

FOUNDATIONS OF TEACHING SKILLS

Editors



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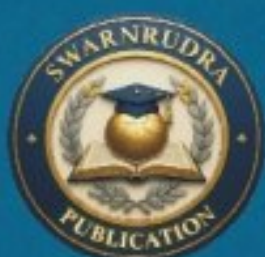
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Dr. Shankar Lal, Prudence Sefiwa Mojuta

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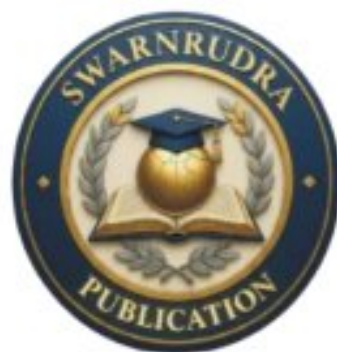
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Editorial

Education thrives when teachers combine sound knowledge with effective teaching skills that make learning meaningful, engaging and learner-centred. In today's rapidly changing educational landscape, shaped by technological advancements, diverse learner needs and evolving policies, teaching competencies have become more important than ever.

Foundations of Teaching Skills provides a comprehensive understanding of the essential competencies required for effective teaching. The chapters explore key areas such as lesson planning, communication, questioning, explanation, classroom management, technology integration, learner participation, Artificial Intelligence, Indigenous Knowledge Systems and the vision of the National Education Policy (NEP) 2020. Together, they present a balanced perspective on both traditional pedagogical practices and contemporary educational innovations. The primary objective of this volume is to bridge the gap between educational theory and classroom practice. Each chapter encourages teachers to reflect on their instructional methods, adopt innovative strategies, and create inclusive learning environments that promote the holistic development of learners. By integrating foundational concepts with modern educational approaches, the book seeks to strengthen professional competence and enhance teaching effectiveness.

This volume is the outcome of the dedicated efforts of experienced academicians and researchers committed to advancing teacher education and professional practice. We sincerely acknowledge the valuable contributions of all the authors and the dedicated support of the publication team in bringing this work to completion. We hope this book serves as a valuable academic resource for teacher educators, student teachers, researchers and practicing teachers. It is our sincere belief that the ideas presented in this volume will inspire educators to embrace reflective, innovative and learner-centred teaching practices, thereby contributing to the continuous improvement of educational quality and the holistic development of learners.

Editors



**Dr. Srutirupa
Panda**



**Dr. Tiwari
Sunita Rohit
Gautam**



**Dr. Sanjeev
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**Dr. Shankar
Lal**



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Sefiwa Mojuta**

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QUESTIONING SKILL IN TEACHING

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Abstract:

The idea and significance of questioning skills in the teaching-learning process are the main topics of this chapter. A key and successful teaching strategy that encourages students' active engagement, critical thinking, and meaningful learning is questioning. The meaning, goals, and many question types-including open-ended and closed-ended questions, as well as lower-order and higher-order questions-are explained in this chapter. Additionally, it emphasizes the levels of inquiry based on Benjamin Bloom's theories, which aid in the development of learners' diverse cognitive capacities.

The chapter also covers key strategies for effective questioning, including careful preparation, logical order, the use of probing questions, and promoting student involvement. It also describes how educators may foster a welcoming and student-focused environment. The application of inquiry in classroom communication, additionally covered are online learning and formative, summative, and diagnostic assessments. Additionally, typical obstacles and mistakes in questioning are noted, along with recommendations for enhancements.

In general, the chapter highlights the importance of effective questioning techniques for fostering critical thinking, enhancing learning outcomes, and accomplishing the objectives of contemporary education as stated in the National Education Policy 2020.

Keywords: Questioning Skill, Critical Thinking, Teaching-Learning Process, Classroom Interaction, Assessment, Inquiry-Based Learning.
