

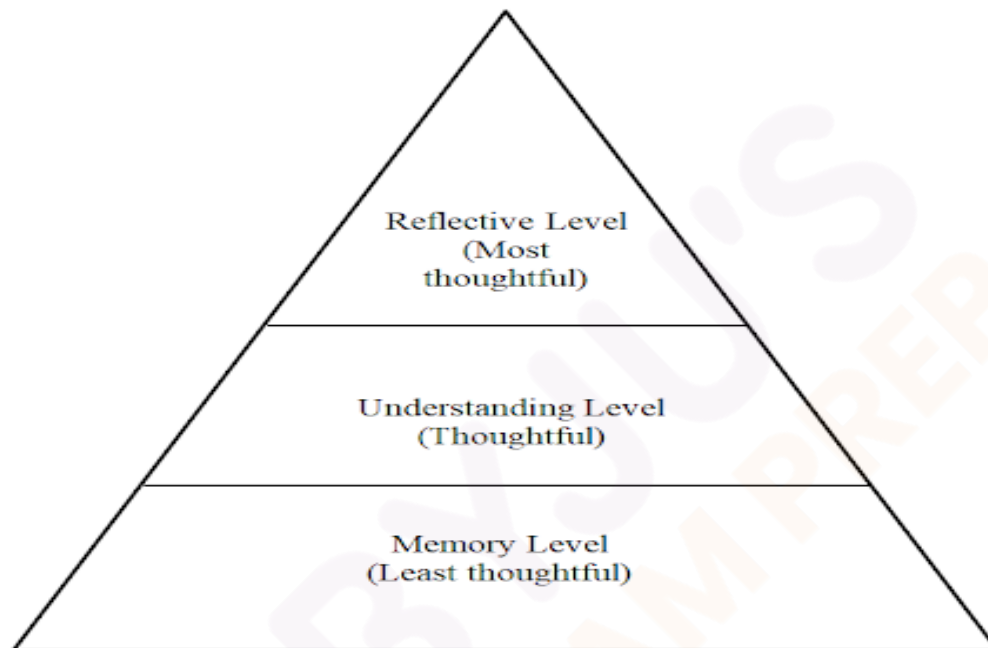
Teaching: Levels



LEVEL OF TEACHING

There are three levels of teaching that are

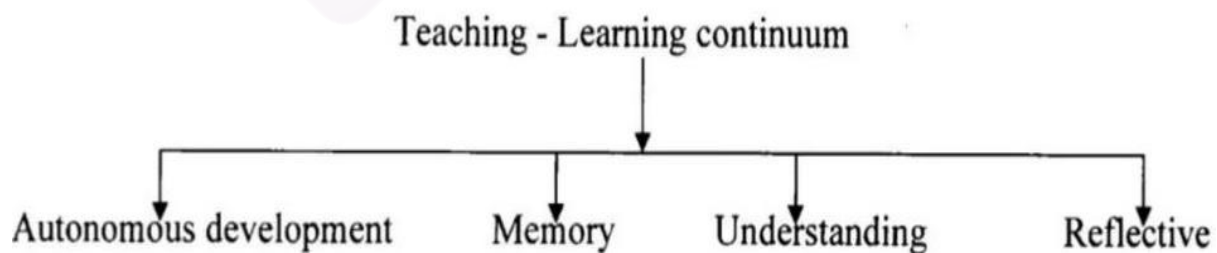
1. Memory level of teaching;
2. Understanding level;
3. Reflective level.



Hierarchical order of the levels of teaching

Different levels of teaching

Morris L. Biggie (1976) in his work 'Learning theories for Teachers' observes that teaching-learning situations may be characterized according to where they fall on a continuum that ranges from 'thoughtless' to 'thoughtful' modes of operation.



Autonomous development level

- The first level, the Autonomous development level is student-centred.
- The teacher's function in the process of teaching is more negative than positive in the sense that there is little or no leadership, direction, coercion, prescription, or imposition of student thought or behaviour.
- 'Intellectual development is something that just naturally happens'. The obvious implication of this is that there is no need for any kind of formal teaching.

Memory level of teaching

- Herbert is the main proponent of this level.
- It is the first and thoughtless level.
- This level is concerned with the mental ability or memory that exists in all living beings.
- Teaching at this level is considered to be the lowest level.
- At this level, the thinking ability of a student does not play any role. students only cram the facts, formulas, information and laws that are taught to them.
- The role of the teacher is primary and that of the student is secondary.
- The study material is pre-planned and organized
- The teacher presents the study material to the students in sequential order.
- The Evaluation system broadly includes oral, written.
- This level of teaching lacks perception.

Phases of Memory:

- 1) Learning: learning of some facts.
- 2 Retention: to make the contents in the minds.
- 3) Recall: the learnt material experiences when brought to the conscious mind
- 4) Recognition

Classification of memory:

- 1) **Immediate memory:** when recall is immediate
- 2) **Permanent memory:** the recalling of material for a longer time.
- 3) **Personal memory:** while recalling past experiences, we remember our personal past experiences.
- 4) **Impersonal memory:** recalling from books, and companions.
- 5) **Active memory:** make effort to recall past experiences, recalling answer in exams.
- 6) **Passive memory:** recall past experience without effort.
- 7) **Mechanical memory or physical mem:** body becoming habitual of doing any task repeatedly.
- 8) **Rote memory:** cramming facts without understanding.
- 9) **Logical memory:** to learn something by using intellect and it's recalling when needed.

STEPS:

A) Focus: emphasis on cramming of facts and development of following capacities;

- A. Training of mental aspects.
- B. Providing knowledge facts.
- C. Retaining the learnt facts.
- D. Recalling the learnt facts.

Merits of memory level teaching:

- Useful for students in lower classes. This is because of their underdevelopment and intellect and students have a rote memory.
- The role of a teacher is important in this level of teaching and she/he is free to make the choice of subject matter, plan it and can present it at his will.
- The knowledge acquired at this level of teaching forms a basis for the future-when student's thinking and intelligence is needed.
- MLT acts as the first step for the other two levels. It is a pre-requisite for ULT.

Demerits of memory level:

- This does not help in the development of the learner's abilities.
- As students at this level learn by rote, the knowledge gained does not prove beneficial in real-life situations because it does not develop the talent of students.
- The learners are kept in strict discipline and cramming is insisted in this teaching.
- Intelligence does not have any importance in this type of teaching and it also lacks motivation.

The emphasis in memory level teaching is on which of the following?

- (a) Organisation of thoughts and ideas
- (b) Seeing of relationships among facts
- (c) Systematic presentations to enable quick reproduction
- (d) Critical thinking
- (e) Mastery of correct sequencing of facts
- (f) Segregating one feature from another

Choose the answer from the following options:

- A. (a), (b) and (c)
- B. (a), (c) and (e)
- C. (b), (c) and (d)
- D. (d), (e) and (f)

Ans. B

Assertion (A): Memory level teaching is the prerequisite for the understanding level of teaching as it talks about the generalization of principles, theory and other key important facts.

Reason (R): This helps to build the thinking level of students to make use of their acquired knowledge on the basis of previously known facts and subjects.

Choose the correct answer from the following:

- A. Both, A and R, are true and R is the correct explanation of A
- B. Both, A and R, are true but R is not the correct explanation of A
- C. A is true but R is false
- D. A is false but R is true

Ans A

Q. In which level of teaching, the teacher's role is more active rather than being interactive?
[June 2020]

- A. Memory level
- B. Understanding level
- C. Reflective level
- D. Autonomous development level

Ans. A

Q. Facts and information get focused in which level of teaching?
[June 2020]

- A. Memory level
- B. Autonomous development level
- C. Understanding level
- D. Reflective level

Ans. A

Understanding level

- Morrison is the main proponent of ULT.
- Understanding something means to perceive the meaning, grasp the idea and comprehend the meaning.
- It is 'insight plus memory' as it goes much beyond just the memorizing of facts. It focuses on the mastery of the subject.
- The teaching at the UL is of a higher quality than the one at the ML.
- It is more thoughtful and useful from the viewpoint of mental abilities.
- At this level, the teacher explains to the student the relationship between facts and principles and teaches them how they can apply this principle. MLT barrier is necessary to be crossed for this level of teaching.
- It provides opportunities for the students to develop 'intellectual behaviour'.
- The teacher and student both have an active role at this level.
- The evaluation system mainly includes both essay and objective-type questions.

At This Level,

- *The Learners And Required To Comprehend Factual Information,*
- *To Know The Meaning Of Different Concepts And Their Relationships,*
- *And To Apply Facts, Concepts, And Principles.*

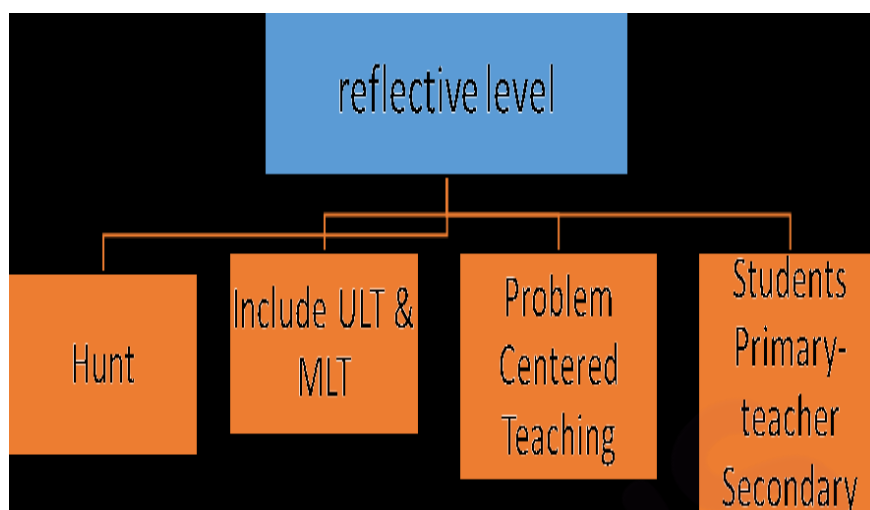
Merits of the understanding level of teaching

- At this level of teaching students to use their thinking capabilities.
- Knowledge gained at this level forms the basis of the RLT.
- The teacher presents the subject matter to the students in an organized and sequential manner. The new knowledge acquired at this level is related to the previously gained knowledge.
- The students do not learn by cramming. Here they learn by understanding the information and facts and their use and purpose.
- The understanding level teaching enables students to have complete command over the subject.
- Under the understanding level role of the teacher is more active. The students at this level are secondary.
- No cramming is encouraged here.

Demerits of the ULT

- Teaching at this level is subject-centred.
- This type of teaching mastery i.e emphasized.

Reflective level of Teaching



- Hunt is the main proponent of RLT.
- This level is also known as the introspective level of teaching.
- It also means thinking deeply about something. Reflecting means giving careful thought to something over a period of time.
- RLT is considered to be the highest level at which teaching is carried out and includes both ULT and MLT.
- This level is highly thoughtful and useful. A student can attain this level only after going through memory level and understanding level.
- It is a problem-centric approach to teaching.
- Teaching at the reflective level enables the students to solve the real problems of life. At this level, the student is made to face a real problematic situation. The student by understanding the situation and using his critical abilities succeeds in solving the problem. At this level, emphasis is laid on identifying the problem, defining it and finding a solution to it.
- The student's original thinking and creative abilities develop at this level.
- The role of the teacher in this level of teaching is democratic. He does not force knowledge on the students but develops talents and capabilities.
- The classroom environment is to be 'open and independent'.
- The learners are active and motivated.
- The purpose is to develop the reflective power of the pupils so that they can solve problems of their lives by reasoning, logic and imagination.
- The student occupies the primary place and the teacher assumes the secondary place.
- An essay-type test is used for evaluation. Attitude, beliefs and involvement are also evaluated.

Merits of reflective level teaching

- The teaching is not teacher-centred or subject-centred, it is learner-centred.
- There is an interaction between the teacher and the learner at the reflective level of teaching.
- Teaching is suitable for the higher classes.
- Teaching is highly thoughtful and useful.

Demerits of reflective level teaching

- Not suitable for small children. It is suitable only for mentally matured students
- At this level, the study material is neither organized nor planned in advance. So students cannot acquire systematic and organized knowledge of their study courses.

1. Assertion (A): The role of teacher in reflective level of teaching is democratic.

Reasoning (R): He does not force knowledge on the students but develops in their talents and capabilities.

- A. Both (A) and (R) are correct, but (R) is not the right explanation of (A).
- B. Both (A) and (R) are correct, and (R) is the right explanation of (A).
- C. (A) is correct, but (R) is incorrect.
- D. (A) is incorrect, but (R) is correct.

अभिकथन (A): शिक्षण के चिंतनशील स्तर में शिक्षक की भूमिका लोकतांत्रिक है।

तर्क (R): वह छात्रों पर ज्ञान को लागू नहीं करता है बल्कि लेकिन उनकी प्रतिभा और क्षमताओं में विकास करता है।

- A. (A) और (R) दोनों सही हैं, लेकिन (R), (A) का सही स्पष्टीकरण नहीं है
- B. (A) और (R) दोनों सही हैं, और (R), (A) का सही स्पष्टीकरण है
- C. (A) सही है, लेकिन (R) गलत है
- D. (A) गलत है, लेकिन (R) सही है

Ans. B

Which of the following is not a feature of reflective level of teaching (RLT)?

- A. It is the highest level of teaching and includes both understanding and memory level of teaching.
- B. Morrison is the main proponent of Reflective Level of Teaching.
- C. The pupil occupies the primary space and teacher assumes the secondary space.
- D. The students are assumed to adopt some sort of research approach to solve the problem.

निम्नलिखित में से कौन-सी शिक्षण के चिंतन स्तर (RLT) की विशेषता नहीं है?

- A. यह शिक्षण का उच्चतम स्तर है और इसमें शिक्षण की समझ और स्मृति स्तर दोनों शामिल हैं।
- B. मॉरिसन शिक्षण के चिंतनशील स्तर के मुख्य समर्थक हैं।
- C. छात्र प्राथमिक स्थान पर रहता है और शिक्षक द्वितीयक स्थान पर रहता है।

D. यह माना जाता है कि छात्र समस्या को हल करने हेतु किसी प्रकार के अनुसंधान दृष्टिकोण को अपनाएंगे।

Ans. B

Teacher becomes 'Secondary & passive' in which of the following levels

शिक्षक निम्न स्तरों में से किस स्तर में 'माध्यमिक और निष्क्रिय' हो जाता है?

A. MLT

B. ULT

C. RLT

D. None of the above

Ans. C

Q. The goal of teaching as compared to training is to provide opportunity of: [June 2020]

A. Promotion of organized ideas as a result of disciplined drill

B. Sharing and caring leading to critical and creative reflection

C. Establishing beliefs and values leading to change in attitude

D. Associating ideas which are similar and dissimilar

प्रशिक्षण की तुलना में शिक्षण का लक्ष्य निम्नलिखित का अवसर प्रदान करना है

A. अनुशासित अभ्यास के परिणामस्वरूप व्यवस्थित विचारों का अग्रसरण

B. साझेदारी और सावधानी सहित प्रतिभाग जो समीक्षात्मक एवं सृजनशील विमर्श की ओर उन्मुख होता है

C. मान्यताएं एवं मूल्यों को स्थापित करना जो अभिवृत्ति परिवर्तन की ओर ले जा सके।

D. उन विचारों में सहचर्य बनाना जो परस्पर भिन्नता एवं अभिन्नता रखते हों।

Ans. B

Paper 1 (General)

Foundation Course

This Course Includes:

- 170+ Live classes for complete conceptual clarity
- 170+ PDFs for last minute revision
- 1700+ Practice Questions to track your progress
- 25 Mock Tests to get you exam ready

