



INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Different Criteria of Teaching in Classroom

Debanand Ray

Ex-student, Department of Education, Rabindra Bharati University, Kolkata, West Bengal.

Abstract: Though this chapter it is aimed to know the approach of teaching. Teaching can be properly analysed into a few but clearly defined components called teaching skills. These analysed teaching skill may be regarded as those specific teaching task or activities that help a teacher in fulfilling his task of bringing desirable modification in the behaviour of the learners. Learning may be regarded as a process of bringing some relatively enduring changes in the behaviour of the learners through experience. Teaching and learning are both regarded to early on an intimate relationship on account of their serving the same goal, bringing the desired modification in the behaviour of the pupils. In addition to this you got on idea about the teaching method or strategies. In a teaching task organised at the memory level, where learner gain information, data and learner to learn rote learning. Understanding levels of teaching, where learner acquire full conceptual subject knowledge and teachers use various teaching aids in teaching-learning process to clear the concept. The reflective levels of teaching, where learners gain a various problem solving knowledge in the various field and it is the highest levels of cognitive thinking levels. The Bloom's taxonomy's three domain- cognitive, affective, psychomotor are include teaching learning process. Cognitive domain deals with logic, thinking, reasoning ability. Affective domain deals with emotions, felling, willing, attitude etc. and psychomotor domain include skill oriented knowledge. In another perspective, whole teaching complete on the basis of three stages- Pre-active, where teacher are planning how to teach; Inter-active stage, where teacher implement the subject matter and Post-active stage, where the teacher's are measure optimising learning outcomes.

Keywords: Teaching, Levels, Stages, Taxonomy, Phases.

Introduction: Teaching is a goal directed behavioural process and it influence learning. In this process teachers and pupils are face very important role. Teaching and learning are closely interrelated or dependent. In the teaching-learning process teachers role is primary and students play a secondary role because, teacher skill, experience and knowledge are delivered in the process and students gain teachers skills, experience and knowledge in this process. In the another way, teaching is a science and art both process, because the teacher are prepare a planning that how to teach in the classroom and teacher are prepare the whole teaching-

learning process steps by steps planning and the teacher are teach in which topic, that his/her own understanding.

Teaching is a simple terms, is referred to as either an occupation or profession of a group known as teachers or an activity or activities of a group undertaken to help an individual to learn or acquire some knowledge, skills and experience. However, the meaning and concept of teaching is not so simple. It is very complex social, cultural and ethical process designed in a social and cultural context.

In the traditional context teaching is a autocracy process, where teacher remains active at the time of teaching and the pupils are passive listeners in the classroom and follow his instruction. In the present context, teaching is learner-centred. Where teacher are teach in the needs, interest, attention, capability, ability, intelligence etc. of the learners. So, in this context teaching is a democracy or participative process.

The whole teaching-learning process complete in three phase, levels and so on. The three phase are Pre-active or presentation, Inter-active or Implementation and Post-active or Evaluation. In the another ways, teaching are depends three levels, that's are Memory Level's, Understanding Level's and Reflective Level's. In three levels of teaching are interrelated to "Bloom's taxonomy". Bloom's taxonomy is three domain, that's are Cognitive Domain, Affective Domain and Psychomotor Domain.

Teaching refers to a tri-polar process involving source of teaching (Human as well as physical), the student and the activities carried out for bringing desirable changes in the behaviour of the students.

Teaching: Teaching is a goal oriented behaviour, where teacher role is very important and student role is secondary. As a result of this, teacher consider him self as an ideal and imposes forcefully the knowledge extremely into the pupil mind by not taking into account of this interest, attitude, capabilities and needs. There are some definition of teaching-

H.C. Morrison (1934): Teaching is an intimate contact between a more mature personality and a less mature one which is designed to further the education of the latter.

B.O. Smith(1960): Teaching is a system of actions intended to produce learning.

The teaching process are do not complete without learning. Teaching and learning are interdependent. So, we are discuss what is learning in the context of teaching.

Learning: Learning refers to the acquire experience, knowledge in the whole word. In the learning process learners behaviour change through education. Learners age, maturity, levels of understanding depends on learning. The changes in behaviour brought about by the process of learning are neither too temporary and unstable as introduced through the factor like illness, fatigue, emotional state etc. nor to rigid and permanent as brought about by maturation.

Nature and characteristic of teaching: There are some nature and characteristic are as given bellow-

- Ensuring active learning.
- Development of learning.
- Ensuring clarity.
- Making teaching meaningful.
- Recognising individual differences.
- Ensuring mastery.
- Nursing students.

Factors of affective teaching: There are some factors to affect teaching-

- The knowledge of teachers.
- The skills of teachers.
- The experience of teachers.
- The environmental of the classroom.
- Various administrative principal.
- The knowledge of subject matter.

Types/levels of Teaching: Every teaching-learning process completed to three levels. In teaching process teacher divided whole process based on functional activity and to achieve the different levels of learning outcomes, that is called levels of teaching. The three levels are-

1. **Memory levels of teaching:** When a teacher to present any facts, information, idea in classroom and learners to learn Rote Learning. Teacher role is autocratic in these stages and student don't understand subject matter. Bloom's taxonomy's cognitive domain is useful in this levels of teaching.

Steps of Memory Level's of Teaching:

- **Focus-** The main focus of memory levels of teaching is Rote Learning.
- **Syntax-** To follow any way to achieve a particular task. The process of way is-
 - a. Planning
 - b. Presentation
 - c. Comparison
 - d. Generalization
 - e. Adoption.

- **Social System:** To helps social component to complete task. The social component are-
 - A. Teachers
 - B. Learners
 - C. Curriculum
 - D. Environment
 - E. Parents
 - F. Reward and punishment
- **Support System:** Various instrument or device to help complete any particular task.
- Father of Memory Level's of teaching was **Herbert**

There are some characteristic of memory levels of teaching-

- MLT to provide information,
- MLT is a S-R learning,
- Signal and chaining system level's of teaching,
- Lectureship levels of teaching,
- Mechanism/artificial process,
- Non-criticize levels of teaching,
- Conflict levels of teaching,
- Intellectual Level's of teaching,
- Motivation oriented levels of teaching,
- Primary knowledge oriented,
- Follow up oriented,
- Comprehensible oriented,
- To train memory faculty,
- Subject matter should be pre-plan or organized.

2. Understanding Levels of Teaching: When any individual child or person to realise any facts, objects, subject matter and to gain concept, idea this is called Understanding Levels of Teaching. In this levels of teaching teachers and students are play central role. The teacher should must be taught clearly in the classroom. Students explore new concept, idea and innovative idea in teaching-learning process. In understanding levels of teaching, the subject matter should be pre-planning and students to think logically, critically. Bloom's taxonomy three domain- cognitive (knowledge), affective (experience) and psychomotor (skill) domain all develops in this levels of teaching. The whole development of the students is fulfilled in this levels of teaching.

- Father of Understanding Levels of Teaching was **Morrison**.
- **Steps of Understanding levels of Teaching:** There are some steps of ULT-
- **Focus-** The main focus of ULT is to details, in-depth, explaining, explorative knowledge gathers. The teacher and students are work together and clearly define subject matter in this levels of teaching.
- **Syntax:** To complete ULT in that's way-
 - A. Exploration
 - B. Presentation
 - C. Assimilation
 - D. Organization
 - E. Repetition
- **Social System:** The social component is to help/support ULT-
 - A. Teacher
 - B. Learner
 - C. Environment
 - D. Parents
 - E. Peer group etc.
- **Support System:** The support system or device are-
 - A. Whole instrument device.
 - B. Concept/knowledge gather.

There are some characteristic of understanding levels of teaching-

 - ULT is discussion oriented,
 - It is a question-answering levels of teaching,
 - To provide figure, shape clear the concept,
 - Whole knowledge gathering oriented,
 - Ability and capabilities oriented,
 - Felling, willing, attitude and aptitude oriented,
 - Logic, thinking and reasoning oriented,
 - Subject matter systematically organised,
 - Explorative, explaining and descriptive oriented,
 - To realisation any subject matter,
 - Self-belief, self-realization and self-awareness levels of teaching,
 - Adjustment and adoption oriented,
 - Open or freedom thinking oriented,
 - Criticized oriented,

- It focus on the mastery of the subject,
- Teacher and students are active and activities both,
- The evaluation of ULT includes essay and objective type question,
- Memory + insight oriented,
- Technique used in Understanding Levels of Teaching are teacher centred and subject centred,
- Comparatively higher levels of teaching.

3. Reflective Levels of Teaching: It is a two way teaching-learning process and occurs in a problematic situation. Is referred to problem centred teaching. In this levels of teaching classroom environment is open sufficiently. The teacher creates problematic situation in the classroom and students solve this problem. It is a learner centred levels of teaching. Learners are play primary role in this levels of teaching. In this levels of teaching is related to Bloom's taxonomy psychomotor domain (skill). It is a high thoughtful thinking levels of teaching. When only individual child or person to achieve a particular goal or objectives, he faces many problem an individual child or person to achieve this goal through trail and error. Learner develops many skills and solve many problems.

The real situation is that the human life is a struggle. He/she has to do his best for achieving his/her aim of life. The reflective levels of teaching develops curiosity, interest, creative, critical thinking, imagination etc.

1. Founder of Reflective Level's of Teaching was **Hunt and Biggs.**

Steps of Reflective Level's of Teaching:

Hunt has described the structure of Reflective Level's model in the following steps-

2. **Focus (objectives):** The RLT have the following objectives-
 - A. To develop problem solving skill among the students.
 - B. To develop critical and practical thinking among the students.
 - C. To develop creative or innovative thinking among the students.
- **Syntax (method and strategies):** The syntax of RLT is designed four steps-
 - A. Problem presentation/creation
 - B. Solution searching
 - C. Problem related knowledge collect/problem solution
 - D. Decision making/verification.

- **Social System (teaching environment):** In the RLT, the classroom environment open and freely. Students roles in reflective levels of teaching are primary and teacher plays secondary role in the classroom. The social system is as under-
 - A. Particular problem
 - B. Application area
 - C. Teacher
 - D. Learner
 - E. Environment
- **Support System (evaluation):** In the RLT objective type test is not useful but essay type test is useful in these levels of teaching. Laboratory oriented experimentation test are most useful in this levels of teaching.

There are some characteristic of Reflective Level's of Teaching-

- Teachers create problem and learners solve this problem in the field of classroom.
 - Teachers motivated learners to solve different levels of problem in different levels.
 - Learners generalized different levels of knowledge in this level of teaching.
 - Learners criticize different types of knowledge and to acquire right knowledge.
 - It is a logic, thinking, reasoning oriented.
 - It is a creative and judgemental oriented levels of teaching.
- **Teaching or Behaviours objectives of Bloom's taxonomy:** Every teaching-learning process depends on behavioural objectives. The teachers are prepare/frame different levels of questions and to measure learners three domain- cognitive, affective, psychomotor.
 - **Cognitive Domain:** Cognitive domain refers to the whole knowledge of particular subject matter. This domain includes those objectives which deal with thinking, reasoning ability of students. This domain include recall, information and data oriented.

This domain contains six categories of objectives arranged in a hierarchical order on the basis of complexity of task and arranged from simple to complex behaviour. This categories are-

- Knowledge
- Understanding
- Application
- Analysis
- Synthesis
- Evaluation

In, 2001 **Anderson** and **Krathwol** to revised the Bloom's taxonomy in two components-

1. **Structure of knowledge domain:** The structure of knowledge domain are divided into four components. These are-
 - Factual knowledge
 - Conceptual knowledge
 - Procedural knowledge
 - Metacognitive knowledge
2. **Structure of cognitive process dimension:** The structure of cognitive process dimension are divided into six component. These are-
 - Remembering
 - Understanding
 - Applying
 - Analysing
 - Evaluating
 - Creating

Affective Domain: The learner gain knowledge his/her emotion, attitude, interest, felling, willing etc. The affective domain is divided into five major classes of objectives. These objectives are-

- Receiving
- Responding
- Valuing
- Organization
- Characterization

Psychomotor domain: This domain includes those objectives which deal with manual and motor skills. The psychomotor domain is divided into five major objectives. These objectives are-

- Imitation
- Manipulation
- Precision
- Articulation
- Naturalization

Teaching and learning process don't complete with method or strategies. Method are face intermediated role in teaching-learning process. So, method in most important classroom teaching. So, we are discuss different methods of teaching in the context of classroom-

Method of teaching:

1. **Lectureship method:** In Lectureship method teachers play an autocratic role in the classroom. The teacher teach his need, interest, attention etc. The learner role is passive in this method.
2. **Discussion method:** In this method teacher and learner are both active and activity. It is also called participative and democratic methods of teaching. The teacher and students are interact each others open and freely.
3. **Demonstration method:** In this methods of teaching, teacher teach on the basis of figure, shaping, black board, white board. The teacher is active and activity both and the learner are only active in this methods.
4. **Discovery method:** In this methods, teacher teach in a particular area in the classroom and the learner are gain knowledge, explore knowledge on the basis of teacher task. Learners logic, thinking, reasoning are develop in this methods.
5. **Team teaching methods:** The teacher are teach in a particular area divided into various sub-topic, this is called team teaching method. There are more than one teacher or group are teach in a particular content in the classroom.

Approach of teaching: There are some approaches of teaching are as under-

Constructivist approach: In constructivist approach, the learner are acquire knowledge in his/her own level of understanding. The teacher are only guide in constructivist perspectives. The teacher are teach in a particular area and the learner acquire knowledge his/her need, interest, attention wise. **Jean Piaget, Vygotsky, Bruner, Dewey** are also influence to constructivist approach.

Co-operative and group discussion: The learner are learn together in his peers group. The teacher are create a group in the classroom and the learner are solve, explore innovative idea to discussion the group activity. The learner are co-operate each other.

Seminar: Seminar refers to the solve in a particular problem or to explore new idea on the basis of to solve the problem. Seminar are also useful on the perspective of academic area.

Phase/stages of teaching: The teaching process are complete three stages. These three stages are-

1. **Pre-active (planning) stage:** In pre-active stages, the teacher are prepare instructional objectives, deciding the subject matter, arranging or sequencing the content and decided to strategy.

2. **Inter-active stage (presentation/implementation):** In Inter-active stage, the teacher are implement his content, perception, diagnosing the learner, action and reaction, feedback etc.
3. **Post-active stage(evaluation):** In this stage, the teacher measure his pre-active and Inter-active stage. The teacher select appropriate testing devices, testing the actual behaviour. Defining the changes behaviour, changing the strategies of teaching etc.

Effect of teaching in the context of society: In teaching-learning process the effect of society are included the classroom. The human being are social animal, so his levels of understanding, knowledge, need, interest etc. depends on the perspective of society. The social needs, cultural approach, mobilization, stratification are also effect on teaching. The teacher teach in the classroom to similarity the social needs. So, classroom environment social effect are most significant.

In the another context, in the present world, to develop the teachers skill, experience and knowledge are most important. So, various organisational body organization in government, that's are- B.Ed, D.L.Ed, M.Ed, B.P.Ed course etc. various professional course. The teachers knowledge, ethics etc. are effect on teaching. So, teachers development are most important.

Conclusion: So far we have discussed various approaches of teaching. It is interesting to note that some situation appropriate for levels of teaching, phase of teaching, Bloom's taxonomy etc. all are equal important in the teaching-learning process. However much more study will be required to develop method for learning process.

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