



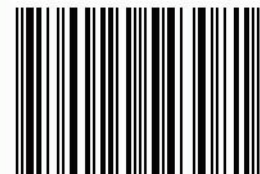
**Study of PHASES AND STAGES OF TEACHING. Suggested Activities during each phase**  
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Teaching is an integral part of the process of education. It is a system of actions intended to induce learning. Its special function is to impart knowledge, develop understanding and skill. In teaching an interaction occurs between the teacher and the students., by which the students are diverted towards the goal. Thus the sole element of teaching is the mutual relationship or the interaction between the teacher and the students which advances the students towards the goal.

Teaching act have three phases of teaching as shown below:

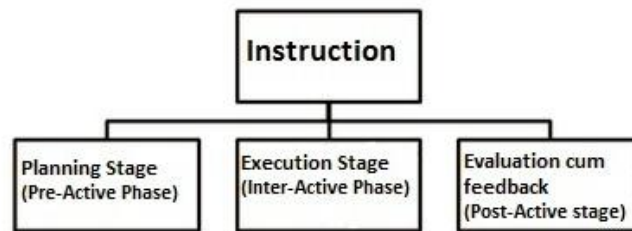
- Pre-Active Phase
- Post-Active Phase
- Interactive Phase

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**Pre-Active Phase**

In the pre-active phase of teaching, the planning of teaching is carried over. This phase includes all those activities which a teacher performs before class-room teaching or before entering the class- room.



**Phases of teaching**

Pre-teaching consists essentially of the planning of a lesson. The planning of lesson needs to be seen in broader terms, not merely the designing of a lesson plan. Planning includes identifying the objectives to be achieved in terms of students learning, the strategies and methods to be adopted, use of teaching aids and so on.

It is the planning phase of instructional act. The foundation of this phase is set through the establishment of some kind of goals or objectives, and discovering ways and means to achieve those objectives.

***Planning is done for taking decision about the following aspects-***

- 1) Selection of the content to be taught
- 2) organization of the content



3) Justification of the principles and maxims of teaching to be used

4) Selection of the appropriate of methods of teaching

5) Decision about the preparation and usage of evaluation tools.

***Suggested activities in the Pre-active phase of teaching-***

1. Determining goals / objectives: First of all, the teacher determines the teaching objectives which are then defined in terms of expected behavioral changes. Thus, he ascertains the teaching objectives and what changes he expects in the students by achieving those objectives. These objectives are determined according to the psychology of the pupils and needs of the school and society, in the form of entering behaviours of the pupils and in the form of terminal behaviours of the students.

2. Selection of the content to be taught: After fixing the teaching objectives, the teacher makes decisions about that content which is to be presented before the pupils and as a result he wants to bring the changes in their behaviours. This decision is taken by the teacher by considering the following points-

- Level need and importance of the curriculum proposed by the teacher for the students.
- The expected terminal behaviour of the students
- Level and mode of motivation to be used for the students
- Selection of appropriate instrument and methods the teacher should use to evaluate the knowledge related to the content.

3. Sequencing the elements of content for presentation: After making selections regarding the contents to be presented to the students, the teacher arranges the elements of content in a logical and psychological manner, so that this arrangement of content may assist in transfer of learning.

4. Selection about the instructional methodology : After sequencing the contents, the teacher makes decisions regarding the proper methods and strategies by keeping in view the contents, entering behaviour and the level of the students.

5. How and when of teaching strategies: Decision-making regarding the teaching methods and strategies for presenting the sequenced contents to the students is not sufficient. So the teacher



should also decide how and when he will make use of the previously selected method and strategy during the class-room teaching.

## **Interactive Phase Of Teaching**

### **Post-Active Phase**

The second phase includes the execution of the plan, where learning experiences are provided to students through suitable modes.

As instruction is the complex process by which learners are provided with a deliberately designed environment to interact with, keeping in focus pre-specified objective of bringing about specific desirable changes. Whether instruction goes in a classroom, laboratory, outdoors or library, this environment is specifically designed by a teacher so that students interact with certain specific environmental stimuli, like natural components (outdoor), information from books, certain equipment (laboratory) etc. Learning is directed in pre-determined directions to achieve certain pre-specific goals. This does not, however, mean that, in the pre-determined environment no learning other than what a teacher has decided upon as instructional objectives does not take place. The variety of experiences that students go through with a teacher, among them- selves provide learning opportunities.

All those activities which are performed by a teacher after entering in a class are clubbed (to combine together) under inter-active phase of teaching. Generally these activities are concerned with the presentation and delivery of the content in a class. The teacher provides pupil verbal stimulation of various kinds, makes explanations, ask questions, listen to the student's response and provide guidance.

### ***The following activities are suggested for the inclusion in the inter-active phase of teaching-***

1. Sizing up of the class: As the teacher enters the classroom, first of all he perceives the size of the class. He throws his eyes on all the pupils of the class in a few moments. He comes to know the pupils who can help him in his teaching and the pupils who can create a problem for him as a result of this perception.

In the same way, the students can feel the personality of the teacher. Hence, at this stage, the teacher should look like a teacher. He should exhibit of course in a veiled manner all those characteristic which are supposed to be present in a good teacher. In nut-shell the teacher should appear as an efficient and impressive personality.



2. Knowing the learners: After having a feeling of class-size, the teacher makes efforts to know how much the new comers or pupils have previous knowledge. He tries to know the abilities , Interests and attitudes and academic background of learners.

The teacher starts teaching activities after diagnosing, by questioning regarding action and reaction: two types of activities are involved here in the teaching-

- a. Initiation,
- b. Response.

### **Inter-Active Phase**

In the interactive stage, these activities are carried on not only by the teacher, but also carried on by the students. The students also feel about the teacher and diagnose his personality as a teacher. In order to be impressed themselves and to improve the teaching, they deploy the various strategies by selecting the different stimuli.

Post-teaching phase, , is the one that involves teacher's activities such as analysing evaluation results to determine students' learning, especially their problems in understanding specific areas, to reflect on the teaching by self, and to decide on the necessary changes to be brought in the system in the next instructional period.

The Post-active Phase this phase concerns with the evaluation activities. This can be done in number of ways including tests or quizzes or by observing student's reaction of questions, comments ,structures and instructed situations.

In this phase, as the teaching task sums up, the teacher asks the questions from the pupils, verbally or in written form, to measure the behaviours of the pupils so that their achievements may be evaluated correctly.

Therefore, evaluation aspect includes all those activities which can evaluate the achievements of the pupils and attainment of the objectives. Without evaluation teaching is an incomplete process. It is related with both teaching and learning. The following activities are suggested in the post-active of teaching-

1. Defining the exact dimensions of the changes caused by teaching.
2. Selecting appropriate testing devices and techniques.
3. Changing the strategies in terms of evidences gathered.



Defining the exact dimensions of the changes caused by teaching: At the end of the teaching, the teacher defines the exact dimensions of changes in the behaviours as a result of teaching, this is termed as criterion behaviour. For this the teacher compares the actual behavioural changes in the students with their expected behavioural changes. If he observes the desired behavioural changes in the maximum numbers of pupils, he concludes that his teaching strategies and tactics worked effectively with the help of which teaching objectives have been achieved.

Selecting appropriate testing devices and techniques: The teacher selects those testing devices and techniques to compare the actual behavioural changes with the desired behavioural change which are reliable and valid and which can evaluate the cognitive and non-cognitive aspects of the pupils. Therefore, criterion tests are more preferred than the performance tests.

Changing the strategies in terms of evidences gathered: While, by using the reliable and valid testing devices, the teacher gets the knowledge regarding the performances of pupils and attainment of objectives on one hand, and on the other hand he also gets clarity regarding his instruction, teaching strategies and tactics. He also comes to know about the required modification in the teaching strategies and situations along with the drawbacks of his teaching in order to achieve the teaching objectives. In this way, through evaluation, the teaching activities are diagnosed and these can be made effective by necessary modifications and changes in them.

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