

taken other Hindu ideologies bearing schools as well as Muslim Madrasas, only then the title of the book will be justified in true sense. Overall, the major contribution of the book however to provide the impetus to the Maharashtra

State Centre for Educational Research and Training is that there is a need to produce textbooks within a secularist and ecumenical framework, avoiding any explicit discussion of religion in the school texts.

SHILPI BHASKAR

Research Scholar

National University of Educational
Planning and Administration (NUEPA)

New Delhi

PANKAJ DAS

Research Scholar, CIE,

Department of Education

University of Delhi

Teaching Learning Process

AUTHOR: VERONIQUE BENEI

PUBLISHER: ALPHA PUBLICATION, NEW DELHI

Rs: 690 **YEAR:** 2007

The term teaching learning process is always happens to be a will coming topic for any teachers or others who are involved in the area of education directly or indirectly.

There are hundreds of books/ documents and materials (audio and Visual) explaining teaching leaning process, its technique, methodology, its different aspects in different ways.

We can see the change in concept of teaching leaning process in every documentation. The concept of teaching learning process is so vast and multidimensional that every time it is dealt it reflects innovation in terms of perception of the author.

Teaching leaning process takes place in continuum. Its not a one time activity or move to one direction only. Teaching leaning takes place all the time, with all activities, movements and experiences we are involve directly or indirectly.

It's a two way process, takes place between the teacher and the taught, covers physical, social, emotional and cultural environment of the learner in an around.

Every teacher adopts a variety of strategies/process and explains the content in his/her way unique in nature suitable to pupil and place (Classroom). Same teaching-learning process/ strategies cannot be replicated by

another even if the learning conditions are similar. Every teacher has their own way of teaching.

Presently child centered education is in the central of leaning. We always talk up child friendly curriculum/curricular materials/teaching methods and classroom. Such conditions are conducive and learning take place to the optimum.

Here the question arises if learning takes places even if there is conducive and child friendly environment in the classroom?

It is the teaching methodology teacher behaviour, attitude, activities, concepts explanation, communication skills, unwise nature which contribute largely for the learning of the child. I believe even in the absent of text book, TLMs and suitable infrastructural facilities a child can learn, it solely depend on the teachers-how she/he teaches, handles the children in the classroom her ways of presentation, explaining the content keeping the learners level in view. If a teacher is determined to make her children learn-they will learn.

The above analysis indicates that teaching activities is a multidimensional process. In view of this publication covers different aspect and component of teaching-learning process which directly or indirectly effect learning of the child.

The present publication has twelve chapters, which covers right from the different theories of learning to development of learner, role of teachers and programmed learning to name a few.

Theories of learning will facilitate teachers/readers to know about the psychological aspect of learning enabling

them to adopt teaching leaning process accordingly

Introduction to Learning, the first chapter explains different definitions and characteristics of learning to facilitate its readers/teachers to understand the concept of learning in depth. It explains the areas which re interrelated with the leaning of the child and that which a teacher is supposed to know to make learning meaningful and achievable. It will enable a teacher to organise teaching-learning activities suitably. "Any change in behaviour which is result of experience and which causes people to face later situations differently may be called learning,"-(Jones and Simpson,p-1), defines the word learning to its fullest. This chapter brings a comprehension knowledge about learning, will be useful reading for teachers and teacher educators.

Growth and Development of Learner the second chapter deals with various aspects of child development-cognitive, social, emotional and moral, keeping in view the character stick of childs development. A teacher can make child learn adopting suitable teaching learning process and modifying as and when required to suit any child. Every child is different from other. Physical, mental social (behaviour) and emotional development of a child effect child learning is a recognised fact. Following the principle of individual difference, 'a good teacher provide..... page 39

This document also highlights the socialisation of a child during pre-adolescent period which again will be a useful reading to teachers. During the whole process of teaching learning the

role of teacher is of paramount importance. Third chapter in this publication is about the role of a teacher which has significant impact on a child. Before a child steps in school, mother is his first teacher at home. After a child enters to school, it is the teacher who becomes his/her role model which moulds the personality of a child to a great extent, with regard to behaviour, attitude, and values. This chapter explains the qualities (characteristics) of an ideal teacher, - "The ideal teacher, in effect, is one who becomes a model of behaviour for the young." (P-65)

Findings of Research (Ryans) study about what personalities are most appropriate for teachers found that effective teachers tend to be extremely generous in appraising the efforts of others, possess strong literary and artistic interests, participate in social groups and prefer non-directive classroom proceedings and employ student centered methods (p-65).

The fourth chapter-Learning Techniques, is informative in nature. Under different sub-headings the editors have analysed various techniques of learning, such as, factors of learning, improving learning conditions, fundamental bases of motivation, forms of rewards and their effectiveness, to name a few. These components are equally important for teachers who are involved in Teaching-Learning Process. It has explained how rewards in any form can motivate pupil learning.

The fifth chapter, 'Intelligent Test', explains how administering intelligent tests to children in the class can help a teacher in assessing child's achievement level, enabling her/him to adopt teaching

method suitable to the child. The content of this chapter elaborates the standards to be observed by the teacher while selection of appropriate techniques for effecting learning. It also has highlighted the importance of 'Questioning' as a technique adopted during teaching-learning process. It will facilitate teachers to adopt this technique to develop interest in the work at hand and create a learning situation which can act as a stimulus, desire and curiosity to know more. To stimulate interest questioning should be predominantly thought provoking in nature, it is an important factor and is the central component of this chapter. Techniques of utilization of visual devices explained in this chapter are significant and important for teachers involved in teaching-learning process. The authors, in this chapter have explained about the prerequisites that a teacher should follow in selection of visual devices and its usages. In fact usage of any visual devices should be pre-planned(p-153)

During teaching-learning process a teacher needs to be concerned with regard to teaching of exceptional/gifted children to meet their particular educational needs. Chapter sixth of this publication is related with various aspects of teaching of exceptional children at any level of education.

Chapter IX—Transfer of Learning, is one of the important components in the whole framework of teaching-learning process. It is expected that a teacher is well informed about the teaching methods which would result to optimum learning among the children. In this context Chapter IX holds much significance for teachers. Teaching of any

subjects (skill, knowledge, attitudes acquired) the effect should be positive. When the effect is positive, there is positive transfer of learning and vice-versa.

To develop motivation among children is one of the most important aspects which every teacher should nurture in the children. It influence learning to a great extent. Various aspects such as, Importance of motivation in education, types of Motivation and techniques of motivating students have been explained in detail in chapter tenth. It will facilitate teachers to organise suitable inputs viz. conducive atmosphere during Teaching-Learning process in classroom situation.

Chapter eleven of this publication has explained, 'how schools, its overall atmosphere, and the teacher can

contribute in development of personality and character building among children. It has rightly said, "The school that promotes emotional security and understanding of values contributes a great deal to character development."- (p-296)

The content of the last chapter which is about Programmed Learning is comparatively a new concept of pedagogy in school education system with regard to teaching-learning process. This programme is based on teaching-learning process, as such it is a time consuming but there is ample scope for the child to learn at his own pace. The concept will enrich teachers who are involved in teaching in secondary classes to organise educational programmes suitable for learning a particular concept particularly in Mathematics & Science.

PUSHPA MANDAL
Reader
DEE, NCERT
New Delhi