APPLICATION OF KNOWLEDGE BASED ON CLASSROOM TEACHING - TEACHER’S ROLE

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ABSTRACT
The concept of knowledge based on discussion is being discussed in various educational levels. Attempts are being made to change the attitude of the teacher regarding the study-learning process through training. This is the method that students will use to focus on all aspects of the mind of the students. Knowledge is the core of the structure of knowledge to keep the process of designing. The teacher who is enthusiastic about learning among the students must definitely be creative about creation, thinking and expression. The teacher’s role should be of the facilitator. The study process should be designed to simplify and simplify the study process. Providing place-makers and learning tools for students.

Submission of research is conducted on the basis of the survey and information collected by the primary school teacher by questionnaire was collected and concluded by analyzing the information received. The role of teachers in knowledge building is important. Teachers are aware of the provision of teaching in the field of knowledge building.

KEYWORDS: Knowledge based Pedagogy, Class interaction, Class Management, Group work,
INTRODUCTION: Students are the only acknowledges of knowledge. Apart from changing this role, school education will not be enjoyable for the students. In the current situation, students are considered to be inactive studies except for a few exceptions, and the information is one-sided in the classroom. National Curriculum Framework 2005 is the main introspection topic to see how students will study without any restriction. The 'structuralism' has been sponsored in the National Curriculum Framework to change the existing authoritarian teaching method, 'I will say and understand the knowledge'.

Changes in education this change is taking place towards quality education. The concept of 'knowledge-based' is being discussed in various educational levels. The word is used in school schools. Attempts are being made to change the attitude of teachers about the teaching-learning process through training. This method is for students to concentrate and bring all facets of the mind of the school. This method is for students to use centered and completely all the aspects of students' mind. The place of behavior in the learning process is now structurally educated. It is an era of competition and information communication. It is necessary to apply the study of self-study and creative study to save the student during this age. The teacher wants to be an indicator, approval and counselor.

TEACHER ROLE: If you want to put the knowledge-based thinking school in the school, then there will be a radical change in class structure, student mentality and teacher's role. The teacher who is enthusiastic about learning among the students must definitely be creative about creation, thinking and expression. The teacher's role should be of the facilitator. The study process should be simple and easy to plan. The guide is an inspirational, inspirational, creative tool to give a multi-disciplinary experience, providing students with the opportunity to learn, a place for the expression of the learner, many tools of learning. Books, texts, visual aids, educational material should be available.

The facilitator should be studying the age group and the forerunners of the students and the planter should form the planter. Need for research topics - Even today the teacher looks at behavioral teaching. After the study of the study, after going to various schools, the teachers have the opportunity to monitor and discuss it. Teaching is limited to providing teachers centric and only information. Students should encourage their intelligent premise as a genuine tool. What do you know and now you know almost everything. The teacher does not remember these things.

Now, the education teacher is to be educated and the teacher will be comfortable. Being actively involved in inquiry, inquiry, questioning, debate, deployment and thinking, new and different ideas / situations are created. But this happened when students came to know that they were not given the opportunity to ask questions, inventions, debates, and to suggest new ideas or concepts. The role of
a teacher is very important for such students to become such students with such opportunities. The topics presented so were chosen.

OBJECTIVES

1) Creating awareness about knowledge-related issues in education.
2) To develop a positive attitude about knowledge-based knowledge in education.
3) To make students self-correcting and creating an interesting taste.
4) Encourage teachers to teach according to knowledge based on education.

THE HYPOTHESIS: There is significant difference between teacher and lady teacher in the use of knowledge-based teaching.

ASSUMPTION

1) There is a lack of apathy in teachers about knowledge building.
2) There is a lack of positive attitude in the teachers' knowledge.
3) The lack of awareness of the correlation between teaching and study is seen in teachers.
4) Teachers do not teach as per the need of knowledge.

SAMPLE

The sample selection based on the sample selection is based on the probability. The selection of primary schools in the city of Pusad is selected by lotteries and a hundred teachers are selected in a troupe.

50 teachers and 50 lady teachers were selected from each 10 school (5 teachers and 5 lady teachers).

RESEARCH TOOLS

Teacher's questionnaire was made to collect information.

SCOPE AND LIMIT

1) Present research has included primary schools in Pusad.
2) Present research is limited to teachers of primary school in Marathi medium schools in Pusad.
3) Research is limited to the teaching of teacher, as per knowledge-based education.

RESEARCH PROCEEDINGS

The research presented was described in a descriptive way. The survey method is adopted. The questionnaire was cleared by 100 teachers (50 teachers and 50 teachers) in the selected 5 schools. The information was collected by it. The statistical analysis of the information received was analysed.

TABLE: Application for the application of knowledge composition in the teaching of teachers and lady teachers, means of standard deviation,’t’ value
<table>
<thead>
<tr>
<th>Types of Sample</th>
<th>Sample</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>‘t’ Value</th>
<th>Significant Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>50</td>
<td>140.80</td>
<td>6.89</td>
<td>8.92</td>
<td>0.05</td>
</tr>
<tr>
<td>Lady Teacher</td>
<td>50</td>
<td>142.32</td>
<td>5.15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS:** The ‘t’ value (8.92) in the context of the application of teacher and lady teachers’ teaching in the above texts is above the sample value and hence it is worthwhile. Since the value received at 0.05 is meaningful, we have to sacrifice the null hypothesis.

**TABLE:** Table showing teacher correlation coefficient between teacher and teacher and lady teacher management.

<table>
<thead>
<tr>
<th>Types of Sample</th>
<th>Sample</th>
<th>Variable</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>50</td>
<td>Knowledge based Teaching</td>
<td>0.80</td>
</tr>
<tr>
<td>Lady Teacher</td>
<td>50</td>
<td>Class Management</td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS:** The Correlation between teachers and lady teachers for theoretical teaching and class management is 0.80, and there is a positive correlation.

This means that there is a close correlation between teachers and lady teachers, knowledge-based teaching methods and class management.

**TABLE:** Table showing the correlation coefficient between teacher and lady teacher knowledge-based teaching method and class interaction.

<table>
<thead>
<tr>
<th>Types of Sample</th>
<th>Sample</th>
<th>Variable</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>50</td>
<td>Knowledge based Teaching</td>
<td>0.89</td>
</tr>
<tr>
<td>Lady Teacher</td>
<td>50</td>
<td>Class Interaction</td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS:** The Correlation between teacher and lady teacher knowledge based teaching method and classroom interaction from the above table is 0.89 and has a positive correlation.

This means that there is a highest correlation between teachers and lady teachers, knowledge-based teaching methods and class Interaction.

**TABLE:** Table showing the correlation coefficient between teachers and lady teachers’ knowledge based on teaching methodology and action based study.

<table>
<thead>
<tr>
<th>Types of Sample</th>
<th>Sample</th>
<th>Variable</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>50</td>
<td>Knowledge based Teaching</td>
<td>0.65</td>
</tr>
<tr>
<td>Lady Teacher</td>
<td>50</td>
<td>action based study</td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS:** The correlation coefficient is from 0.65 in comparison to the above table, teacher and teacher knowledge-based pedagogy and action-based study. The positive correlation is 0.65.
This means that there is a middle-quality correlation between teacher and lady teacher knowledge based teaching and action based study activities.

**TABLE**: Table showing the correlation coefficient between teachers and lady teachers’ knowledge based on teaching methodology and group work.

<table>
<thead>
<tr>
<th>Types of Sample</th>
<th>Sample</th>
<th>Variable</th>
<th>Correlation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>50</td>
<td>Knowledge based Teaching</td>
<td>0.79</td>
</tr>
<tr>
<td>Lady Teacher</td>
<td>50</td>
<td>Group work</td>
<td></td>
</tr>
</tbody>
</table>

**ANALYSIS**: The Correlation between teacher and lady teacher knowledge based teaching method and Group work from the above table is 0.79 and has a positive correlation. This means that there is a close correlation between teachers and lady teachers’ knowledge-based teaching methods and Group work.

**CONCLUSION**

- There is no noticeable difference in the application of teacher and lady teachers’ knowledge based education. Teachers and lady teachers are aware of the application of knowledge based on teaching.
- There is a close correlation between teachers' teacher's knowledge-based teaching and class management. Teacher and lady teachers’ class management is good in knowledge based pedagogy.
- There is a highest correlation between teachers and lady teachers, knowledge-based teaching methods and class interaction.
- There is a middle-quality correlation between teacher and lady teacher knowledge based teaching and action based study activities.
- There is a close correlation between teachers and lady teachers’ knowledge-based teaching methods and Group work.
- The role of applying knowledge-based knowledge in teachers and lady teachers' teaching is highly regarded and they are aware of this.

**RECOMMENDATIONS**

Teachers and lady teachers should be summarized for knowledge based knowledge. Students should be encouraged to take action based study activities. Workshops should be conducted for teachers and lady teachers about the creation of knowledge based on Knowledge based study material and its teaching.
REFERENCES

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