levels of Affective learning

The Affective domain mainly deals with emotional development. It's mainly concerned with areas of attitude, feeling and emotion, depending on the level of internalization that is desired. Different levels under this domain are namely- receiving, responding, valuing and commitment as described below.

(a) Receiving

- Receiving is associated with awareness and willingness to attend to the stimulus.
- Verbs such as follows, select, choose, give and locate etc. are the objectives that are expressed under it.

(b) Responding

- Responding is concerned with active participation.
- Includes attending to stimulus and voluntarily reacting to it.
- Verbs such as read, help, answer, practice, report, greet, tell and perform are expressed under the receiving level.

(c) Valuing

- Valuing is connected to voluntarily giving worth to an object, phenomenon or stimulus.
- Belief, appreciation or attitudes are reflected at the behavior level.
- Verbs such as initiate, ask, invite, share, join, follow read, study and work are expressed at the valuing level.

(d) Commitment

- Building an internally consistent value system and freely living by it are concerned with commitment.
- Choice making involves establishment and use of a set of criteria
- Verbs such as alter, integrate, relate, synthesize, act, listen, use and verify are involved in commitment.

1.1.5 Levels of psychomotor learning

It includes muscular and motor skills and range from beginning to expert performances. It has three levels namely- imitation, manipulation and precision as given below.

(a) Imitation

- Imitation associated with the ability to carry out the basic essentials of a skill when given directions and under supervision.
- At this level the total act is not performed with skill, nor is timing and coordination refined.
- Verb such as construct, dismantle, drill, change, clean, follow and use expressed in imitation.

(b) Manipulation

- Ability to perform a skill independently associated with manipulation.
- Overall skill can perform in sequence.
- There is no need of conscious effort .
- Manipulation level objectives can be expressed with such verbs as connect, create, fasten, weigh and sketch.

(c) Precision

- It means the ability to perform the act accurately, efficiently, and harmoniously. Once acquired it becomes part of regular habit.
- Verbs such as adjust, align, focus, calibrate, construct, manipulate and build are used to express it.

1.1.6 Importance of well-written learning outcomes

Learning outcomes are like the soul and axle of the teaching plan because of the following reasons:

- Clarifies the aims and objectives of teaching specific content according to level of the learners .

- Helps the teacher to initiate teaching in appropriate direction.
- Helps in identification of cognitive level based contents.
- Helps to plan the teaching strategy and use of appropriate devices/media for teaching.
- Helps to plan and assess in form of formative and summative assessments regularly and at the end of the session respectively.

Therefore the above sub-sections have briefly explained about the skill of writing instructional objectives or the learning outcomes expected by the teacher in the beginning of the teaching planning process. After reading you can proceed to the given self-check exercises to check your comprehension.

1.1.7 Self-Check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.1 of the module.

Q1. How will you express 'remember level' instructional objectives in observable form?-----

Q2. What are the action verbs used to write objectives for 'comprehension level'?-----

Q3. Write at least three instructional objectives related to any chosen content of your own subject area.-----

1.1.8 Point for discussion

- What is the most suitable time to think and write the instructional objectives/learning outcomes during the preparation of a teaching plan?

Section 1.2 : Skill of Introducing a Lesson (Set Induction)

This section of the first unit, involves elaboration of the term skill of introduction/ set induction. Introduction skill is the skill required to begin the teaching–learning process on a good note. The objectives of this skill are to:

- Get students’ attention and their readiness for learning,
- Arouse students’ motivation,
- Clearly indicate the learning experience to be provided,
- Review previous experiences/knowledge of the learner to develop its link to the present content/task; and
- Rapport establishment at various levels (with student, content and immediate environment of the learner).

This skill is concerned with the art of initiating the lesson. If the lesson starts properly, it proceeds smoothly and the teacher is successful and effective. The utilization of previous experience and maintenance of continuity in the main parts of introduction are the major points to remember, while using introductory skills in teaching. Further this skill also involves use of interesting questions, statements, observations, facts, stories and narratives etc. from real life locality and experiences. All these attract the student to the real classroom situation and help the teacher to set induction.

1.2.1 Components of the skill of introduction

Following are the main components which are utilized in the skill of introduction:

- **Use of previous knowledge:** Teacher has to plan to establish rapport to the previous knowledge of the learner to initiate further.
- **Maintenance of continuity:** The new information and knowledge can be given in continuation to the previous information available with the learner..
- **Objectives and aids:** The decision regarding the ways and means to teach the specific content has to be taken by the teacher according to the maturity level of students. It means that the content, objectives and the devices of teaching should be in consonance with the grasping level of the learner.
- **Duration of introduction:** Purpose is to create interest and motivate students/learners to participate actively in the learning process..

- **Capability of teacher:** A skilled teacher in identified teaching skills is the capable teacher. Only such teacher can plan and execute.

Table 1.2.1 Key Components of the skill of introduction

Sl.No	Name of the components	Characteristics features
1.	Gaining Attention	<ul style="list-style-type: none"> • Using voice, gesture, eye contact. • Using audio-visual aids. • Using different patterns of interaction.
2.	Use of Previous Knowledge	<ul style="list-style-type: none"> • Previous experiences of learner • Integrate existing knowledge with the knowledge to be given..
3.	Use of Appropriate Device	<ul style="list-style-type: none"> • Using devices, techniques. • Using dramatization, models, audio-visual aids etc. • Using facts, stories and narratives etc. from real life locality and experiences.

- Set induction is set of activities of teacher to seek attention of the learners.
- It helps both the teacher and students alike to become participative and focused.
- Teacher has to use the working skills to stimulate and challenge so that appropriate learning environment is created. (Keziah, 2007; Ekukinam, 2014)

1.2.2 Ways to set induction/introduce a lesson

Jeremiah and Job (2011); and Ekukinam (2014) identified the following areas as best points to infuse set induction in the classroom.

- Introduction of a lesson:** Involves drawing attention identifying the diversity in the class .
- Initiating a discussion session:** Purpose is to arise interest.
- Introducing an assignment:** Purpose is to activate and engage learners for objective achievement..

Jeremiah and Job (2011) have also identified the following as application of ‘set induction’

- **The use of previous lesson content / Learner Entry behavior:** stimulate the learner for the new content with use of previous one.
- **The use of Silence:** Teacher seeks the attention through pause, gaze etc. in the class.
- **The use of Voice:** voice modulation by the teacher as per situation in the class.
- **The use of Movement:** The pattern of movement by the teacher helps to seek attention..
- **The use of Questions-Answers:** The curiosity of the learner along with the interest is promoted by use of genuine questions and related answers followed by the feedback as per need.

1.2.3 Relevance of set induction/ introducing a lesson

Some of the specific functions of set induction also highlighted by Jeremiah and Job (2011) are as given below:

- i. It helps realization of teaching objectives.
- ii. It helps to stimulate retention and recall of learnt information by the learner.
- iii. It enhances an effective management of the classroom.
- iv. It enables the learners to be more focused for learning the content in class.
- v. It makes the use of instructional materials more economical.

Hence we find that, all the above sub-sections have briefly explained about the skill of introducing a lesson or set induction in the classroom as needed by the teacher in the beginning of the teaching planning process. After reading you can proceed to the given self-check exercises to check your comprehension.

1.2.4 Self-check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.2 of the module.

Q1. How will you gain attention of learners for introducing lesson?-----

Q2. What is importance of previous knowledge in introducing of lesson?-----

Q3. Suggest at least two appropriate devices for introducing a lesson of your subject.-----

1.2.5 Points for discussion:

- What is the most suitable time to think about the ways to introduce a lesson (questions/narratives/story etc.) while preparation of your teaching plan?
- What should be the precautions while writing the questions/narratives/story etc. to introduce the lesson during preparation of a teaching plan?

Section 1.3: Skill of Reinforcement

This section of the first unit, involves elaboration of the term reinforcement and the specific skill of using it during the process of teaching-learning in higher education. The under given points reflect the meaning of reinforcement, its types and use as a skill.

- An event that affects the likelihood of a response to a stimulus occurring in a comparable situation is referred to as reinforcement. It is a part of learning psychology. Positive and negative are the two categories that exist. Employing positive reinforcement strengthens the desired behavior or reaction, while using negative reinforcement helps get rid of undesired behaviors.
- Psychology is where the word "reinforcement" originates. The ability to reinforce positive experiences helps one steer clear of negative ones and swap them out for happy ones.
- Positive reinforcements are experiences that are enjoyable, and negative reinforcements are experiences that are unpleasant. Individuals' reactions or behaviors are strengthened by positive reinforcements, whereas undesired responses or behaviors are weakened or eliminated by negative reinforcements. These rewards might take the shape of spoken or non-spoken actions.
- In a genuine classroom or learning environment, teachers can utilize the skill of reinforcement to increase a student's frequency of good or desired conduct and reduce their frequency of bad or undesirable behavior.

1.3.1 Objectives of skill of reinforcement

The Objectives of acquiring the skill of reinforcement are to:

- Attract & retain attention of the class
- Encourage learners for positive behavior
- Discourage learner for negative behavior
- Increase learners confidence level

1.3.2 Components of skill of reinforcement

The primary elements of the skill of reinforcement are as follows:

- i. **Verbal reinforcement that is positive (PVR) :** To ensure that students retain what they have learned, teachers employ affirming phrases like "I get what you mean" and "you should express yourself." In this sense, the advice given by students and the use of positive words are validated. Positive verbal reinforcements include praise words like "good," "very good," "excellent," "fantastic," "outstanding," "right," "yes," "correct," "fine," "continue," "go ahead," "carry on," "well done," etc. The teacher's verbal behavior (statement) accepts students' feelings, repeats and rephrases student responses, summarizes student ideas, etc.
- ii. **Positive non-verbal reinforcement (PNVR):** A teacher may occasionally utilize non-verbal clues to bolster students' confidence, such as smiling, nodding, paying close attention, or noting a student's accurate response on the whiteboard. These actions are all constructive nonverbal cues. Positive nonverbal reinforcements come from a teacher expressing good thoughts and appreciation of the replies from the students through actions like laughing with glee, clapping, retaining eye contact, and listening to the student.
- iii. **Negative verbal reinforcement (NVR):** To ensure that learning sticks, there are situations when certain stimuli must be eliminated. To the learner, phrases like "wrong," "absurd," or "I don't like your statements" might be interpreted as criticism. Statements by teachers, such as the use of deterrent terms like "no," "incorrect," and "stop"
- iv. **Negative non-verbal reinforcement (NNVR):** Teacher may use some ways/ideas which convey disapproval like raising the eyebrows, stares to disapprove, gazing to stop etc., as the non-verbal negative reinforcements.

Out of the above four components the beginning two components are the skills of desirable reinforcements. The latter two components are the skills of undesirable reinforcements.

Table 1.3.1 Key components of reinforcement skill

S.No	Name of the components	Characteristics features
1.	Verbal	a) Positive repeating the learner's response and offering praise b) Negative – correcting and instructing the student to do better and scolding

2.	Non-verbal	a) Positive – a smile, a nod of the head, etc.. b) Negative – : fury, a pessimistic head tilt, etc.
3.	Contact reinforcement	Giving the student a pat on the back, a firm handshake, and putting hands on the learners head..
4.	Proximity reinforcement	Getting closer to the students and increasing their engagement and enthusiasm in the subject matter.
5.	Activity reinforcement	distributing a task, project, assignment, homework, etc.
6.	Token reinforcement	Marking, grading, good, exceptional, etc. in the student's notebook.
7.	Inappropriate use of reinforcement	This is the circumstance in which the instructor fails to motivate the students about the caliber of their answers. He responds to every response with the same kind of remark.
8.	Denial reinforcement	In this instance, the instructor fails to provide support when the situation is demanding encouragement.

1.3.3 Relevance/Purpose of using reinforcement skill.

When employing this skill, the primary goals are to:

- Get students to pay more attention.
- Encourage students.
- Encourage the behavior of the pupils.
- Regulate and alert students who exhibit disruptive behavior.
- Assist pupils in gaining self-management skills.
- Enable students to assess what they have learned.
- Recognize the accomplishments and efforts of the kids.
- Strengthen classroom discipline.
- Boost participants' confidence.
- Promote perseverance, which enables students achieve more

The above sub-sections have briefly explained about the skill of reinforcement and its use in the classroom as needed by the teacher during the teaching planning process. After reading you can proceed to the given self-check exercise to check your comprehension.

1.3.4 Self-check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.3 of the module.

Q1. What do you understand by reinforcement?-----

Q2. What is the main purpose of using reinforcement skill?-----

Q3. How will you give positive non-verbal reinforcement to your student?-----

1.3.5 Points for discussion:

- What can be the various ways to reinforce your students while teaching? Think, explore and take note of them to include in your teaching plan.
- What should be the precautions while giving reinforcement to higher education students? Think exhaustively among your peers before using prepared teaching plan.

Section 1.4 Skill of Stimulus Variation

This section of the first unit, involves elaboration of the term stimulus variation and the specific skill of using it during the process of teaching-learning in higher education classrooms. Some important observations leading to realization of the need of skill of stimulus variation are as follows.

- Attending and understanding the relevant information from many sources is essential to students' learning.
- In general there are several distractors in and around the learners. They are in the form of various types of stimuli .All these simply deviate his/her attention.
- Variety of sounds- may be in any form, variety of gestures - non-verbal or variety of media can be used by the teacher to seek attention of learner towards the content.
- The process of stimuli change for seeking learner attention towards the content, by various means in the classroom is called **stimulus variation**. Ultimately the teacher has to decide the quantum and variety (What, when and how much of it) of stimulus change needed in the classroom. The various components of the skill can be identified by him/her to take appropriate decision on time.

1.4.1 Components of stimulus variation skill

The descriptions about the various components of the skill are given below.

Teacher's Movement (TM)

To get the attention of the entire class and direct students' attention toward the teacher, the teacher should move around the teaching dais and towards each student. There should be a purpose to the movement. Students' attention is captured and held when the teacher moves (e.g., towards the blackboard to discuss the diagram drawn on it).

Pupil's Movement (PM)

- A student travels from one location to another. Students' interest and focus are maintained in the task at hand by their active participation.
- Physical involvement can take the form of handling of apparatus, acting out scenarios, dramatization, or writing on the blackboard.

Teacher's Gesture (TG)

- Gestures are the expression of feelings and emotions that involves nonverbal behaviors.
- Gesture consists of movements of hand and eye, facial feelings through expressions, etc. The effectiveness of message increases with use of proper gestures.

Sensory Focus (SF)

- The use of verbal expression mixed simultaneously with sensory is effective.
- Saying excellent with nodding of head is such example.

Change in Voice (CV)

- Whatever sounds boring to you is obviously monotonous. It applies here too.
- Voice modulation with proper loudness and tone is required for effectiveness of communication.

Change in Interaction Pattern (CIP)

- The interaction is broadly of two types: Verbal and Nonverbal. This interaction is communication in real sense.
- The various patterns of interaction are categorized as : teacher- learner, teacher-group , learner- learners and teacher-whole class interaction.

Pausing (P)

- Pausing is silence for some seconds. The silence indicates pause during talk. Short deliberate intervals of silence used, while conveying information, lecturing, explaining, etc.
- Silence has a meaning of its own and if it is used effectively, it helps in securing and sustaining pupil's attention.
- A pause of 3-4 seconds duration is considered appropriate for this purpose.

Audio-Visual Switching (AVS)

- Audio is one which is pleasant to your ear and visual is pleasant to eye. The content delivery to be effective has to be mixed with appropriate mixing of the two or using the appropriate at a time. It helps to communicate effectively.

Table 1.4.1 Key components of skill of stimulus variation

Sl.No	Name of the Components	Characteristic Features
1.	Teacher movement (TM)	To keep himself/herself and the pupils engaged, the instructor should be moving around the lecture table.
2.	Teacher gesture (TG)	The instructor's facial expressions and body language should be engaging, relevant to the content being covered, and make teaching more lively. It also needs to be adjusted consistently and in accordance with requirements.
3.	Change in interaction pattern (CIP)	To keep the classroom engaging and encourage everyone to participate in the learning process, the interaction pattern in the classroom needs to be regularly modified. Four different kinds of interaction patterns are possible: a) Instructor to entire class b) Instructor to small group of students c) Instructor to individual student d) Student to student
4.	Change in speech pattern /Change in voice	To avoid classroom monotony, the teacher should alter his speaking manner based on the concept's relevance. Additionally, it helps in captivating and retaining students' interest as well as reflecting the significance of the idea being presented. For this, you may use one or all of the three speech patterns listed below: a) Pausing (P) b) Low pitch (LP) c) High pitch (HP)
5.	Oral-visual switching (AVS)	It becomes necessary to change the students' sensory channels based on the needs of the subject. There are several ways to do it:

		a) Verbal to visual b) Verbal to verbal-visual c) Visual to verbal d) Visual to verbal-visual
6.	Pupil activity/ Movement (PM)	Participation from students is encouraged while planning activity-based learning where learners are actively involved.
7.	Focusing / Sensory focus (SF)	Focusing means focusing students' attention to a specific topic that the instructor is interested in emphasizing. Techniques like Verbal, gestural, or verbal-gestural focusing are involved in it.

1.4.2 Behavioural patterns in the skill of stimulus variation

Six basic behavioral patterns were found by Allen, Ryan, Bush, and Cooper (as cited in Adedapo, 2010) used to vary the stimuli presented to the learners. Later, these were known as "stimulus variation skills." These include, among other things, the teacher's movement, the use of gestures, focusing attention, a variety of interaction styles, the use of pauses, and changing sensory channels. Below is a brief overview of these:

(1) The Use of Gestures:

- These are the things the instructor does during the session to get the students' attention and even keep them interested.
- In addition, the use of gestures involves the entire body system, including the head, hands, legs, and entire body, to vividly express ideas to students.
- Throughout the lecture, these kinds of acts are employed to capture, hold, and extend the attention and interest of the students. In the meanwhile, following measures might be implemented to address and prevent students' lack of focus.
- Eye movement: forward, backward, and sideways. A tapping sound on the desk, board or table. tilting the head sideways, downward, and upright. Altering one's expression to convey different emotions, such as seriousness, introspection, sternness, or a friendly smile might help learners focus and arrest their attention.

(2) Focusing Attention:

It is done in two ways, viz. by use of verbal statements and gestures cum verbal statements:

(3) Varying Interaction Styles:

a. Teacher-Students (Class): In this scenario, the teacher is speaking to a class of students or to a group of students, typically during the teaching and learning process.

b. Teacher-Student: This type of interaction takes place when a teacher is giving one student or each student specific attention.

c. Student-Student: In this interaction, a student responds to a issue raised by teacher, but if the response is uninteresting, then another student is called upon to modify the previous student's response.

d. Student-Students (class): This scenario arises when a teacher assigns a certain student to a leadership role who is expected to assist in the instructional process.

(4) Pauses: It is silence for a very short while. It attracts all with pin drop silence among students.

(5) Shifting Sensory Channels: Use of senses (namely, visual, auditory, olfactory, tactile and gustatory) of the learner during the teaching/learning process is important. Appropriate and timely use leaves a good impact to seek attention and learn. Use of multimedia for this purpose is very useful.

(6) Teacher's Movement: The following possible movements can be employed by the teacher during the instructional process.

- a) Move around in the class among the learners.
- b) Move to the left and right in the classroom.
- c) Move to the back and front in the classroom.

1.4.3 Relevance/Purpose of Skill of Stimulus Variation

Skill of stimulus variation is very useful for a teacher. The relevancy of the skill is self-reflected from the following purposes served by this skill. It helps to -

- i. Break monotony of the class,
- ii. Bring variation in presentation,

- iii. Attract and maintain attention of pupils,
- iv. Make teaching attractive and interesting,
- v. Make teaching effective by using various senses; and
- vi. Involve students in the teaching-learning process.

The above sub-sections have briefly explained about the skill of stimulus variation and its use in the classroom as needed by the teacher during the teaching planning process. After reading you can proceed to the given self-check exercises to check your comprehension.

1.4.4 Self-check Exercises

Check your Progress
<p>Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.4 of the module.</p> <p>Q1.What are the various types of interaction pattern in the classroom?-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>Q2. How change in speech pattern affects teaching-learning process?-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>Q3. Give at least two examples of verbal to visual switching from your subject..-----</p> <p>-----</p> <p>-----</p> <p>-----</p>

1.4.5 Points for discussion:

- During your previous teaching experience (if any), what type of stimulus variations were in use at your own level? Recollect and correlate with contents in this section.
- What can be the various ways of stimulus variation while teaching? Think, explore and take note of them to include in your teaching plan.

Section 1.5 Skill of Explaining

This section of the first unit, involves elaboration of the term ‘explaining’ and the specific skill of using it during the process of teaching-learning in higher education classrooms. Some important observations leading to realization of the need of skill of explaining are as follows.

- A teacher teaches a number of concepts, generalizations and procedures. The comprehension of the terms by students depends on the skill of explaining by the teacher.
- Explaining can be defined as the use of interrelated statements about a concept, phenomenon, generalization, procedure, function and reason with a view to provide its understanding to someone else.
- It is a set of interrelated statements made by the teacher related to a phenomenon, an idea, principle, etc., in order to increase understanding in the learners about it.
- For an explanation, to be understood by students, the previous knowledge refers to the knowledge already possessed by learners.
- The quality of an explanation depends on preparation of the teacher and the degree of understanding of the learners. A teacher should be aware of both the aspects.

Explaining concepts is very important in class room teaching. Hence, a teacher has to learn the ‘skill of explaining’ in order to make students understand various ideas, concepts and principles through explanation.

1.5.1 Objectives of Skill of Explaining

The use of this skill mainly has following objectives.

- i. Learners to clarify an issue.
- ii. Learners to describe process, structures and procedures.
- iii. Learners to state reasons of events and phenomena.

1.5.2 Components of skill of Explaining

The components of skill of explaining are as follows:

1. Cognitive Link (CL)
2. Uses of Illustrations (ILL)
3. Compare and contrast (CC) and

4. Meaningful Repetition (MR)

The brief descriptions of various components have been given below.

1. Cognitive Link (CL)

- A teacher introduces a new concept using the principles of “Known to unknown”, “Concrete to abstract”, “easy to difficult” and “simple to complex” to establish a link between the old (already known) concept and the new one.
- A new concept can be introduced and developed only through a series of sub-concepts. All sub-concepts must be linked with one another logically.

2. Uses of Illustrations (ILL)

- Illustrations are included with examples and non-example. Only examples cannot serve the purpose of illustrating. The illustration should be linked to the real life situations/experiences of the learner too. It enables easy learning through comprehension..

3. Compare and Contrast (CC)

- The sole purpose here is to differentiate the simple one from the difficult one. It serves purpose of discriminating between two related but different concepts. Sometimes it is better to find similar concepts and at the other time the concepts with differences may be put before learners for convenience.

4. Meaningful Repetition (MR)

- Repetition enables the learners to recall and grasp easily. However it should be purposive, and meaningful to be relevant.

Table 1.5.1 Key components of skill of explaining

Sl.No	Name of the Components	Characteristic Features
1.	Use of opening statements	The instructor should provide a clear introduction to the material he will be covering that day to the students before beginning any explanations.
2.	Use of linking	This technique is mainly applied to linking explanations in

	explanation	sentences that begin with "so," "therefore," "because," "due to," "as a result of," "in order to," etc.
3.	Using mediators	It helps in strengthening teaching-learning process
4.	Use of concluding statement	The last sentence of the explanation is this one. It contains an overview of all the key findings from the justification.
5.	Questions to test pupils understandings	Short questions designed to check the understanding of learners of the subject matter following the explanation. The primary goal is to determine whether or not the students have understood.

1.5.3 The relevance/purpose of skill of explaining

This skill is one of the most important attributes a good teacher must possess because it serves following purposes.

- i. This skill enables the teacher to correlate the level of the content and use his/her various experiences to communicate according to level of the students in the classrooms.
- ii. This skill is required to develop appropriate understanding of the concepts etc. among learners.
- iii. This skill facilitates the teacher to develop higher order thinking among students.

The above sub-sections have briefly explained about the skill of explaining and its use in the classroom as needed by the teacher during the teaching planning process. After reading you can proceed to the given self-check exercise to check your comprehension.

1.5.4 Self-check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.5 of the module.

Q1. Write beginning statement for any topic of your subject?-----

Q2. Write at least two statements from your subject using explain links.-----

Q3. What is role of illustration in explanation?-----

1.5.5 Points for discussion:

- A classroom has students with diverse abilities. Think and discuss if the students with diverse abilities need explanations of concepts etc. differently.
- Think about various ways of explaining concepts by use of various components of the skill in above sub-sections and include them in your teaching plan.

Section 1.6 Skill of Questioning and Probing Questioning

This section of the first unit, involves elaboration of the term ‘probing questioning’ and the skill of using it during the process of teaching-learning in higher education classrooms. Some important observations leading to realization of the need of skill of probing questioning are as follows.

We all know that curiosity is the basis of education and knowledge development. Curiosity leads to formulation of variety of questions. Thus ‘questions’ are the most important tool of thinking, reasoning, learning and teaching. Questions are useful for effective completion of every stage of teaching namely- pre-active, interactive and post-active stages. Basically questions fulfill various functions which can be termed as objectives of teaching.

1.6.1 Objectives and approaches of questioning

The **objective** of use of questions during teaching serves following purposes.

- Finding out previous knowledge of the learners,
- Revising the topic,
- Stimulating thought process of the learners,
- Encouraging discussion, and
- Getting students’ participation.

Questioning approaches

- **Targeting questions approach**– Asked question is rotated in class to all learners.
- **Delivery questions approach**– Question is put to all at the same time and one has to answer.
- **Approach of questions to acknowledge the answers** – Question is asked to acknowledge the answer of the previous question and to reinforce the positive response.

1.6.2 Level /order and types of questions

Levels of questions:

Depending on the complexity of questions, there are three levels of questions as categorized and explained below –

- i. **Lower order questions** : They are related to the cognitive (rote memories and recall etc.) level enquiries. They are categorized to promote lower order thinking.
- ii. **Middle order questions** : They are related to the comprehensive (understanding) level enquiries. They promote higher order thinking.
- iii. **Higher order questions** : They are related to the application (use in daily life) level enquiries. They promote higher order thinking.

The teacher uses any of the above three levels of questions depending on learners' aptitude, nature of content, purpose of questioning and levels of teaching.

Types of questions:

- i. **Open questions** are those for which there is not a single definite answer.
- ii. **Closed questions** are those which have only one correct answer.
- iii. **Rhetorical/dramatic questions** are those for which there are no easy answers. They are higher order thinking questions.

1.6.3 Qualities of a good question

A good question includes three aspects namely- structure, process and product. All the three are important in the process of framing and asking questions. Their characteristic features are as given in the table below.

Table 1.6.1 Characteristic features of a good question and its delivery

Sl. No.	Name of the Components	Characteristic Features
1.	Structure	<ul style="list-style-type: none"> • Grammatical correctness and lucidity • Conciseness • Relevance • Specificity
2.	Process	<ul style="list-style-type: none"> • Speed • Voice • Pause • Style
3.	Product	<ul style="list-style-type: none"> • Response • Knowledge • Information

1.6.4 Components of questioning skill

The primary elements of the skill of questioning are as follows:

- **Quality of questions:** Only when carefully framed by the teacher can a question fulfill the necessary function. Therefore, while asking questions consider the following points in mind.
 - i. i. Relevant: The questions being asked should to be appropriate to the lesson being taught. Questions that aren't relevant might confuse pupils and make teaching and learning more difficult.
 - ii. ii. Clarity: The questions need to be phrased simple and clear language.
 - iii. iii. Specificity: Make sure that your questions are direct and precise.
 - iv. iv. Grammar correctness: If the questions are not grammatically sound, the pupils won't be able to comprehend them.
- **Presenting questions in class:** Instructors should make an effort to ask questions in a voice, accent, tone, and pitch that are audible and clear. Additionally, the pace at which questions are asked should not be either too quick or too slow, and students should be given adequate time to respond.
- **Involvement of all students:** Rather than addressing just one student, questions should be directed to the entire class. A teacher should include all students for answering questions so that all of them are attentive and alert during the class.
- **Behaviour of the teacher:** When posing questions, the teacher should act in a natural way. When asking questions the tone and manner should be kind and patient.
- **Prompting:** If a student shows signs that he/she is unable to respond to a question, the instructor can provide hints/cues to recall what they learnt.

In this approach, teachers can learn and acquire the skill of questioning to bring efficacy to their classroom teaching by practicing appropriate questioning techniques together with appropriate behavior and presentation.

1.6.5 Probing Questions – their components and use

Probing questions are those questions that encourage students to consider every aspect of the problem in greater depth. Teachers can help students become more reflective and thoughtful by posing these kinds of questions repeatedly. He/she also helps the students go deeper into the material and have a thorough understanding of it.

Table 1.6.2 Key Components of the skill of probing questions

Sl. No.	Name of the Components	Characteristics/ Features
1.	Prompting (P)	When a student expresses that he/she cannot answer a question in class or that the response is insufficient, the teacher may ask questions that encourage the students to answer.
2.	Seeking Further Information (SFI)	When students provide correct answers in class, but the teacher requires additional details and explanations from the student by emphasizing the "how" and "why" aspects of the response.
3.	Refocusing (RF)	When a teacher presents the same question to a different student so that they can compare. We call this refocusing.
4.	Redirecting Questions (RD)	Redirecting questions are those that are directed to more than one learner for their answers.
5.	Developing Critical Awareness	When a student provides an accurate response, this method is employed. In order to get the student to think beyond what they already know, the teacher asks higher level questions. This includes asking "how," "why," and occasionally "what" questions about the topic at discussion.

When the teacher puts a question to a class, he gets various types of responses for a teacher to get the required response, the art of probing questioning requires digging deeper into the student responses through sequential questions. A wide variety of student responses—including no response, incorrect response, partially correct response, incomplete response,

and correct response— will follow each question. Let's explore **each of the five response scenarios individually below.**

- i. **No response situation:** This can occur when a student is unable to comprehend the question, provide a structured response, or simply cannot remember the needed information.
- ii. **Wrong response situation:** An incorrect answer to a question reveals a student's ignorance and lack of knowledge of concepts, facts, and generalizations.
- iii. **Partially correct response situation:** These indicate that the students only have a partial understanding of the concepts, facts, and generalizations.
- iv. **Incomplete response situation:** When this happens, we can assume that the student is either unable of understanding and structuring a response to the question, or he/he is not recalling the relevant facts, concepts, or generalizations.
- v. **Correct response situation:** The student's statements are referred to as the correct response circumstance.

Probing questions involve behaviors such as getting more information, redirecting, refocusing, and enhancing one's critical awareness.

1.6.6 Purpose of the skill of questioning and probing questioning

- It is thought that the most crucial aspect of teaching is the process of asking questions in the classroom. As a result, students learn introspection and the capacity to comprehend the depth of the subject.
- Questions are used to study various aspects of topics. It encourages participation and alertness from the student in the ongoing teaching process. Additionally, it assists a teacher in learning about the students' prior knowledge, entry style, interest in and attitude toward the subject, and the topic that is given. A teacher's ability to ask good questions can help in their ability to communicate effectively with their students.
- Probing questioning skill enables the learner to think critically on various aspects like – What, How, Why, When, Where about the content under discussion.

The above sub-sections have briefly explained about the skill of questioning and probing questions and their use in the classroom as needed by the teacher during the teaching

planning process. After reading you can proceed to the given self-check exercise to check your comprehension.

1.6.7 Self-check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.6 of the module.

Q1. What is the technique used to handle an incomplete response situation?-----

Q2. What type of questions are asked to develop critical awareness?-----

Q3. Write at least two open ended questions on any topic of your subject.-----

1.6.8 Points for discussion:

- Imagine a class without questions and think about its relevance and difficulties.
- What should be the precautions while questioning to higher education students?
Think it exhaustively among your peers before using them in classrooms.

Section 1.7 Skill of Demonstration

This section of the first unit, involves elaboration of the term ‘demonstration’ and the skill of using it during the process of teaching-learning in higher education classrooms. Some important observations leading to realization of the need of skill of demonstration are as follows.

A demonstration is a showing. The demonstrations may be set up on a demonstration table and even going in the real situations or bringing real situations to the classroom. Demonstration table/gadget is usually kept in an elevated place so that all can closely watch the demonstration. It is an activity or process of teaching involving the showing of specimens or experiments to explain and describe the concerned concept, idea, teaching point etc. in the teaching learning process. This process makes the subject matter concrete with the real life situations.

1.7.1 Components of Skill of Demonstration

The demonstration skill consists of following five components:

- i. Appropriate Topic, Concepts, Ideas and Teaching Points (A)
- ii. Sequence, Order of Presentation (SOP)
- iii. Adequacy of Manipulative Skill (AMS)
- iv. Creation of Appropriate Situation (CAS)
- v. Generalization (G)

For convenience of comprehension they have been briefly explained as given below.

- i. **Appropriate Topic, Concepts, Ideas and Teaching Points (A)** should be used.
- ii. **Sequence, Order of Presentation (SOP)**-The sequential procedure in presentation of material indicates better preparation of the teaching- learning activity.
- iii. **Adequacy of Manipulative Skill (AMS)**-In the demonstration of experimentation the instrument or equipment should be repeatedly displayed in the teaching- learning process.
- iv. **Creation of Appropriate Situation (CAS)**- Use of proper aids, instruments, diagrams, gestures etc., help to create situations. Unrelated devices should not be used.
- v. **Learners’ Involvement (LI)**- The learners or students should be involved intensively for the success of demonstration followed by the generalization.

- vi. **Generalization (G)**-At the end of the lesson one should conclude to frame a rule, theory, a principle etc. as per need. It can be called as generalization.

1.7.2 Purpose of Skill of Demonstration

This skill enables the following to serve the purpose of learning:

- i. It makes the class more attractive and attention seeking for the learners.
- ii. It links the learner to the real situation.
- iii. Enables the learner to interact with the concept and device simultaneously and makes him device friendly.
- iv. It makes the learner more observant, participative and critical.
- v. The generalization ability of the learner is improved and he/she can handle facts and concepts etc. more readily.

The above sub-sections have briefly explained about the skill of demonstration and its use in the classroom as needed by the teacher during the teaching planning process. After reading you can proceed to the given self-check exercises to check your comprehension.

1.7.3 Self-check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.7 of the module.

Q1. What do you mean by generalization?-----

Q2. How demonstration helps in teaching?-----

Q3. Write any two suitable topics from your subject area for demonstration-----

1.7.4 Points for discussion:

- What are the benefits of teaching the concepts with help of demonstration? Think, explore and take note of them and plan your subject teaching afresh.
- What should be the precautions while giving demonstrations in the class to higher education students? Think exhaustively among your peers before using it in your prepared teaching plan.

Section 1.8 Skill of Using Writing Board

This section of the first unit, involves elaboration of the term skill of using writing board during the process of teaching-learning in higher education classrooms. Some important observations leading to realization of the need of skill of using writing board are as given here..

Writing board is any board which is smooth, centrally placed on the dais, visible to all the students in the class and used for writing the content in the class. The writing boards can be of various types namely- **black-board, green-board, white-board and digital writing board**. Whatever may be the type of the writing board but it is one of the most important tools in classroom teaching. Different components of the skill are as given below.

1.8.1 Components of the Skill of using writing board

Writing board is the powerful teaching aid to teach from schooling to higher education and the writing board as a visual aid is widely used in all sectors of education and training. The development various types of board, writing materials and ICT is reducing the chalkboard work. A good writing board work brings clearness in perception and it can be suitably used for displaying notes and diagrams during a lesson.

The components of the skill of use of writing board are:

- i. Legibility (L)
- ii. Size and Alignment (S.A)
- iii. Highlighting Main Points (HMP)
- iv. Utilization of the Space (US)
- v. Correctness (C)
- vi. Position of the Teacher (PT)
- vii. Eye Contact with Pupils (ECP)
- viii. Cleaning of writing board (CWB)

- i. **Legibility (L):** Every letter should be of adequate size with proper spacing.
- ii. **Size and Alignment (SA):** Uniform size appropriately legible letters be used.
- iii. **Highlighting Main Points (HMP):** Underline, bold or use of different colours be done to highlight.

- iv. **Utilization of the Space (US):** Overwriting and untidy writing be avoided.
- v. **Correctness (C):**Correct spelling, punctuation, grammar, etc., be used in constructing sentences on the writing board .
- vi. **Position of the Teacher (PT):** The teacher should stand on one side of the writing board at an angle of 45 degree for written part to be properly visible .
- vii. **Eye Contact with Pupils (ECP):**Eye contact with the learners at the time of writing on the board for discipline and seeking the attention of the learners.
- viii. **Cleaning of writing board (CB):** After the task the board has to be left clean.

Table 1.8.1 Key components of the Skill of using writing board

Sl.No.	Name of the components	Characteristics / Features
1.	Legibility of hand writing	<ul style="list-style-type: none"> • Distinct gap in letters • Sufficient space from word to word • Vertical slanted letters • Equal sized letters • large enough letters to be read • Thick lined letters
2.	Neatness	<ul style="list-style-type: none"> • Good spacing between lines • Avoid over writing
3.	Appropriateness	<ul style="list-style-type: none"> • Proper use of writing material • Proper presentation of illustrations and diagrams • Underlining points
4.	Organization of board work writing	<ul style="list-style-type: none"> • Space planning • Sequence of materials on board • Aesthetic presentation

1.8.2 Purpose of the Skill of using writing board

Effective use of writing board increases the effectiveness of teaching. The writing board serves following purposes:

- i. It is an effective mode of visual aid,
- ii. It provides good clarity in understanding concepts,
- iii. It draws full attention of students at relevant points; and
- iv. It presents very holistic picture of the content.

The above sub-sections have briefly explained about the skill of using writing board and its use in the classroom as needed by the teacher during the teaching planning process. After reading you can proceed to the given self-check exercises to check your comprehension.

1.8.3 Self-check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.8 of the module.

Q1. What do you mean by legibility?-----

Q2. How will you effectively organize board writing work during teaching?-----

Q3. What is right position of teachers during board writing work? -----

1.8.4 Points for discussion:

- Recollect and visualize your prevalent style of writing on the board. What can be the various ways to improve your content presentation on writing board while teaching in the classroom? Think, explore and take note of them to include in your teaching plan.
- What should be the precautions while writing on the board? Should you involve your students in the board writing work in the classroom? Think exhaustively among your peers and students.

Section 1.9 Skill of Illustrating with Examples

This section of the first unit, involves elaboration of the term skill of illustrating with examples during the process of teaching-learning in higher education classrooms. Some important observations leading to realization of the need of this skill are as given below.

When the teacher finds a difficulty in enabling students understand an abstract idea, concept or principle despite the best explanation, he/she then switches to the use of illustrations. The teacher uses his/ her experience to illustrate the concept with the help of examples. The clearer the examples are, the more learning takes place. The skill of illustrating with examples has following components as given in sub section 1.9.1.

1.9.1 Components of the skill of illustrating with examples

This skill is mainly concerned with the selection of examples relevant to the concept. Examples contribute significantly in the teaching-learning process and are helpful in sustaining the attention of students. The components of the skill of illustration with examples are as given below in brief.

1. **Use of variety of media for examples: Verbal and non-verbal variety of media.**
2. **Inductive-deductive approach:** Proceeding from daily life facts and examples to generalizations and vice-versa.
3. **Proper examples :** Variety of useful, relevant and interesting examples from real life to be presented systematically .

Table 1.9.1 Components of the skill of illustrating with examples

Sl. No.	Name of the component	Characteristic features
1.	Formulating simple examples	related to the previous knowledge of pupils according to the age level, grade level and the background of pupils.
2.	Formulating relevant examples	when the concept or the rule is explained by the useful example.
3.	Formulating interesting examples	arouse curiosity and interest by the attending behavior of students.

4.	Use of appropriate media for examples	suitability to age level, grade level, and maturity and to the unit taught. (verbal or non- verbal depends on the nature of concept).
5.	Use of inductive and deductive approach	The pupils on the basis of the examples given formulate the rule and further to seek examples based on generalizations.

1.9.2 Precautions in using the skill of illustrating with examples

Skills when used appropriately make the teaching effective. However use of inappropriate ways makes them less effective. So while using the skill of illustrating with examples if following precautions are ensured it is more useful:

- i. Only content specific examples should be used.
- ii. Irrelevant examples should not be used.
- iii. Explaining links such as- as a result of, on the other hand, because, before, henceforth, but, why, since etc. should be used at proper places while explaining.
- iv. All the essential parts of the lesson should be covered.
- v. The use of beginning and concluding remarks in each case should be stated specifically.

The above sub-sections have briefly explained about the skill of illustrating with examples and its use in the classroom as needed by the teacher during the teaching planning process. After reading the above content you can proceed to the given self-check exercises to check your comprehension.

1.9.3 Self-check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.9 of the module.

Q1. Formulate at least two relevant examples on any topic of your subject?-----

Q2 What do you mean by verbal medium?-----

Q3. What is inductive-deductive approach?-----

1.3.5 Points for discussion:

- Think and choose one concept for teaching in your subject area. Explore some relevant examples from your surroundings and take note of them to include in your teaching plan for illustration.
- What do you mean by generalizing with help of specific examples and vice -versa? How can you use it in illustrating with examples? Think exhaustively and discuss with your peers prior to its use in your teaching plan.

Section 1.10 Skill of Closure

This section of the first unit, involves elaboration of the term skill of closure of the lesson during the process of teaching-learning in higher education classrooms. Some important observations regarding this skill are as given below.

Achieving closure is a process of determining the level upto which the goals have been met through successful instruction and provision of learning experiences. In other words it is a process of summarizing the key ideas presented in the class while taking the students' comments into consideration. It implies to an overview of the knowledge and skills that students are expected to acquire. Lesson closure is a technique used by teachers to highlight the completion of a particular learning sequence or the lesson as a whole by emphasizing on the content that has been learned (Jeremiah and Job, 2011). According to Ekpo (2014) the conclusion is known as lesson closure. The teacher summarizes the key ideas and points in this conclusion, organizing and integrating them within the context of the students' understanding. A session with a satisfying conclusion improves student learning and retention (Ekpo, 2014). Because of this, it is crucial that teachers summarize and assess the session, with their evaluation based on the particular goal and anticipated consequence of the learning experience. Several crucial facets of the ability are not fully covered in the various subsections.

1.10.1 Methods to be used for closure of the lesson

According to Ekpo (2014), the following methods should be applied for closure:

For conventional teaching techniques:

- As the lesson comes to an end, the instructor can provide a summary of the concepts, important ideas, or specific topics for the students to take notes on.
- Complete notes could also be sent to them for copying. Providing pupils with entire notes to copy, on the other hand, discourages initiative and rote learning, both of which lead to exam malpractice.
- To assess the student's comprehension and memory of the material covered, they may be asked to provide an oral summary of the day's session.
- If appropriate, they could be asked to act out any newly taught skills or dramatize the content.
- Simulations and games could be utilized to wrap up lessons.

Ekpo (2014) has identified the following methods to be used for closure;

For conventional teaching techniques:

- The teacher can end the lesson by giving the students chalk board summary or key concepts, selected points for them to form their notes
- They could also be given full notes to be copied. (However, giving of full notes to be copied by the students stiffens the bright students' initiatives and breed rote learning, which promotes examination malpractices).
- The student could be called upon to give oral recapitulation of the days' lesson to test their understanding and retention of what was taught.
- They could be invited to demonstrate any new skill taught or dramatize the content if appropriate.
- Games and simulation could be used for lesson closure.
- The pupils might act out different roles from the lesson that was taught to them.

Learner friendly approaches

Some approaches are based on active involvement of the learners hence are learner friendly such as field trip, individualized projects, group projects etc. They involve every learning in group interactions, debates, presentations, summarizing exercises, experience sharing etc. Hence they are useful for the learners.

Further the task of closure is also termed as recapitulation because it involves feedback in form of questions and answers focused on the taught content.

1.10.2 Types of closure of the lesson

Jeremiah Job (2011) identified three types of closure that can be used by the teacher in their instructional delivery process;

- i. **Instructional closure:** indicate the link of previous knowledge and the new knowledge. It covers major points.
- ii. **Cognitive closure:** summarization of the major points of the lesson is done rationally.
- iii. **Social closure :** Use of praise words and rewards is done.

1.10.3 Components of the skill of achieving closure

The following are the components of the skill of achieving closure. They can be used by the teacher while achieving closure.

- i. Consolidation of learning by questioning, statement, etc.
- ii. Linking the content with previous knowledge and whatever is presented in the class.
- iii. Application of acquired knowledge/skill during the class.
- iv. Creating a sense of achievement through reward and praise and future utility.

1.10.4 Purpose/importance of the skill of achieving closure

The importance has been highlighted for this skill in the following points.(Jeremiah and Job, 2011)

- i. To establish and link with the highlights of the achievement and mastery in social and cognitive aspects.
- ii. To bring back and attend to the delivered lesson.
- iii. To focus attention on the specific concepts learnt during the lesson.

The above sub-sections have briefly explained about the skill of closure and its use in the classroom as needed by the teacher during the teaching planning process. After reading you can proceed to the given self-check exercises to check your comprehension.

1.10.5 Self-check Exercises

Check your Progress

Note: Answer the following questions. You may also check your answers related to the questions from the content given in the section 1.10 of the module.

Q1. Why lesson closure is used?-----

Q2. What do you mean by consolidation of learning?-----

Q3. What are the type of closer?..-----

1.10.6 Points for discussion:

- What can be the various ways to achieve effective closure while teaching? Think, explore use them to include in your teaching plan.
- What should be the precautions while closing the lesson in the classroom. Think, note discuss with peers/students and use them while teaching.

SOFT SKILLS FOR PERSONAL DEVELOPMENT OF TEACHERS

This unit of the module involves elaboration of the term soft skills for personal development of teachers and its role in the process of teaching-learning in higher education. Some important observations regarding the soft skills are as given below.

Soft skills represent a fundamental skill set in the world of education. In recent years, there has been growing attention on the part of educational institutions and universities towards soft skills, considered as an asset not only for teachers but also for students. In the case of language teaching, soft skills are useful not only to strengthen the relationship with students and to better manage conflict situations but also to increase the effectiveness of teaching methods.

Personal development refers to the development of the personality of the teacher through use of the various types of the soft skills. This skill in fact prepares the personality of the teacher to receive the teaching skills positively and accordingly enables the teacher to groom oneself. In a way, the soft skills integration in the personality traits of the teacher enables the personal development of the teacher.

2.1 Soft Skills for Personal Development

Integrating the soft skills into your personality and the teaching approach/strategies can be a win-win solution that will bring benefits to both teachers and students/learner alike. Some essential identified soft skills (list of twenty four given here) for personal development have been given below.

1. Enthusiasm

Enthusiasm is the key to any activity. A teacher ought to be enthusiastic. Consider your favorite teacher in school or at higher education level and think about his/her enthusiasm? You will obviously find enthusiasm. You must acquire a similar mindset and share the same enthusiasm with your students.

2. Leadership

Leadership trait is reflected in the following aspects of a teacher:

- He/she leaves none of his students.
- He/she seeks attention of each student.
- He/she engages all students.
- He/she keeps everybody active.
- He/she is vigilant and energizing for each student.
- He/she is never disheartening.
- He/she focuses on the content and the real life challenges linking with them.
- He/she is inspiring.
- He/she balances authority and action to organize his class.
- He/she emerges as a role model.

3. Organization

From class planning to activities and marking, teachers has a lot on their plates. They must have great organizational abilities in order to succeed in their role. They must be able to stay on top of these things and accomplish their responsibilities on time. Teachers have many duties, including creating lesson plans, devising assignments, grading papers, proctoring tests, organizing field trips and caring for the health and safety of their students. Organization skills can help humanities teachers accomplish all these tasks according to their deadlines. It may also help them maintain order in the classroom.

4. Respectfulness

If you respect each learner and intend to reform his skills, you will be respected. You have to be a good listener for this. You should be a promoter to others.

5. Teamwork Working

As part of a team as well as alone is an important component of being a teacher. To improve the learning experience, they'll need to make their students feel like they're part of a team. They must also collaborate with other teachers to solve difficulties and develop plans for the overall teaching scheme.

6. Communication

- i. A teacher has to be effective communicator .He should imbibe the following skills for it:
- ii. He/she should be effective listener.
- iii. He/she should be effective reader.

- iv. He/she should be skilled in use of variety of media.
- v. He/she should be effective in handling the environment (own and of learner).
- vi. He/she should be effective in taking feedback and resolving issues which act as barriers..
- vii. He/she should be effective motivator.
- viii. He/she should be always ready to start afresh.

7. Adaptability

It's important to be adaptive to unexpected scenarios; as the teachers never know what will happen in this classroom each day, and they'll need to manage each issue effectively and quickly come up with solutions. For example, if any his/her learner becomes ill or hurts them self, you must remain cool and intervene.

8. Interpersonal Skills

If you cannot communicate with yourself you cannot handle others one must learn to handle oneself and then his/her peers. It needs qualities like compassion, empathy and sensitivity. All these promote interpersonal qualities to be an effective teacher. Help others and feel pride. A teacher should be sensitive to diverse group of students.

9. Creativity

Teachers, particularly primary school students, require innovation to keep kids interested and involved. The teachers should need to come up with a variety of strategies to keep the class engaged and attentive, such as role play or other enjoyable learning exercises. Creativity can help humanities teachers discover new ways to engage their students. For example, a teacher could reenact a historical event or assign a book report where students create a game that represents the latest book. This type of creative thinking can both engage students and help them remember the lessons.

10. Self-evaluation

To keep learners interested and involved, teachers, particularly in primary schools, need to be creative. To keep the class involved and attention, the teachers should need to come up with a range of tactics, such as role play or other fun learning activities the teacher has to constantly assess and reinvent themselves in order to grow professionally and give high-quality instruction. The teacher has to put themselves pride aside and analyses where they went wrong and how their classes might be improved.

11. Patience

Patience is the key when working with children and teenagers; they won't all be well-behaved, and the teacher need to be understanding when kids start to act out. The teacher also needs to be patient if learners don't comprehend what the teachers are saying – the teacher must discover alternative ways to explain things. Patience can help teachers respond appropriately to the students who demonstrate a wide variety of classroom behaviors and intellectual abilities. For example, some students may understand a new concept immediately, while others take some time. A humanities teacher can use patience to review a concept until all the students in the classroom understand. They can also work with students individually to address unique learning challenges.

12. Empathy

If you show empathy to your learners, they will learn to manage their emotions and treat one another with care. Building strong social-emotional skills in your learners will benefit your class, as well as future classrooms, says a teacher. If classroom community standards are not discussed and reinforced, classes will not function well. Humanities teachers can use empathy to connect with students and understand their experiences. This might allow a teacher to offer support for learners who are experiencing a challenging time at college or at home. Teachers can also use empathy in their lesson plans by ensuring they show learners how to relate to literary or historical figures and consider the reasons for their actions from a compassionate perspective.

13. Critical thinking

Teachers are typically under pressure to tackle a variety of difficulties within a short period of time. Answering challenging questions on the spot, resolving arguments, developing new lesson plans, teaching games, and dealing with other personal difficulties amongst students or coworkers are all common examples.

14. Confidence

A teacher can't be a teacher until they have the confidence to speak to their learners from the front of the classroom. They must have a strong personality capable of favorably answering questions and instilling that confidence in their students.

15. Commitment

A teacher can't just walk into their classroom and take a personal day because they don't want to be disturbed. They must be dedicated to your career and their classroom if they want to be a good educator. They must be passionate about their teaching and changing the lives of their students.

16. Sense of Humor

This is something which keeps you cheerful. You should utilize the time to create light mood among learners and peers. You should use sensible jokes and phrases to make the environment light and energizing. It prevents boredom.

17. Approachableness

Being accessible is an important trait to possess. The learners must feel at ease asking questions and confiding with their teachers if they have a problem. They should not be afraid of failing or saying something inappropriate. Great teachers have engaging personalities that encourage learners to open up and participate in the lesson.

18. Imaginative thinking

You can be imaginative if you read, explore, think, be sensitive and think differently. You can read literature like Panchtantra etc. which gives different touch to life problems and their handling.

19. Time management

Being a teacher necessitates superior time management abilities. A teacher must not only be at work before their learner, but they must also set aside time after class to review and mark assignments as well as organize your lessons. However, they'll need to schedule some personal time to relax and do something for themselves.

20. Computer skills

A teacher also needs to be technologically advanced in addition to all of the skills listed above! Spreadsheets will very certainly be used to plan work and other chores. They also need to be able to host an online class and retain everyone's attention now that a lot of teaching has moved online.

21. Discipline

When it comes to manning a classroom, a teacher can't be too gentle. When necessary, a teacher must be firm and discipline a wayward student. They'll have to put on their 'serious' trousers from time to time, whether it's for detention or extra schoolwork.

22. Stamina

It's critical to have physical and mental stamina because a teacher will be on their feet for the majority of the day. They'll need to be physically strong to get through a long day, as well as emotionally strong to deal with anything their day throws their way!

23. Multitasking

Teacher has to be a multitasked means he/she has to learn to handle several things simultaneously along with teaching task such as managing co-curricular activities, planning field trip and so on.

24. Passion

A passion for language arts and history can help humanities teachers create engaging lesson plans. By demonstrating a genuine enthusiasm for their topic, teachers can help inspire students to learn and grow curious about the topics or books they're exploring. This may also help teachers enjoy great job satisfaction.


2.2. Conclusion

The above identified soft skills are mainly abstract in their original form. Once these skills are identified and realized by the individual, they can be concretized and developed skillfully. These skills if used appropriately change the teacher holistically as a noble and efficient human being. A teacher becomes a human being with these positive soft skills. His personality glows if he/she imbibes these qualities. Such teacher can take a resolve for appropriate professional development as a skilled teacher. Such teacher becomes a teacher with professional zeal to change for betterment of self and society. Such teacher will also master the subject content and develop skills given in unit-1 appropriately. Such teacher will be a good teacher having ability to transform the educational setting of his/her institution and contribute to development of a 'good institution'.


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