REVIEW OF LITERATURE

1. **Clarke and Worth, H.,** (2002) found that most professional development efforts in Europe in the late 1980s and early 1990s were based on a training paradigm which implied a deficit-mastery model and consisted of “one-shot” professional development approaches. Research on these programmes has provided evidence of the failure of earlier concepts of teacher learning as something that is done to teachers.


3. **Banya, S.** (2004) chemistry is a human endeavour that relies on basic human qualities like creativity, insight, reasoning and skills. It depends on habits of human mind. Young female students begin studying chemistry with curiosity however when unconvinced they become sceptical. A declining interest in chemistry and under representation of females was found by researchers.

4. **Verma, H** (2005) This paper studies the attitude of learners towards language learning in a second language learning environment. The author has selected the group of students pursuing different under graduate courses after secondary examination in Uttar Pradesh (a state in India). While the paper discusses learner’s attitude it also highlights the teacher’s approach and methodology to teach the pre-designed curriculum. Proficiency in English Language can only make you successful – this is the belief spreading all over giving rise to the study of the learners’ needs from the grass root level. Today learners want English Language Teaching to be customized according to their needs. Pursuing a pre-designed syllabus does not always satisfy their needs. The paper will study the curriculum followed by various universities in relation to the attitude of the learners learning English language, who feel that learning English Language for their use and pursuing a syllabus to pass an examination are two different
situations and it effects their attitude towards learning English. The paper also studies the sociolinguistic factors responsible for their attitude towards language learning.

5. **Chandel, K. and Dhiman, R.** (2006) This study aims to find out the teaching aptitude of prospective teachers towards teaching profession with regard to teaching variables viz. Teaching Profession, Interest towards Students, Social Contacts, Innovation Regarding Activities of the School, Professional Ethics and Teaching Potentialities and Current Knowledge. The sample comprised 200 B.Ed. Students drawn from 10 Colleges of Education in District Hamirpur of Himachal Pradesh through simple random sampling technique. The teaching aptitude test developed and standardized by Dr. S.C. Gakhar and Dr. Rajnish (1971) was used for data collection. The study reveals that male and female prospective teachers differ significantly in their overall teaching aptitude as well as in four areas of teaching aptitude but not differed in two areas, viz. teaching profession and interest towards students.

6. **Kavita** (2006) Teaching aptitude of the teacher educators is an important factor in making the teaching profession more effective. In this context, the present investigation was carried out with the objective to compare the teaching aptitude of teacher educators in relation to gender. A sample of 90 teacher educators working in self-financing teacher training institutes constitute as the sample of the present study. The investigators used Teaching Aptitude Test (TAT) by Jai Parkash & R.P. Srivastava to assess the teaching aptitude of teacher educators. ‘t-test’ was used to compare the teaching aptitude of teacher educators in relation to some demographic variables such as gender. Data analysis revealed that gender play significant role in determining the teaching aptitude of teacher educators. The study also revealed certain educational implications for principals, administrators and policy-makers for enhancing the teaching aptitude among teacher educators.

7. **Garet, et al.** (2008) found that professional-development programs has no effects on student achievement, professional-development approaches based on a popular early-reading program increased teachers’ knowledge of literacy
development in the year of the intervention and in their use of explicit reading instruction, but had little effect on achievement among 2nd graders in high-poverty schools.

8. **Wei, et al,** (2009) describe that professional development to take place in a more active and coherent intellectual environment—one in which ideas can be exchanged and an explicit connection to the bigger picture of school improvement is made, it should be imparted during the school day and become part of a teacher’s professional responsibilities, and focus on student results.

9. **Hatchell, E.,** (2009) The objectives of the study were – to examine and analyse middle school regular education and special education teachers attitudes and opinions on inclusion. This study attempted to document whether there was a difference in attitudes between general education and special education teachers. This study also attempted to identify possible factors for these attitudes and opinions. The information about attitudes and opinions on inclusion gathered in this study would be used to develop in services workshops for general and special education teachers. The results would also be used to provide additional information and literature about inclusion to the staff and administration. Some major findings of the study were- the majority of special educators and regular teachers have positive attitudes and opinions toward inclusion. Regular education teachers that the special education room should only be used as a resource room when student needs cannot be met within the regular education classroom.

10. **Magnolia, N** (2009) This paper presents a survey and analysis of the current state of the arts of EFL teachers” beliefs, types of knowledge, attitudes and motivation in a state in México, which most of its economic and social activity depends on the tourist industry (e.g. the Riviera Maya, Cancún, Cozumel & Mahahual). Hence, it is important to have well trained EFL teachers to provide prospect professionals with the most suitable tools i.e. the English language. The participants were 25 in-service teachers from more than a dozen preuniversity schools from all over the state (a representative sample). One main characteristic
of the participants is that less than a quarter of them do not have the proper credentials in EFL teaching. The subjects of the study were surveyed to identify the current state of their beliefs, types of knowledge, attitudes and motivation. Following the diagnostic stage the participants received training on aspects regarding teachers’ beliefs and all sorts of knowledge (Borg 2003, Donaghue 2003, Gatbonton 1999, Golombek 1998), i.e. pedagogical, technical, subject content, practical and personal, along with the basics on attitudes and motivation. The training consisted of providing the teachers with these „new” concepts to them and helping them to self-identify and either strengthen aspects or tackle problems that could appear during their professional practice. A posttraining survey was conducted and the results showed that the participants” beliefs and attitudes towards teaching and learning appeared to be more positive than before training. All in all, the participants expressed that having learned to identify these aspects of their professional practice had made them feel more motivated and more confident while teaching English.

11. Sawchuk, (2010) found that Professional development has two impacts on learning. a) It must inculcate in teachers new knowledge and skills such that they change their behavior. b) Those changes must subsequently result in improved student mastery of subject matter.

12. Sajan, KS (2010) The present investigation aims at studying teaching aptitude of student teachers with respect to their gender and academic achievement at graduate level examination. The sample for this study is selected by stratified random sampling from the Teacher Education institutions of Malabar area of Kerala. Teaching Aptitude Test Battery (T A T B) developed by Singh and Sharma (1998) is used to measure aptitude in teaching. Analysis of the results show that majority of students have ample teaching aptitude. The female students are found to be significantly better than their male counter parts in teaching aptitude test. The academic achievements at graduate level examination have no substantial relation with aptitude in teaching.
13. **Rosa, D** (2011) Aptitude and Motivation are two individual differences widely explored in the literature, but they have rarely been explored at the primary school stage of learning. The present study aimed at covering this gap. The purpose of the study was to check to what extent the two variables were good indicators of success in EFL and what the relationship between them is. The participants were forty-eight 5th grade students in a middle class school with an ordinary EFL program in the area of Barcelona. The instruments used were the MLAT-ES (to measure Aptitude) and the attitudes section of the FLAGS questionnaire (to measure Motivation). To consider proficiency, tests of listening, reading and writing were designed. The correlations carried out showed that both factors were strong predictors of EFL achievement, although Aptitude was a much stronger predictor than Motivation. The results of multiple regression analysis showed that, together, Aptitude and Motivation explained 61.8% of the variance in performance. This finding was in consonance with previous studies. However, no significant relationship was found between Motivation and Aptitude, contrary to some prior studies.

14. **Diane, P** (2011) This exploratory study investigated attitudes towards and perceptions of teaching in English as a lingua franca (ELF). The investigation was carried out primarily through an online questionnaire, conducted over a one-month period in spring 2010. The respondents were lecturers from all three Aalto University campuses. The questionnaire consisted of eight themes, four of which related to attitudes towards English-medium instruction and four to perceptions of teaching in English in a lingua franca in an academic context.

15. **Jena, P. C.** (2012) aimed at studying teaching aptitude of Harijan Madhymik Vidayalya teachers in relation to their teaching competency and organizational climate. It is a descriptive study and the investigator has selected 100 teachers as sample for his investigation (50 male and 50 female) from 10 Harijan Madhymik Vidayalyas of Deoria district of Uttar Pradesh. The total number of sample teachers is further subdivided into (25 science males, 25 arts males, 25 science female and 25 arts females) by using simple random sampling technique. For collection of data the investigator has used, Teaching Aptitude Test Battery (T A T B) constructed and standardized by Singh and Sharma (2005). General
Teaching Competency Scale constructed and standardized by Passi & Lalita (1994) and Organizational Climate Scale constructed and standardized by Chaudhari & Pethe (2001). For analysis and interpretations of result the investigator has used F-test (Analysis of Variance) and Product moment coefficient of co-relation techniques. The main findings of the study stated that there exists significance differences and positive relationships in teaching aptitude, teaching competency and organizational climate.

16. Tasleema, Malik Muddasir Hamid, (2012). The study was conducted to study the teaching aptitude of elementary and secondary teacher educators of Kashmir division. The sample for the present study was 300 including 150 elementary teacher educators and 150 secondary teacher educators by using simple random sampling technique. For the measurement of teaching aptitude of elementary and secondary level teacher educators, Shamim Karim and A.K. Dixit’s teaching aptitude test battery was used. It was found that elementary teacher educators have more teaching aptitude as compared to secondary teacher educators on total score of teaching aptitude test battery. Among the eight dimensions, six dimensions were showing significant difference on teaching aptitude of elementary and secondary teacher educators.

17. Mustafa M. et al., (2012). The aim of this study is to develop an attitude scale towards using instructional technologies (USIT) for pre-service teachers. The research was carried out with 1235 pre-service teachers that 567(45.9%) were freshman; 401 (32.5%) were sophomore; 151 (12.2%) were junior and 116 (9.4%) were senior students at different universities in Turkey. The study consists of five parts including literature review, item pool, experts’ opinions, administration of scale and computing the reliability and validity. While constituting the item pool, an interview was carried out with 15 pre-service teachers related to instructional technologies. Among from 55 items which are directly related with the subject of attitude or which are selected from the relevant interviews. 45 of them were edited by expert opinions the five point like type. The draft scale was administered to 1235 pre-service teachers. As a result of factor analysis, the number of items was reduced to 37. After carrying out factor analysis the Cornbrash-Alpha internal integrity coefficient of the final
version of the scale was found as 0.949. By computing the reliability of USIT, the scale was ready to be used.

18. Tanwar, M. and Pooja (2012) The findings of the study have their implications for the school administration. The selection committee should be more conscious about teaching aptitude and leadership preference of the person before selection.

19. Tasleema, J. and Hamid, M.M., (2012) The study was conducted to study the teaching aptitude of elementary and secondary teacher educators of Kashmir division. The sample for the present study was 300 including 150 elementary teacher educators and 150 secondary teacher educators by using simple random sampling technique. For the measurement of teaching aptitude of elementary and secondary level teacher educators, Shamim Karim and A.K. Dixit’s teaching aptitude test battery was used. It was found that elementary teacher educators have more teaching aptitude as compared to secondary teacher educators on total score of teaching aptitude test battery. Among the eight dimensions, six dimensions were showing significant difference on teaching aptitude of elementary and secondary teacher educators.

20. JOSHI, (2013) In this study, conducted in the region of North Maharashtra University, Jalgaon, Maharashtra State, the investigator tried to find out the Attitude towards Teaching of trainee teachers and found that there is significant difference in the Attitude towards Teaching with respect to sex, faculty, category and type of institute.

21. Sumesh, P. M. and Gafoor, A.P.K. (2013) The study compares the attitude of Government and Private school students towards Geography Education in Calicut district of Kerala State. There are five objectives for the present study. 1-To compare the attitude of Government and Private school students towards Geography Education in Calicut district of Kerala State. 2-To compare the attitude of male and female students towards Geography Education at Government schools in Calicut district of Kerala State. 3-To compare the attitude of male and female students towards Geography Education at Private schools in Calicut district of Kerala State. 4-To compare the attitude of male students of Government and Private schools towards Geography Education in Calicut
district of Kerala State. To compare the attitude of female students of Government and Private schools towards Geography Education in Calicut district of Kerala State. The investigator followed. Normative survey method for the present study. For the purpose of data collection, an attitude scale. (Attitude towards geography education scale-ATGES) constructed and validated by Abdul Gafoor.K and Sumesh.PM (2012)). The Researcher collected data from five government and four private schools in Calicut district of Kerala state, India. Total 510 students (257 male and 253 female) were selected as the sample for the present study. For the analysis of the collected data, investigator used the mean, standard Deviation and ‘t’ test as statistical techniques. The study reveals that the students of government and private schools significantly differ in respect of their attitude towards Geography Education. Government school students have better attitude towards Geography Education in Secondary schools of Calicut district when compared to private school students of same district.

22. Kandasamy, M. and Shah, M. (2013) Teaching Aptitude of Elementary and Secondary Level Teacher Educators Information Communication Technology (ICT) is an important element in the education scenario in order to prepare the citizens for the future. The quality of teaching is often related to the use of ICT in teaching and learning. Hence, the Ministry of Education (MOE) too has implemented various programs to promote ICT. The aim of the study is to explore the knowledge level, attitude and the use of ICT possessed by ESL teachers. This study also investigates obstacles faced by ESL teachers in using ICT. A survey was conducted involving 50 respondents from various primary schools in Port Dickson. The findings revealed that most respondents were knowledgeable in using applications such as MS Word, internet exploring, e-mailing and MS PowerPoint. However, only some had difficulties using applications such as internet browsing. The respondents demonstrated positive attitude towards using ICT as majority of them used ICT for teaching and learning and felt that computer will change the way students learn in classes and also found it effective in students learning. The majority of the respondents (60%) and more revealed that they use ICT to teach computer skills, communicate with colleagues, monitor students’ performance and do
presentations. 80% of the respondents stated that they are lacking of time in school to use ICT.

23. **Park, J** (2013) Development in the smart facts and wireless network has brought changes in the approaches and usages, as well as producing and sharing of the information. The learners are changing into independent provider from consumer of information. In order to teach the students effectively with this trend, changes in the education is inevitable. In Korea, SMART education has been implemented to fit into the trend. SMART education can be understood as the change in the paradigm which grafts newly developed technologies onto education to meet the changes and the developments in the school systems. There are various instruction models for ideal education in the changed academic environment. This research analyzed the SMART education used in Korea, and suggests that there is a need for further research on the instruction models.

24. **Kanti, K.S** (2013) The main purpose of the research was to study the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers as they are the future teachers and many at times become the role models for their students. The researcher took 650 prospective secondary school teachers from 10 colleges of education under Nagarjuna university. Teacher attitude inventory by Dr. S.P. Ahluwalia and Teaching aptitude test developed by S.C Gakhar and Dr. Rajnish were used to measure the Teacher attitude and Teaching aptitude of the prospective teachers. The analysis and interpretation of the data was done by calculating the co-efficient of correlation. The major findings of the study were: 1) The Teacher attitude and Teaching aptitude have significant positive correlation 2) Academic qualifications do not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of prospective secondary school teachers. 3) Methodology opted does not have any significant influence on the relationship between Teacher attitude and Teaching aptitude of the prospective secondary school teachers.
25. **Kumari, U.** (2014) Among the five predictor variables of the study, Attitude towards Teaching Profession is the single variable having significant relationship with Teacher Aptitude and all of its four constructs, viz., Instructional Awareness, Educational Problem Solving, Creativity and Mental Ability. So also, Attitude towards Teaching Profession is the single variable capable of predicting significantly Teacher Aptitude and its four constructs.

26. **Kaur, H.** (2014) It is experimental truth that effectiveness of a student’s learning is largely dependent on teaching skills of a teacher. The Twenty first century has witnessed a phenomenal change in every aspect of life due to knowledge information and population explosion. To cope up with these changes, teachers have to be prepared to keep abreast with latest developments and time to time evaluations should be there to check the specific abilities gained by them in their field. In the present study, an attempt has been made to test specific capacity of pupil teachers by using teaching aptitude test battery and a comparative study has been done in relation to gender, location, stream and professional experience. Data collected reveals that there is no significant difference in teaching aptitude of pupil teachers in relation to gender, location, stream but a significant difference has been identified in relation to their professional experience as a teacher before joining b.ed. training course.

27. **KIZIL, S** (2014) Depending on the fact that teachers’ attitude is a major predictor in the process of ICT integration, this study investigated the ICT usage and the attitudes of high school EFL teachers in Turkey towards ICT. Additionally, this study focused on the relationship between computer attitudes and extension of ICT usage, computer attributes and personal characteristics. The data gathered through a questionnaire from in-service EFL teachers (n=76) working at state schools were analysed by using descriptive statistics and Pearson Correlations. The findings suggest that the most widely used ICT tools are grade book, internet, software for repetitive practice, processing texts, interactive exercises and PowerPoint presentations. It was also found that EFL teachers hold positive attitudes towards the use of ICT for educational purposes: they regard computers as advantageous over traditional methods of instruction and suitable for their curriculum goals. However, the responses indicate that
insufficient class time and inadequate training opportunities are the major obstacles in the process of ICT integration.

28. Mishra, SG and Chincholikar, KL (2014). Teaching is a wholesome activity. The teacher’s personality factors are equally responsible for his/her effectiveness in the teaching learning process. Much emphasis is given to the academic achievement of teachers thereby ignoring the personality parameters. The present research is designed to study the relationship of academic achievement with teaching aptitude, attitude and anxiety in M.Ed. students. A sample of 296 M.Ed. students from the department and colleges of Education affiliated to Dr. Babasaheb Ambedkar Marathwada University, Aurangabad was selected randomly for the study. Standardized test were used for assessment of teaching aptitude, attitude and anxiety in M.Ed. students. Linear regression was used as a statistical tool for inferential analysis on the collected data. It was found that teaching aptitude level and anxiety are significant predictors of the academic achievement score in M.Ed. students. Anxiety was found to have a negative relationship to the academic achievement. It is recommended that more study should be done for role of anxiety in the area of teacher education.

29. Siddhartha, S M and Tuhin, KS (2014) The process of environmental education is complicated and should be reviewed deeply at the affective, cognitive, behavioral and meta cognitive levels. Environmental awareness envisions the increasing of awareness and understanding of the environment through education is notable. The main objectives of this present project work are to indicate the impact of environmental knowledge and to throw light on the necessity of student’s awareness regarding environment related issues. The work reported here is done on a small scale basis in the urban schools of Bardhaman District (W.B). The present paper shows the awareness and knowledge of the boy students compared to girls students on different environmental issues.

30. Srivastav, R (2014) This paper deals with the study of Teaching Aptitude of B. Ed. teacher trainees and in-service teachers of teachers training colleges and elementary schools at Satna district in Madhya Pradesh. To know the teaching aptitude of teacher trainees and in-service Teachers standardized teaching
aptitude test was used. The main objective of the study was to know the effect of independent variables like sex and socio-economic status of teacher trainees and in-service teachers on their teaching aptitude. Critical Ratio test and ANOVA were done to know the effect of independent variables on the teaching aptitude of teacher trainees and In-service teachers of teachers training colleges and elementary schools at Satna district in Madhya Pradesh. The population of the study consists of teacher trainees and inservice teachers of teachers training colleges and elementary schools at Satna district in Madhya Pradesh. and the sample was taken from three teachers training colleges and ten elementary school’s teachers at Satna district in Madhya Pradesh. The findings of the study show the no significant effect of sex, SES of inservice teachers among the independent variables on the teaching aptitude of teacher trainees and in-service teachers. There is significant effect of sex among the independent variables on the teaching aptitude of fresh categories teacher and in-service teachers. There is significant interaction effect of sex and socio- teachers on their teaching aptitude.

31. Verma, S and Singh, A (2014) see the effectiveness of active learning method in teaching science to children with hearing impairment. This study was conducted on the 16 deaf students studying in special school. Experimental and control group was formed. Experimental group was taught through active learning method and control group through lecture method. Finding reveals that the experimental group achieved high score in achievement test comparison than control group.

32. Rout, S (2014) presents survey findings about Kendriya Vidyalaya teachers’ performances in operation of some basic hardware and software skills of ICT as well as perceived competency level of ICT tools. The data were collected through ICT Performance Test and Perception Scale from 20 teachers of four Kendriya Vidyalayas of Cuttack Zone. The results indicated that a large majority of the KV teachers well performed in operation of basic hardware and software skills of ICT. Further, majority of the KV teachers perceived competency level of ICT tools were found ‘sufficient’ and ‘completely sufficient. ‘Use of ICT to support classroom learning and teaching’ (M=4.72) was perceived as the highest
competency. On the contrary, ‘Use of hypermedia and multimedia tools to support instruction’ (M=3.44) was perceived as the least competency.

33. **Jaiswal, V and Gupta, P** (2014) Education is the fundamental pillar of human rights, democracy, peace and Sustainable Development. Higher Educational Institutions (HEIs) must play a role in identifying and addressing the issues that affect the well-being of nations and global society. Mobilisation for this purpose needs public awareness and involvement of private sector of the economy. Educational institutions, public and private both, will have to redefine their missions and goals, and establish the priorities as per the needs of the sustainable society. If the goals of Sustainable Development are to be realised, the attitudes of all the stakeholders of Higher Education in particular and of education at all the levels in general with regard to our current lifestyles and the impact they have on the environment will need to change. Seminars, conferences, workshops etc. are fine and important but it is vital that these must results into some concrete actions and deeds. Development of sustainable individuals and thereafter sustainable communities should be one of the major goals of Higher Education system nationally and globally both.

34. **Kumar, S. and Shukla, S** (2014) Teacher Education Programmes (TEP) are of key importance. They are the only training programme which is directly related to one person but indirectly related to so many people and the most important fact about those indirect people is that they are future of our country. So TEP should be of primary importance. Today the running B.Ed. courses are much of theoretical instead of practical. The philosophical, psychological and sociological foundations are limited to only theories instead of practical approach. The students learn all these theories for examination purpose and they did not understand their use and importance. So there is need of practical approach in TEP which is much close to real classroom teaching and directly related with teaching learning process. They should give comprehensive knowledge of learner’s psychology, teaching technology, assessment and evaluation, guidance and counselling, school administration and teaching methodology. This paper concern with all these practical approaches and focused on practical based TEP.
35. Singh, B (2014) The world is exponentially becoming digital. The face with which younger generation is leading the pack with technology, will soon make the routine teaching obsolete. As Students of today routinely turn to digital devices for entertainment, information and school work the face of education is bound to change. The need is to assess the extent the faculty is prepared to effectively facilitate the learning of the students, who are well informed and use the most advanced technology for various purposes. This paper will examine the need of paradigm shift in teacher preparedness. It will also explore the possibility of integrating digital technology in professional development programs, so that teachers are empowered to teach modern generation learners and are able to keep pace with the process of globalization.

36. Appadurai, R., (2015) The study was designed to investigate the effect of Teacher Aptitude and Teaching Attitude on Teacher Efficacy. Sample consists of 400 High Secondary School Teachers. Tools chosen for the study were Teacher Efficacy questionnaire by Gibson .S.,and Dembo.M., (1984), Teaching Aptitude questionnaire by Shamim Karim and Ashok Kumar Dixit(1986) Teacher Attitude questionnaire by Cook, W.W. Leeds, CV.H. Callis, R (1951) The means of the variables were recorded and Statistical analyses were done on the different variable scores. It was found that Teaching aptitude and Teacher attitude increase the level of Teacher efficacy.

37. Deva A, (2015). As per the Mark Van Doren’s perspective ‘the art of teaching is the art of assisting discovery’. A prospective teacher is always ready to learn more. A teacher’s professional growth does not close down when he leaves the training institute. A best teacher is always to be a best learner. The overall performance of any institute depends on its teachers teaching aptitude test. If a teacher has perfect teaching aptitude he/she may feel satisfied from his/her work profile. The present paper is a attempt to compare the teaching aptitude and job satisfaction of teachers from rural and urban areas.

38. Muchhal MK and Arun K, (2015) This Paper examines corporal punishment in the current education system. During the Gurukul system of Education, the disciples were punished for their indiscipline and misbehaviour. But the punishment was only confined to do some physical work and had no adverse effect on the physical and mental abilities of the child. In modern time period
universalization of elementary education is the prime motive of our govt. But unfortunately this type of formal education makes the child more and unhappy. The reason behind this unhappiness is existence of corporal punishment in formal system of education. The purpose of the present study was to judge the attitude of parents, teachers and students towards corporal punishment. For this purpose the investigator prepared self-made questionnaire. The finding shows that inflicting physical punishment creates pain, fear and feelings of humiliation and does not remove the cause of misbehaviour. So the main thing is that discipline as a mean of punishment should be avoided and we should aim at making the child self-disciplined. Children should know how to discipline themselves and then grow up to become adults who are responsible i.e. able to carry on the important responsibilities of life.

39. Malik, U. et al. (2015) The present study has explored the relation between teaching aptitude and intelligence of B.Ed. pupil teachers. A representative sample of 600 (300 male and 300 female) teachers from urban and rural B.Ed. colleges of three districts in Haryana was randomly selected. Teaching Aptitude Scale (2002) By L.C. Singh And Dahiya and Test Of General Intelligence (2012) By S.K.Pal & K.S.Mishra were used to collect the data. The study revealed that significant difference was found between teaching aptitude and intelligence of rural male B. Ed. Pupil teachers. Similar results were found out for rural female B.Ed. pupil teachers. However results were reversed for urban male and female B.Ed. pupil teachers for the same comparison of teaching aptitude and intelligence.

40. Muraleedharan, T (2015) The purpose of the present study is to investigate the relationship of Stress and Teaching Aptitude on the Secondary School Student Teachers. The study group consists of students teachers (N=550) from various colleges of education in Kerala, India. The methodology of the study was survey and data were collected by using Student Teacher Stress Inventory and Teaching Aptitude Test. The findings of the study revealed that the majority of the Student Teachers exert high stress from their academic and non-academic field due to various stressors and majority of the students come to the teacher education course have low teaching aptitude also. In the entire sample these two variables
negatively correlated. So the study reveals that the Teaching Aptitude in some extent can minimize the impact of Stress in Student Teachers.

41. Sharma, A. and Bedi, K (2016) concluded that in urban area, both male and female teachers have the same aptitude but in rural area there is significance difference between male and female teacher.