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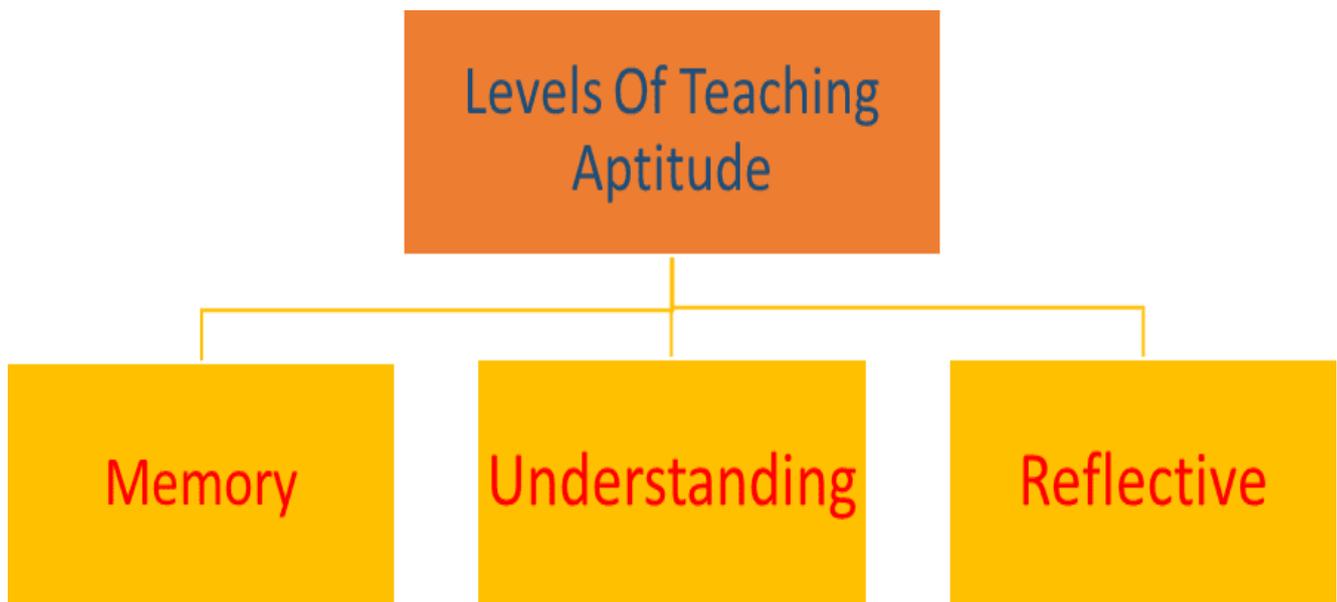
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PAPER 1 Unit-1 E-BOOKLET

Levels Of Teaching



Teaching is a purposeful activity. Through teaching the teacher brings a desirable change in the learner. Both the concepts teaching and learning are interrelated to each other. Development of all-round personality of the learner is the final goal of teaching and learning. During teaching an interaction takes place between an experienced person (teacher) and an inexperienced person (student). Here the main aim is to bring change in the behavior of the student.

Teachers teach students at three levels. They have to keep in mind about the developmental stage of the learners so

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that desired educational objectives can be achieved. These three levels are:

Level of Teaching	Advantages	Disadvantages
Memory Level	<ul style="list-style-type: none">• - Creates a base for other levels of teaching.• - Beneficial for slow learners.• - Helps students learn new concepts.	<ul style="list-style-type: none">• - Loss or recall of information.• - Dominance of the teacher.• - Limited interaction in the classroom.
Understanding Level	<ul style="list-style-type: none">• - Promotes good interaction between students and teachers.• - Acts as an entry level for the reflective level of teaching.• - Enhances learning.	<ul style="list-style-type: none">• - Tends to be teacher-centered.• - Less focus on individualized learning.
Reflective Level	<ul style="list-style-type: none">• - Learner-centered approach.• - Fosters creativity.• - Develops problem-solving skills.• - Offers maximum flexibility.	<ul style="list-style-type: none">• - Not suitable for lower-grade classes.• - Time-consuming process.• - Puts an excess burden on teachers.

a) **Memory level: Thoughtless teaching (Herbert Teaching Model)**

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- b) Understanding level: Thoughtful teaching (Morrisam Teaching Model)
- c) Reflective level: Upper thoughtful level (Hunt's Teaching Model)

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Levels of Teaching

Level	Main Proponent	Characteristic	Key Focus	Thought Level
Memory Level	Herbert	Imparting factual information/knowledge	Memorization, rote learning, recall, identification	Thoughtless

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Understanding Level	Morrison	Comprehending meaning, grasping ideas, interpreting	Relationships between principles and facts, application of principles	Thoughtful
Reflective Level	Hunt	Problem-solving, critical thinking, independent thinking	Solving real-life problems, original thinking, creative abilities	Upper Thoughtful

Memory Level Of Teaching

The objective of the Memory Level of teaching is just to impart information or knowledge to the learner. This knowledge or information is factual in nature, which is acquired through a mechanical process (i.e. memorization or rote learning).

Memory Level of teaching covers only the knowledge-based objective of Bloom's taxonomy where the students learn to identify, recall, or remember the objects, events, ideas, and concepts and retain them in memory.

Memory level teaching lacks insight. Psychologically, it is cognitive level teaching.

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Teaching and learning at memory level are committing factual material to the memory. The learner learns the material, retain the meaningful material and reproduce the material as and when required.

It is the first and thoughtless level of teaching. It is concerned with memory or mental ability that exists in all living beings. Teaching at memory level is considered to be the lowest level of teaching. At this level,

- The thinking ability does not play any role.
- Students only cram the facts, information, formulas and laws that are taught to them.
- The teaching is nothing but learning the subject matter by rote.[Bigge, Morris L(1967)]
- The role of the teacher is prominent and that of the student is secondary.
- The study material is organized and pre-planned. The teacher presents the study material in a sequential order.

Important Points of Memory Level of Teaching (MLT)

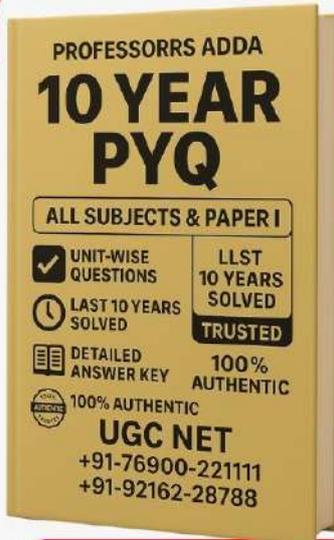
- It is supported by Herbart Theory of Appreciation, which states that this level of teaching seeks the learner to

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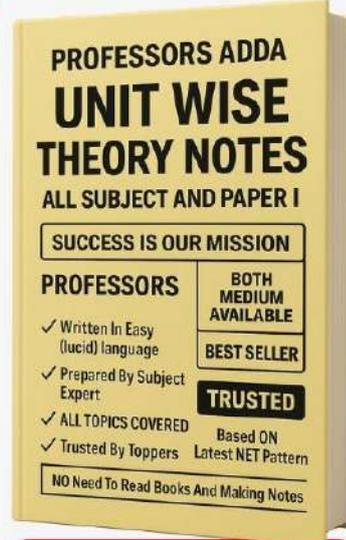
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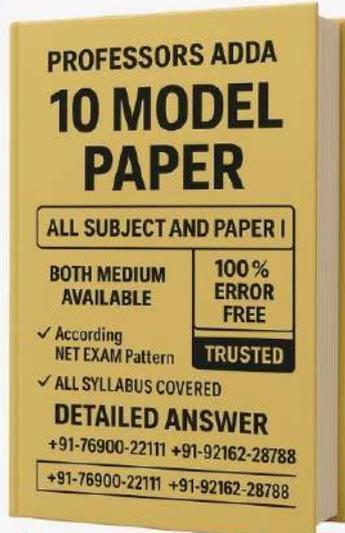
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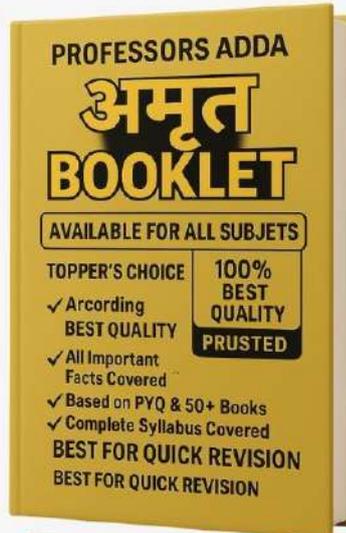
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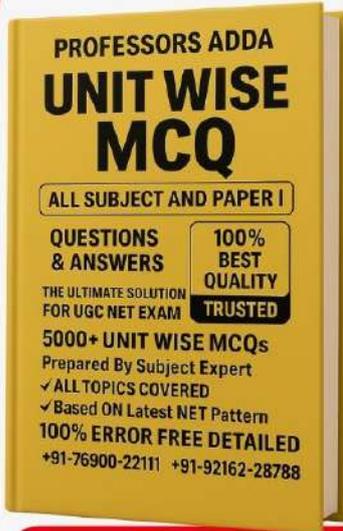
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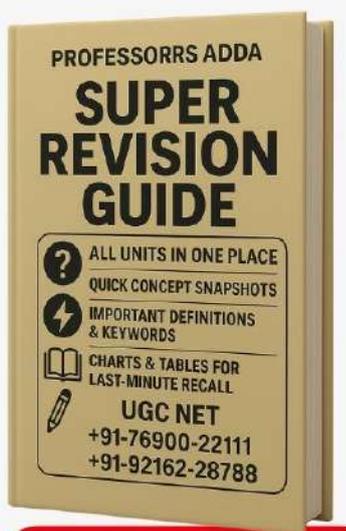
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acquaint himself with the relationship between the facts and principles.

- It is the first stage of teaching to get factual information.
- Useful for children in the lower classes because of their intellect is under development, and they have a rote memory.
- MLT aims to get factual information, to train memory, to retrain the learning material in-memory storage, to reproduce and recognize the learned information when required
- Teacher dominated methods are used- like drill, review, and revision and asking questions.
- The evaluation system mainly includes oral, written, and essay-type examinations.
- Good memory includes rapidity in learning, stability of retention,rapidity in recalling, and ability to bring only desirable contents to the conscious level.
- Memory level teaching acts as the first step for understanding and reflective levels of teaching. It is a pre-requisite for understanding level teaching.

Memory level teaching lacks insight. Psychologically, it is cognitive level teaching.

Memory Level of Teaching (MLT)

Aspect	Description
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Objective	Imparting factual information/knowledge through memorization or rote learning
Role of Teacher	Prominent, dominating, authoritarian
Role of Student	Secondary, passive
Subject Matter	Subject-centered, organized, simple, definite, structured, observable
Methods Used	Teacher-dominated: drill, review, revision, asking questions
Motivation	Extrinsic (teacher forces students to learn)
Evaluation System	Oral, written (short answer, recall, recognition, multiple choice, matching)
Psychological Bases	Piaget's pre-operational level, Herbartian theory of apperception, Conditioning theory (Pavlov, Skinner)
Merits	Useful for lower classes, forms basis for future learning, pre-requisite for understanding and reflective levels
Demerits	Does not develop student capabilities, knowledge may not be helpful in real life, lacks motivation

Merits of memory level teaching

1. Useful for children at lower classes. This is because of their intellect is under development and they have a rote memory.

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2. The role of the teacher is important in this level of teaching and he is free to make choices of subject matter, plan it and can present it at will.
3. The knowledge acquired at memory level teaching forms a basis for the future i.e. when student's intelligence and thinking is required.
4. Memory level teaching acts as the first step for understanding and reflective levels of teaching. It is pre-requisite for understanding level teaching.

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Demerits of memory level teaching

1. This does not contribute to the development of the student's capabilities.
2. Since at this level student learns by rote, the knowledge gained does not prove helpful in real life situations as it does not develop the talents of students.

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3. The pupils are kept in strict discipline and cramming is insisted on this teaching.
4. Intelligence does not carry any importance in this type of teaching and it lacks motivation.

Objectives of memory level teaching

1. Imparting knowledge and information to the learner.
2. Knowledge or information gained by the learner is factual in nature. It is acquired through memorization or rote learning.
3. It covers only the knowledge-based objectives of Bloom's Taxonomy. At this level, the student learns to identify, recall or remembers the objects, events, ideas and retain them in memory.

Nature of subject matter

1. At this level, teaching is subject centered.
2. Simple things are taught to students that can be memorized easily.
3. The subject matter is well organized and is simple in nature so that it can be acquired through rote learning.
4. Subject matter includes the information about simple concepts, terms, and elements related to different things of the world around us.
5. Thus the knowledge delivered to learners is definite, structured and observable.

Method Used

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1. We know that at this level of teaching is subject-centered so teacher dominant methods like drill, review, and revision, and asking questions are often used.
2. Drill means repetition or practice for the purpose of attaining proficiency in memorizing the material.
3. Review or revision is considered the method of revising the elements to relate them to new experiences and to form new associations for the development of new skills or learning to solve new problems.
4. Asking question technique is used to examine whether or not knowledge level objectives of teaching have been achieved.

Role of the teacher

1. The teacher plays a very dominating and authoritarian role.
2. He is the authority to instruct, deliver, direct, control and evaluate performance. He is the stage setter, learning resource and manager of every classroom activity.
3. So, in this level of teaching right from the selection of the subject matter to its evaluation, the key process of teaching and learning remains with the teacher.

Role of Learner

1. In memory level teaching role of the learner is a passive one.

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2. This is because contents of the subject matter, teaching tools, and methods employed for teaching are all decided by the teacher.
3. The characteristics of the learner should be taken care of while framing objectives and curriculum, and selecting teaching-learning activities and methods of teaching and evaluation.

Teaching Equipment

1. Teaching equipment work as an assistant in the process of teaching and learning
2. Different kinds of teaching aids like visual, audio and audio-visual aids, e.g. models, charts, maps, pictures, T.V., radio etc. develop a curiosity of the learners towards the subject-matter.
3. The teacher can use a variety of teaching aids to make students attentive to learning.

Nature of Motivation

1. Motivation is something that drives students to learn. To satisfy his own desire of learning should be an intrinsic feeling, not a forced one.
2. In memory level of teaching the teacher forces the students to learn the content through the process of memorization.
3. Hence the nature of motivation at this level of teaching is purely extrinsic.

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Evaluation system

1. In the evaluation, the teacher measures the learning outcomes based on predetermined objectives.
2. Here both oral and written tests are used to test the memory power of students.
3. In the written test, short type, recall type, recognition type, multiple choice, and matching type test items are used.
4. Students are required to attempt the maximum number of questions.

Psychological Bases of Memory Level of Teaching

According to Jean Piaget, beginner learners in school are at the pre-operational level of cognitive development and they cannot operate upon abstract concepts.

As per their mental development, they can learn simple concepts without analyzing their true meaning and nature. They should not be expected to reflect upon them.

The Herbartian theory of apperception supports that the young children's mind is ready for perceiving themselves and the world around.

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Their mind is ready for a great mass of factual information including concepts, elements, structures, models and theories.

They can acquire and retain information about a large number of things, objects, and material through memorization.

Conditioning theory has been advocated, Pavlov and Skinner. It underlies the idea that correct response made by the individual is strengthened by reinforcement to retain the learned subject-matter longer and to facilitate ease in further learning.

Classical conditioning of Pavlov involves the mechanical process as is applied at memory level teaching; and thorough review or retrieval, correct learning by the student is rewarded and retained for further use.

Overall Thoughts On Memory Level Teaching

In sum, it cannot be said that memory level teaching is totally meaningless and useless. It is useful for young children when their mental ability is not so well developed and their cognitive development is at a low level.

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They are not expected to reason out and reflect upon teaching material and contents.

It is the age when they have to expand and broaden their view by receiving and accepting more information about concepts, elements, things, objects, and structures.

Suggestions for Memory Level Teaching

1. The teaching material should be meaningful and purposeful.
2. The teaching material should have a definite structure and it should be simple to complex.
3. Adequate and appropriate teaching aids should be used for teaching.
4. All parts of the content should be integrated and well sequenced.
5. The subject-matter should be presented in a systematic and organized way.
6. There must be a continuous evaluation to measure the improve the memory power of students.
7. The retention of the material in memory of students can be increased by more practice and exercise.
8. The continuous reinforcement should be provided during the course of instruction.

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Understanding level (Morrisam Proponent)

It comes in between the memory level and reflective level. This stage of teaching involves a moderate level of thoughtful behaviour. It is a pre-requisite for the reflective level teaching-learning,

which requires the use of higher mental processes. The term “understanding” literally means to comprehend, to grasp, and to have knowledge of, to learn, to interpret and to infer, etc.

Understanding something is to perceive the meaning, grasp the idea and comprehend the meaning. In the field of Education and Psychology, the meaning of ‘understanding’ can be classified as

- Seeing the total use of facts
- Seeing relationship
- A generalized insight

The teaching at the understanding level is of a higher quality than the one at the memory level. It is more useful and thoughtful from the point of view of mental capabilities.

At this level of teaching, the teacher explains the student about the relationship between principles and facts and

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teach them how these principles can be applied. Memory level teaching barrier is essential to be crossed for this level of teaching.

As compared to memory level teaching, the understanding level teaching has greater merit. This enables students to have complete command over subject material.

In the understanding level role of the teacher is more active. The students at this level are second any. At this level, no cramming is encouraged.

The new knowledge acquired at this level is related to the earlier knowledge gained. A generalization is made on the basis of facts and the facts are used in the new situations.

Morris, L. Bigge, in his book, '**Learning theory for Teachers**', defines that understanding level teaching, "seeks to acquaint students with the relationships between generalizations and particulars, between principles and solitary facts, and which show- the use to which the principles may be applied."

Herbart mentions three forms of mental reality which play an important role in teaching-learning at the understanding level.

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They are sense impressions, images, and elective elements of pleasure and pain. In Herbart's arrangements, the teacher is conceived as an architect as well as the builder of the minds of the students by manipulating ideas to construct a student's circle of thought.

He Advocated Six Steps Of Teaching:

- **Preparation,**
- **Presentation,**
- **Comparison,**
- **Generalization,**
- **Application, And**
- **Evaluation**

Morrison very clearly stated that understanding is not merely being able to recall something; it is not mere generalization deduced from specific facts; it is an insight into how it may be used in future situations.

Morrison asserted that the outcome of all teaching is 'Mastery' and not memorization of facts. He proposed a unit plan, each unit representing an insight which is relatively complete in itself.

Important points:

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- Morrison is the main proponent of understanding level of teaching.
- It is 'memory plus insight' as it goes beyond just memorizing facts. It focuses on the mastery of the subject.
- It makes pupils understand generalizations, principles, and facts.
- It provides more and more opportunities for the students to develop 'intellectual behaviour'.
- It provides an active role for both the pupil and the teacher for the assimilation of facts. 6. The evaluation system mainly includes both essay and objective-type questions.

Merits Of The Understanding Level Of Teaching

1. At this level of teaching students to make use of their thinking abilities.
2. Knowledge acquired at this level forms the basis of the reflective level of teaching.
3. Here the teacher presents subject matter before the students in an organized and sequential form. The new knowledge acquired is related to the previously acquired knowledge.

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4. Here the students do not learn by rote. Here they learn by understanding the facts and information and their use and purpose.

Demerits Of The Understanding Level Of Teaching

1. Teaching at this level is subject centered. There is no interaction between the teacher and students at this level.
2. This type of teaching mastery i.e., emphasized.
3. Ignores higher cognitive abilities
4. Less emphasis on intrinsic motivation
5. No individualized learning
6. Teacher centred

Reflective Level Of Teaching (Hunt's Proponent)

This Level of teaching is the highest level of teaching-learning activity.

It is the stage of learning when students do not merely repeat and revise or answer the questions as asked for; nor do they only understand, learn, interrelate or interpret the concepts but also they ponder upon, contemplate and pay serious thoughtful consideration to the presented contents.

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This level is also known as introspective level. Reflecting on something means giving careful thought to something over a period of time. It also means thinking deeply about something.

Reflective level of teaching is considered to be the highest level at which teaching is carried out.

- It is highly thoughtful and useful.
- A student can attain this level only after going through memory level and understanding level.
- 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 in their talents and capabilities.
- The role of the students is quite active.
- Reflective level of teaching is that which is problem-centered and the student is busy in original imagination.

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The main objectives of Reflective Level of Teaching are:

- To develop insight into the learner to solve problems.
- To develop rational and critical thinking in the students.
- To develop the ability of independent thinking and decision making in the students.

Important Points

- Hunt is the main proponent of reflective level of teaching.
- It is the highest level of teaching and includes both ULT and MLT.
- It is problem-centric approach of teaching.
- The students are assumed to adopt some sort of research approach to solve the problem.
- Classroom environment is to be sufficiently 'open and independent'. The learners are self-motivated (intrinsic) and active.
- The aim is to develop the reflective power of learners so that they can solve problems of their lives by reasoning, logic, and imagination, and lead successful and happy lives.
- The pupil occupies the primary place and teacher assumes the secondary place.
- Essay-type test is used for evaluation. Attitude, belief, and involvement are also evaluated.

Merits of reflective level teaching

1. The teaching at this level is not teacher-centered or subject-centered, it is learner-centered.
2. There is an interaction between the teacher and the taught at the reflective level teaching.
3. At this level, teaching is appropriate for the higher class.
4. At this level, teaching is highly thoughtful and useful than the teaching at the memory or understanding level.

Demerits of reflective level teaching

1. Not suitable for small children at the lower level of teaching. It is suitable only for mentally matured children
2. At this level, the study material is neither organized nor pre-planned. Therefore students cannot acquire systematic and organized knowledge of their study courses.



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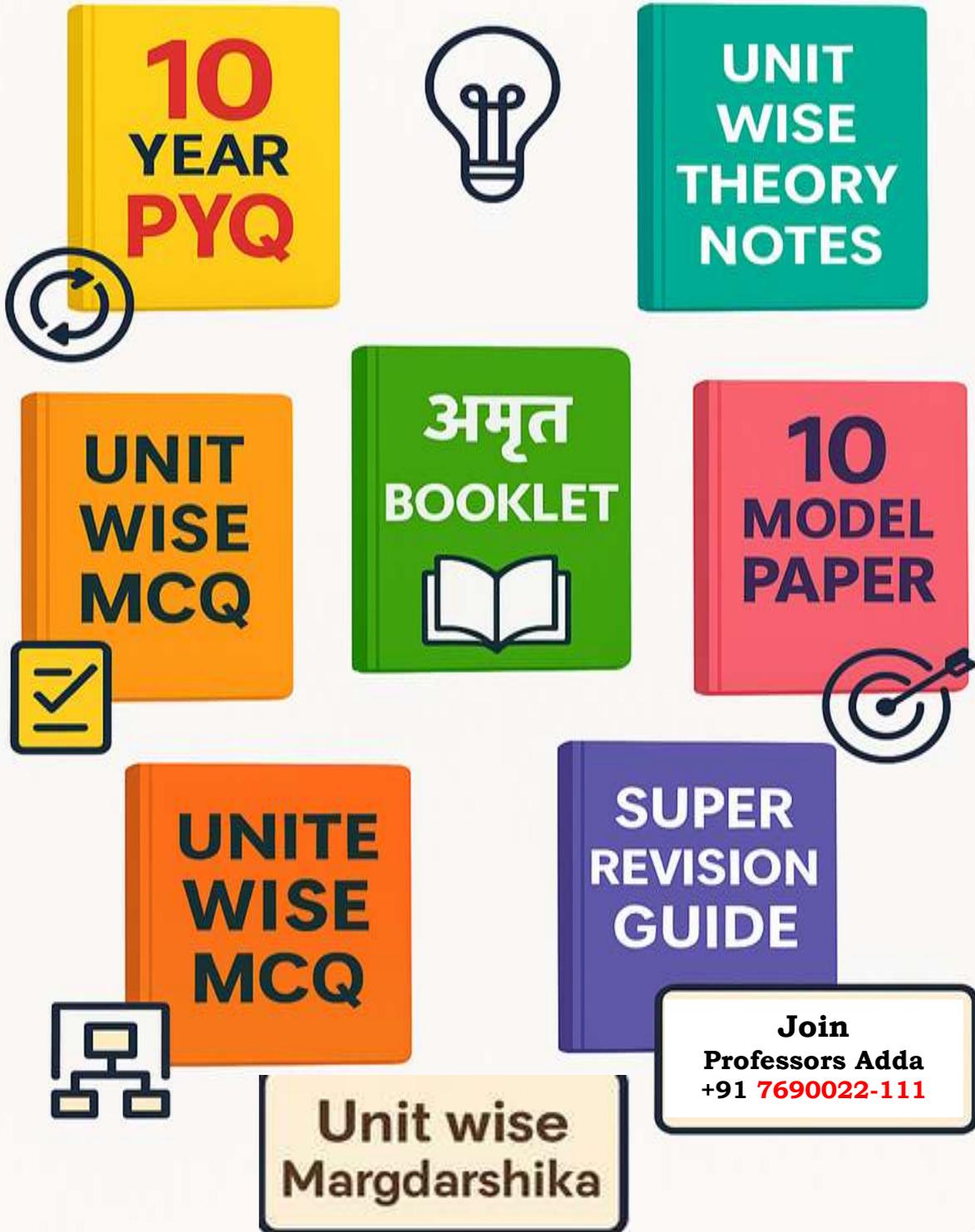
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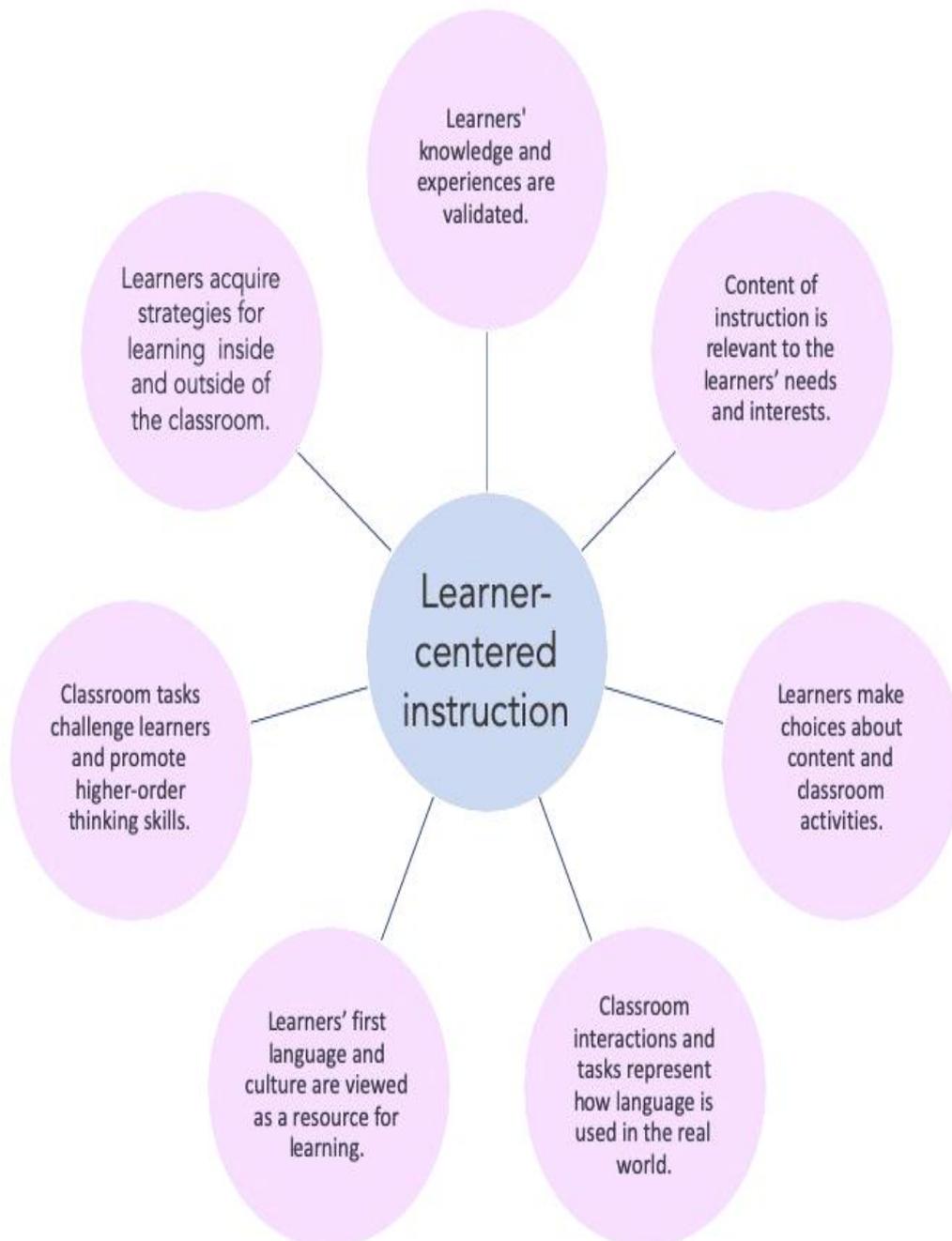
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B. Learner's Centered Methods



In learner's centered methods of teaching, teachers and students play an equally active role in the learning process.

Following are the learner's centered methods of teaching.

i. Laboratory Method

The laboratory method is a planned learning activity dealing with original or raw data in the solution of a problem.

It is a procedure involving first hand experiences with materials or facts derived from investigations or experimentation.

The primary aim of laboratory method of teaching is to give firsthand experience to students.

Merits

- It is used to designate a teaching procedure in the physical sciences that use experimentation with apparatus
- It builds scientific attitude and sense of achievement among learners.

Demerits

- It is not suitable for all the subjects because all knowledge cannot be verified through experiment.
- It is effective only in a small group.

ii. Project Method

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Project method is one of the modern methods of teaching in which, the students point of view is given importance in designing the curricula and content of studies.

This method is based on the philosophy of pragmatism and the principle of 'learning by doing'. In this strategy pupils perform constructive activities in natural condition, realistic and experiential.

Project method of teaching encourages the spirit of scientific enquiry as it involves validation of hypothesis based on evidence gathered from field through investigation.

Merits

- It takes the student beyond the walls of the classroom and makes learning realistic and experimental.
- It encourages the spirit of scientific enquiry as it involves validation of hypothesis based on evidence gathered from field through investigation.
- It allows the students a great degree of freedom to choose from among the option given to them, hence it provides a psychological boost.

Demerits

- It is time consuming and can be extended endlessly.
- It requires meticulous planning and execution otherwise it can give unreliable results.

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- There can be many uncontrolled social or natural factors which may affect the outcome of the project.
- In the absence of effective and alert supervision, a student may take the unreliable data.

Learner-Centered Methods

Method	Description	Merits	Demerits
Laboratory Method	Planned learning activity dealing with raw data to solve problems; first-hand experience	Builds scientific attitude and sense of achievement	Not suitable for all subjects, effective only in small groups
Project Method	Students' viewpoint important in curriculum design; learning by doing in natural conditions	Makes learning realistic, encourages scientific inquiry, provides freedom	Time-consuming, requires meticulous planning, uncontrolled factors

Project Method of Teaching

Philosophical background from where it has emerged out i.e. 'Pragmatism'..

Philosopher Propounder : John Dewey

Present Era Supporter : Dr. WH. Kilpatrick

Modifier (Moderation) } : J. A. Stevenson

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Cardinal Principles }

1. Learning by doing
2. Learning by living

CRITERIA OF A GOOD PROJECT

A good project should follow the following criteria:

1. It should be purposeful.
2. It should impart gainful learning experiences.
3. It should cater for the activities of pupils.
4. The students should get full freedom to work according to their own interests and abilities.
5. Project must be selected by the active participation of both pupils and the teacher.
6. It must be economical in term of time and money. constraints controlled.
7. It should keep time
8. It should be challenging.
9. It should be feasible.

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ONELINERS

- Q:** What is the final goal of teaching and learning?
A: Development of all-round personality of the learner.
- Q:** How many levels of teaching are there?
A: Three.
- Q:** Which teaching model is associated with the Memory level?
A: Herbert Teaching Model.
- Q:** Which teaching model is associated with the Understanding level?
A: Morrisam Teaching Model.
- Q:** Which teaching model is associated with the Reflective level?
A: Hunts Teaching Model.
- Q:** What is the primary objective of the Memory Level of teaching?
A: To impart information or knowledge to the learner.
- Q:** What kind of process is knowledge acQuisition at the Memory level?
A: Mechanical process (memorization or rote learning).
- Q:** Which objective of Bloom's Taxonomy does Memory level teaching cover?
A: Knowledge-based objective.

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9. **Q:** Does thinking ability play a role at the Memory level of teaching?

A: No.

10. **Q:** What is the role of the teacher at the Memory level of teaching?

A: Prominent.

11. **Q:** What is the role of the student at the Memory level of teaching?

A: Secondary/Passive.

12. **Q:** Which theory supports the Memory Level of Teaching?

A: Herbart Theory of Appreciation.

13. **Q:** What type of methods are primarily used at the Memory level?

A: Teacher-dominated methods like drill, review, and revision.

14. **Q:** What kind of examinations are mainly used for evaluation at the Memory level?

A: Oral, written, and essay-type examinations.

15. **Q:** What is a merit of Memory level teaching for lower classes?

A: Useful for children with developing intellect and rote memory.

16. **Q:** What is a demerit of Memory level teaching regarding student capabilities?

A: It does not contribute to the development of students' capabilities.

17. **Q:** What is the nature of subject matter at the Memory level?

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A: Subject-centered, simple, well-organized, and definite.

18. **Q:** What is the nature of motivation at the Memory level of teaching?

A: Purely extrinsic.

19. **Q:** What is the Understanding level of teaching considered a pre-requisite for?

A: Reflective level teaching-learning.

20. **Q:** Who is the main proponent of the Understanding level of teaching?

A: Morrison.

21. **Q:** What does the Understanding level of teaching focus on besides memorizing facts?

A: Mastery of the subject.

22. **Q:** Does the Understanding level encourage cramming?

A: No.

23. **Q:** What is a merit of the Understanding level regarding thinking abilities?

A: Students make use of their thinking abilities.

24. **Q:** What is a demerit of the Understanding level regarding interaction?

A: There is no interaction between the teacher and students.

25. **Q:** What is the highest level of teaching-learning activity?

A: Reflective level.

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26. **Q:** What is another name for the Reflective level of teaching?
A: Introspective level.
27. **Q:** Who is the main proponent of the Reflective level of teaching?
A: Hunt.
28. **Q:** What kind of approach is the Reflective level of teaching?
A: Problem-centric approach.
29. **Q:** What is the role of the teacher at the Reflective level of teaching?
A: Democratic.
30. **Q:** What kind of test is used for evaluation at the Reflective level?
A: Essay-type test.

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PRACTICE MCQ

Question 1: Which level of teaching is considered "thoughtless teaching" and is primarily concerned with memorization and rote learning?

- A) Understanding Level
- B) Reflective Level
- C) Memory Level
- D) Autonomous Development Level

Answer: C) Memory Level

Explanation:

1. **Definition:** The document explicitly states that "Memory level: Thoughtless teaching (Herbert Teaching Model)" is characterized by imparting factual information through mechanical processes like memorization or rote learning.
2. **Objective:** Its main objective is to help students identify, recall, or remember objects, events, ideas, and concepts and retain them in memory.
3. **Role of Thinking:** At this level, thinking ability does not play a significant role; students primarily cram

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facts, information, formulas, and laws.

4. **Teacher's Role:** The teacher's role is prominent, and the student's role is secondary, with pre-planned and organized study material.
5. **Foundation:** It acts as the first step and a prerequisite for understanding and reflective levels of teaching.

Question 2: Who is the main proponent of the Understanding Level of teaching?

- A) John Dewey
- B) H.C. Morrison
- C) B.O. Smith
- D) Hunt

Answer: B) H.C. Morrison

Explanation:

1. **Proponent:** The document clearly identifies "Morrison" as the main proponent of the Understanding Level of teaching.
2. **Nature:** This level is described as "memory plus insight" because it goes beyond mere memorization, focusing on the mastery of the

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subject.

3. **Objective:** It aims to make pupils understand generalizations, principles, and facts, and how these can be applied.
4. **Role of Students:** It provides more opportunities for students to develop intellectual behavior and encourages an active role for both the pupil and the teacher.
5. **Evaluation:** The evaluation system at this level typically includes both essay and objective-type Questions.

Question 3: Which of the following is a demerit of the Memory Level of teaching?

- A) It develops the students' capabilities and talents.
- B) It promotes critical thinking and problem-solving.
- C) The knowledge gained does not prove helpful in real-life situations.
- D) It allows students a great degree of freedom in learning.

Answer: C) The knowledge gained does not prove helpful in real-life situations.

Explanation:

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1. **Rote Learning:** The document states, "Since at this level student learns by rote, the knowledge gained does not prove helpful in real life situations as it does not develops the talents of students."
2. **Lack of Development:** It "does not contribute to the development of the students capabilities."
3. **Discipline and Cramming:** Pupils are kept in strict discipline, and cramming is insisted upon.
4. **Lack of Motivation:** Intelligence does not carry any importance, and it lacks motivation.
5. **Opposite of Merits:** Options A, B, and D are characteristics of higher levels of teaching or other methods, not demerits of the Memory Level.

Question 4: The Reflective Level of teaching is also known as:

- A) Cognitive Level
- B) Introspective Level
- C) Mechanical Level
- D) Factual Level

Answer: B) Introspective Level

Explanation:

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1. **Alternative Name:** The document explicitly states, "This level is also known as introspective level."
2. **Highest Level:** It is considered the highest level of teaching-learning activity, where students ponder, contemplate, and give serious thoughtful consideration to content.
3. **Problem-Centered:** It is problem-centered, and students are encouraged to adopt a research approach to solve problems.
4. **Thinking Development:** It aims to develop rational and critical thinking, independent thinking, and decision-making abilities.
5. **Prerequisites:** A student can attain this level only after successfully going through the Memory and Understanding levels.

Question 5: According to the document, which philosophical background is the Project Method of Teaching based on?

- A) Idealism
- B) Realism
- C) Pragmatism
- D) Naturalism

Answer: C) Pragmatism

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Explanation:

1. **Philosophical Basis:** The document clearly states under "Project Method of Teaching" that its "Philosophical background from where it has emerged out i.e. 'Pragmatism'."
2. **Principle:** It is also based on the principle of "learning by doing."
3. **Student-Centered:** In this method, the student's point of view is given importance in designing curricula and content.
4. **Realistic Learning:** It encourages constructive activities in natural, realistic, and experiential conditions.
5. **Scientific Enquiry:** It fosters a spirit of scientific inquiry by involving hypothesis validation based on evidence gathered through investigation.

Question 6: Who is considered the "Philosopher Propounder" of the Project Method of Teaching?

- A) Dr. W.H. Kilpatrick
- B) J.A. Stevenson
- C) John Dewey
- D) H.C. Morrison

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Answer: C) John Dewey

Explanation:

1. **Propounder:** The document states, "Philosopher Propounder : John Dewoy" (Dewey).
2. **Supporter:** Dr. W.H. Kilpatrick is mentioned as the "Present Era Supporter."
3. **Moderation:** J.A. Stevenson is noted as the "Modifier (Moderation)."
4. **Learning Principles:** The method emphasizes "Learning by doing" and "Learning by living."
5. **Criteria:** A good project should be purposeful, impart gainful learning experiences, cater to pupil activities, allow student freedom, involve joint selection by pupils and teacher, be economical, time-controlled, challenging, and feasible.

Question 7: Which level of teaching emphasizes the development of insight in the learner to solve problems and fosters rational and critical thinking?

- A) Memory Level
- B) Understanding Level
- C) Reflective Level
- D) All of the above

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Answer: C) Reflective Level

Explanation:

1. **Key Objectives:** The main objectives of Reflective Level of Teaching are explicitly stated as: "To develop insight into the learner to solve problems," and "To develop rational and critical thinking in the students."
2. **Problem-Solving:** This level enables students to solve real problems of life by facing problematic situations and using their critical abilities.
3. **Independent Thinking:** It also aims "To develop the ability of independent thinking and decision making in the students."
4. **Highest Level:** It is the highest and most thoughtful level, building upon the Memory and Understanding levels.
5. **Learner-Centered:** Teaching at this level is learner-centered, with an active role for the student and a democratic role for the teacher.

Question 8: In which level of teaching is the role of the teacher most dominating and authoritarian?

A) Memory Level

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- B) Understanding Level
- C) Reflective Level
- D) Project Method

Answer: A) Memory Level

Explanation:

1. **Teacher's Role:** Under "Role of the teacher" for Memory Level, it is stated: "The teacher plays a very dominating and authoritarian role."
2. **Control:** The teacher is described as "the authority to instruct, deliver, direct, control and evaluate performance."
3. **Passive Learner:** Conversely, the "Role of Learner" in memory level teaching is a "passive one," as the teacher decides all content, tools, and methods.
4. **Contrast:** In Understanding Level, the teacher's role is more active but not as dominating as in Memory Level. In Reflective Level, the teacher's role is democratic.
5. **Subject-Centered:** Memory level teaching is subject-centered, reinforcing the teacher's central control over the learning process.

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Question 9: Which of the following is a "Cardinal Principle" of the Project Method of Teaching?

- A) Learning by rote
- B) Learning by listening
- C) Learning by doing
- D) Learning by observation only

Answer: C) Learning by doing

Explanation:

1. **Cardinal Principles:** The document lists the "Cardinal Principles" of the Project Method as "1. Learning by doing" and "2. Learning by living."
2. **Pragmatism:** This aligns with its philosophical background of pragmatism, which emphasizes practical experience and activity.
3. **Active Participation:** The method involves students performing constructive activities in natural, realistic, and experiential conditions.
4. **Beyond Classroom:** It takes students beyond the classroom walls, making learning realistic and experimental.
5. **Scientific Enquiry:** It encourages a spirit of scientific inquiry through investigation and validation

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of hypotheses.

Question 10: What is the primary aim of the Laboratory Method of teaching?

- A) To encourage rote memorization of scientific facts.
- B) To provide secondhand theoretical knowledge.
- C) To give firsthand experience to students.
- D) To promote passive learning through lectures.

Answer: C) To give firsthand experience to students.

Explanation:

1. **Primary Aim:** The document states, "The primary aim of laboratory method of teaching is to give firsthand experience to students."
2. **Practical Application:** It is described as a teaching procedure in physical sciences that uses experimentation with apparatus.
3. **Data Handling:** It involves dealing with original or raw data in the solution of a problem.
4. **Scientific Attitude:** A merit mentioned is that "It builds scientific attitude and sense of achievement among learners."
5. **Limitations:** However, it is noted that it's "not

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suitable for all the subjects" and "is effective only in a small group."

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Nikita Sharma
UGC NET (PAPER 1)
Chandigarh

प्रोफेसर्स अड्डा के प्रीमियम कोर्स ने मुझे एक ही स्थान पर सब कुछ दिया - संरचित नोट्स, MCQ बैंक, PYQ और ट्रेंड विश्लेषण। जिस तरह से इसे पाठ्यक्रम के साथ जोड़ा गया था, उससे मुझे संगठित और आत्मविश्वासी बने रहने में मदद मिली।



Ravindra Yadav
UGC NET (PAPER 1)
Jaipur

प्रीमियम समूह में शामिल होना मेरा सबसे अच्छा निर्णय था। दैनिक प्रश्नोत्तरी चुनौतियों, सलाहकार मार्गदर्शन और केंद्रित चर्चाओं ने मुझे अनुशासित और परीक्षा के लिए तैयार रखा।



Priya Mehta
UGC NET (PAPER 1)
Sikar

प्रोफेसर्स अड्डा का अध्ययन पाठ्यक्रम सफलता के लिए एक व्यक्तिगत रोडमैप की तरह है। लाइव सत्र और लक्षित संशोधन योजनाएं मुझे पहले प्रयास में अपनी परीक्षा पास करने में मदद करने में महत्वपूर्ण थीं।



Swati Verma
UGC NET (PAPER 1)
Ahmedabad

प्रोफेसर्स अड्डा प्रीमियम कोर्स को जो चीज अद्वितीय बनाती है, वह है उच्च गुणवत्ता वाली सामग्री और समर्पित सहायता समूह का संयोजन। इसने मुझे पूरे समय प्रेरित और जवाबदेह बनाए रखा।



Aman Joshi
UGC NET (PAPER 1)
Prajagraj

प्रीमियम समूह ने मुझे गंभीर उम्मीदवारों और मार्गदर्शकों तक पहुंच प्रदान की, जिन्होंने हर कदम पर मेरा मार्गदर्शन किया। समूह से सहकर्मी सीखना, संदेह सत्र और प्रेरणा बेजोड़ थी।



Riya Sharma
UGC NET (PAPER 1)
Patna

प्रोफेसर्स अड्डा के मार्गदर्शकों से लगातार मिलने वाला प्रोत्साहन ही मुझे आगे बढ़ने में मदद करता रहा। उनके सहयोग से मुझे तब भी प्रेरित रहने में मदद मिली, जब पाठ्यक्रम से pressure था।



Anjali Singh
UGC NET (PAPER 1)
Indore

प्रोफेसर अड्डा ने मुझे सिखाया कि कड़ी मेहनत जितनी ही महत्वपूर्ण है स्मार्ट तैयारी। उनकी रणनीतिक अध्ययन योजना और प्रेरक बातचीत ने मेरी सफलता में बहुत बड़ा अंतर ला दिया।



Aditya Verma
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Guwahati

संस्थान न केवल उत्कृष्ट अध्ययन संसाधन प्रदान करता है, बल्कि आपका आत्मविश्वास भी बढ़ाता है। प्रेरक सत्रों ने मुझे परीक्षा की चिंता से उबरने और सकारात्मक मानसिकता बनाए रखने में मदद की।

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Today

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नमस्ते ProfessorsAdda,

मुझे ये बताते हुए बहुत खुशी हो रही है कि मेरा JRF UGC NET दिसंबर 2024 cycle में हो गया है, और इसमें आपकी मदद और मार्गदर्शन का बहुत बड़ा योगदान रहा है! 🥳

मेरे पास बहुत सारी किताबें थीं और मैंने खुद के नोट्स भी बनाए थे, लेकिन फिर भी मन में डर था, समझ नहीं आ रहा था कि क्या पढ़ूं, क्या छोड़ूं। उस समय आपके गाइडेंस, सपोर्ट और स्टडी मटेरियल ने मुझे रास्ता दिखाया।

मुझे लगता था कि मेरी सबजेक्ट की तैयारी बहुत कम है, लेकिन आपके 10 यूनिट की बुकलेट्स, जिनमें टॉपिक-वाइज नोट्स, फ्लोचार्ट्स और माइंड मैप्स थे, उन्होंने पूरे विषय को इतनी आसानी से कवर करा दिया कि मुझे वीडियो तक देखने की ज़रूरत नहीं पड़ी।

नोट्स पूरी तरह अपडेटेड थे, और करंट-बेस्ड प्रश्न भी आसानी से कवर हो गए। परीक्षा के समय ऐसा लग रहा था मानो सारे सवाल नोट्स से ही आ रहे हैं, जिससे मे... [Read more](#) 6:03 pm

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Roll Number:	Application Number:	Scorecard
Candidate's Name: ASIF CHAUDARI		
Mother's Name: SHYAMJI		
Father's Name: SHAMSHAD		
Category: OBC (NCL)	Person with Disability (PwD):	NA
Gender: MALE	Date of Birth:	17-05-1998
Subject: COMB - GEOGRAPHY		
No. of Candidates in this Subject:	Registered:	41145
	Appeared:	31423
Applied on the back of:	MASTER COPY	
Applied for:	JUNIOR RESEARCH FELLOW/RESEARCH FELLOW/PH.D. STUDENT	

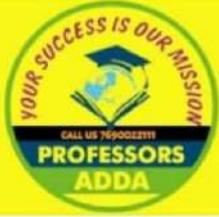
Paper	Maximum Marks	Marks Obtained	Percentage Score Obtained
Total (Paper 1 + Paper 2)	200	210	105.00%
Total Marks Obtained in Words:	TWO HUNDRED TEN ONLY		
Total Percentage Obtained in Words:	HUNDRY NINE POINT SEVEN SIX SIX THREE FOUR EIGHT FOUR ONLY		
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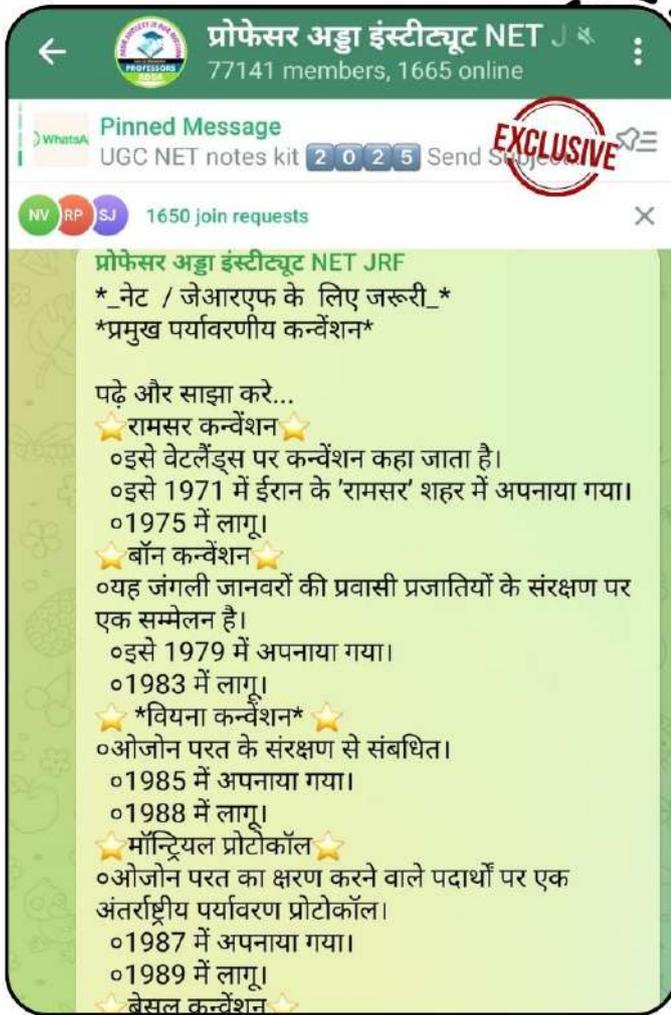
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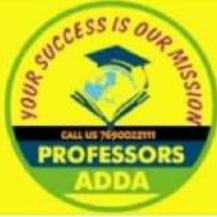
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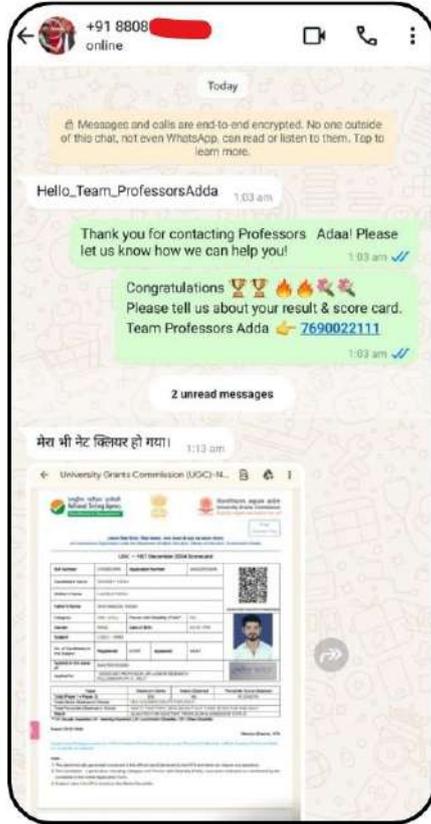
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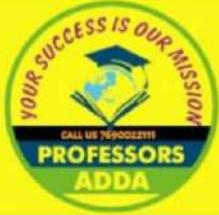


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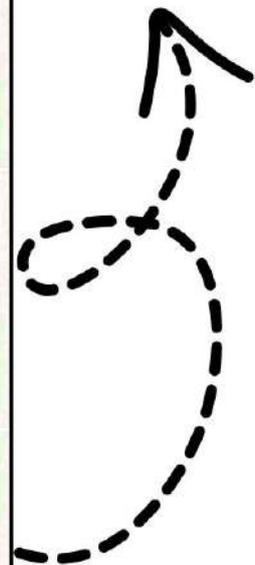


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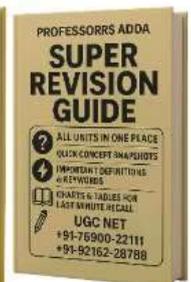
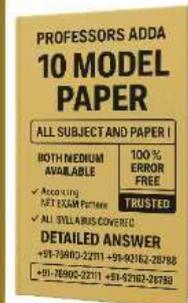
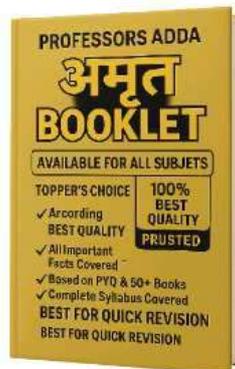
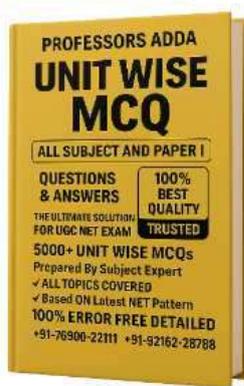
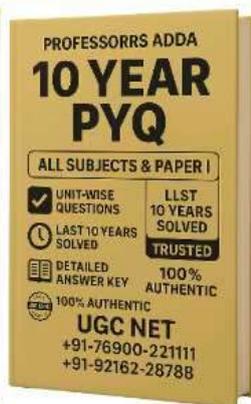
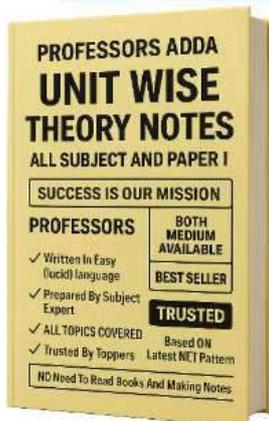
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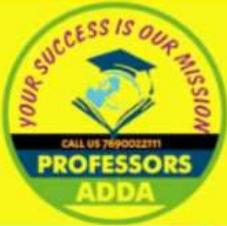


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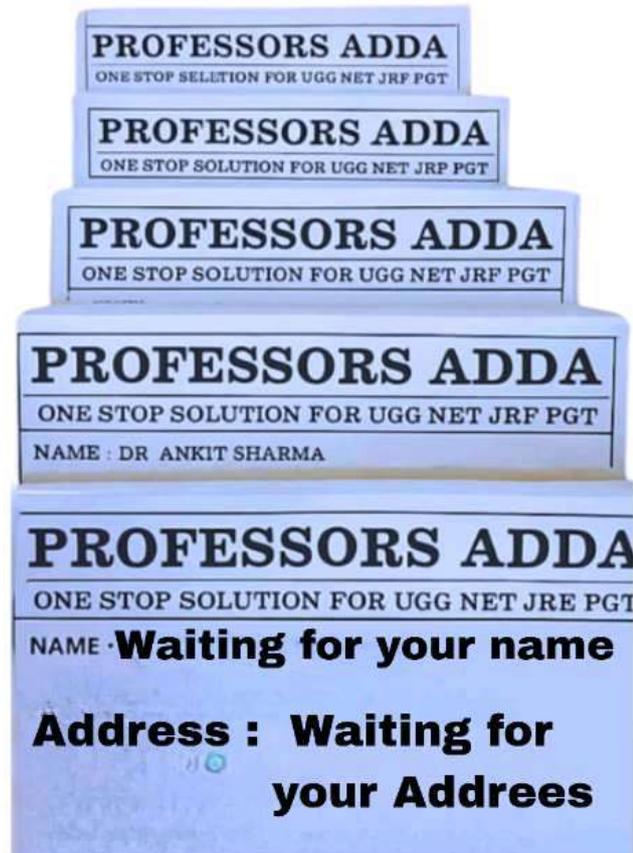
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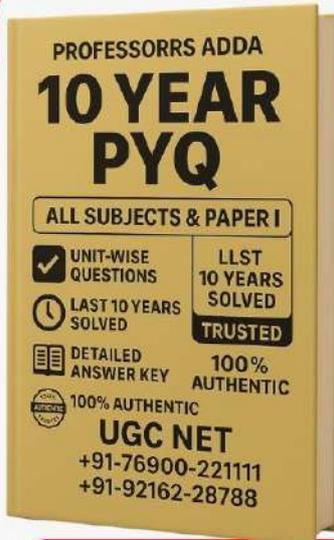
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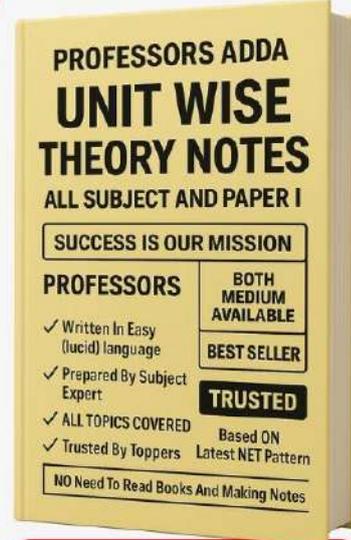
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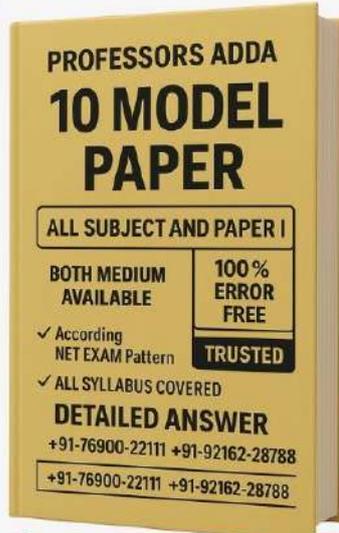
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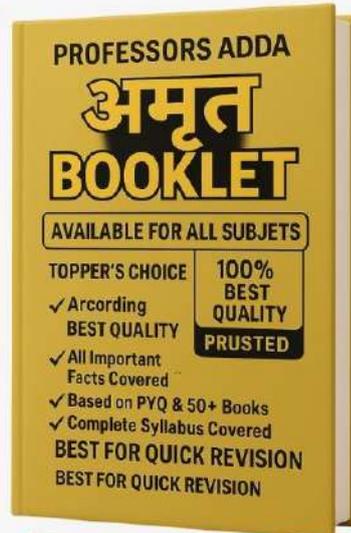
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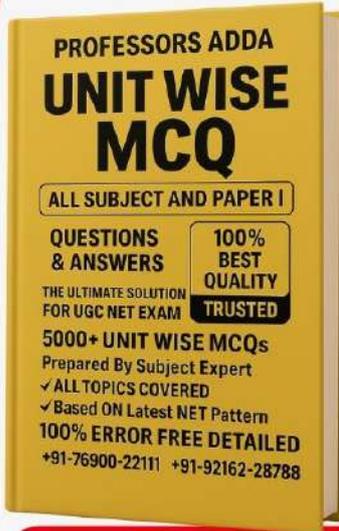
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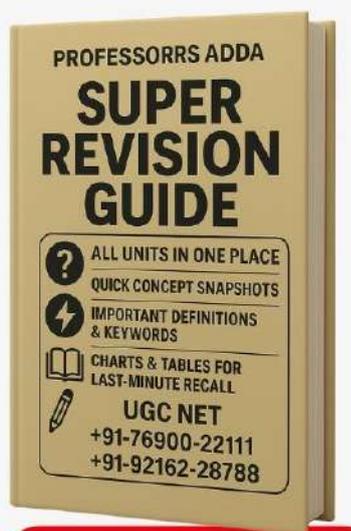
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