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# Revised Accreditation Framework of NAAC

Some Issues and Perspectives

Editors -

Dr. B. S. Yadav & Dr. S. R. Pagare  
Prof. V. C. Thange & Dr. G. K. Chavhan



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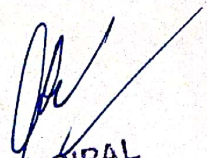




# REVISED ACCREDITATION FRAMEWORK OF NAAC : SOME ISSUES AND PERSPECTIVES.

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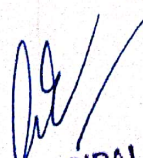
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# An Overview on the Teaching - Learning Process



Dr. Padmavat Nirrnala S.  
Research Supervisor  
Nutan Mahavidyalaya,  
Selu

Rubeena Abdus Sattar  
Research Scholar  
SRTMU,  
Nanded

## Abstract :

In higher education learning by students is a combination of both formal and informal experiences. In formal learning the teacher helps the students by engaging classroom activity and to achieve the objectives. Informal learning encompasses outcomes of students' participation in higher education. In both the cases, there is a need of comprehensive and extended experience and potential in both teacher as well as students. Teachers nurture the students through their knowledge and constant efforts. It the quality of a good teacher to understand the teaching learning process in depth which will be helpful in imparting higher education in better way. The current paper aims to focus on the general process of teaching-learning in Indian Classroom.

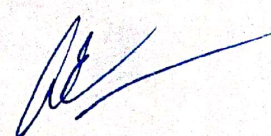
**Key Words :** Teaching-Learning Process, Interactive process, Acquisition of knowledge, Engage, Explore, Explain.

## Introduction :

Teaching can be defined as engagement with learners to enable them for the understanding and application of knowledge, concepts and processes. It includes design, content selection, delivery, assessment and reflection.

Edmund Amidon (1967), "Teaching is an interactive process primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activities. (1)"

Thus learning can be defined as the activity or process of gaining knowledge or skill by studying, practicing, being taught, or experiencing something (Merriam-Webster dictionary). It is the

  
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process of acquiring modifications in existing knowledge and habits through experiences, practice or exercise

### Crow and Crow :

"Learning is the acquisition of habits, knowledge, attitudes. It involves new ways of doing things, in order to overcome obstacles or to adjust to new situations. It enables a person to satisfy interest to attain goals.(2)"

Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills to add to their range of learning experiences.

N.L Gage (1969) considers that the process of teaching and learning must be adapted to each other so as to make whatever combination of procedures pay off best. We should consider teaching learning as a process for effective learning. Thus learning is essential for teaching and the learning structures should be considered for effective teaching. Now the greater emphasis has been laid on the concept of teaching learning.

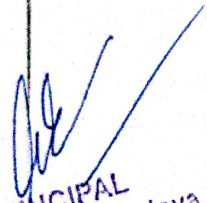
### Objectives of the Study :

Following are the objectives of this research study :

- 1) To explore the theories of teaching-learning process
- 2) To analyze condition of teaching-learning process.
- 3) To highlight on the levels of teaching-learning process.
- 4) To focus on the functions in teaching-learning process
- 5) To focus on the functions in teaching-learning process
- 6) To find out teaching-learning strategies

### A) Theories of Teaching-Learning Process :

Cronbach (1963) suggests that theories of teaching can be based on theories of learning. An old theory helps in developing a new theory. Similarly, learning theory can be helpful in formulating a theory of teaching. Cronbach's ideas are not the theories of theorizing in the form of statements of elements of learning. He presented seven elements of learning which express in miniature a theory of behavior. He said that these seven elements may be taken as the base for the theory of learning.

  
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### Cronbach's Elements of Learning :

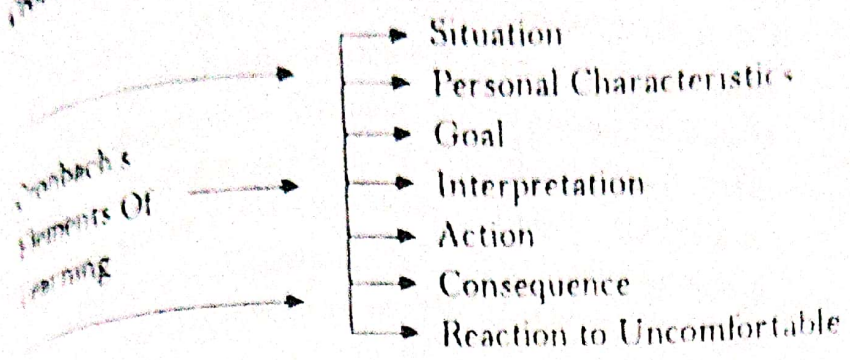


Figure No. 1 : Cronbach's Elements of Learning :  
(Source of the Graph)

#### Situation :

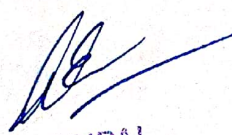
Cronbach describes the first element of learning is situation and it involves content, teacher, students, teaching aids and objectives. The content is analyzed and arranged in a sequence to facilitate transfer of learning. He further discusses that a variety of situations is selected and arranged in sequence so that pupils may learn response that is appropriate to the objectives of learning.

#### Personal Characteristics :

Cronbach describes that the second element of learning consists of pupil abilities. The personal characteristics of pupils by administering aptitude tests and other data to adjudge what method and material the pupil is ready for. He says that teaching activities are organized by considering individual variations of the students.

#### Goal :


Cronbach describes that the third element of learning is goal. The learner intends to bring about change in behavior as a consequence of his efforts and that change in behavior forms his goal. Cronbach is of the view that a skilled teacher attempts to achieve these goals by his teaching activities. The teacher provides a kind of reinforcement to his pupil to orient them towards the

  
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- goal. Teaching and learning have the same goal
- 4) **Interpretation :**  
Cronbach explains about the fourth element of learning which is known as interpretation. This element directs attention towards first element i.e. situation. This element calls predictions about future course of actions on the basis of past experiences. He further says that it is closely related to the element goal. The interpretation may be made with or without conscious awareness.
  - 5) **Action :**  
Cronbach suggests the fifth element of learning is action. It includes the initiation and response of the students. If the learner is not aware about interpretation in a new situation, he acts tentatively. Cronbach termed it as creative activity of the learner. If the learner finds a new solution of a problem, it is known as it is original thinking. The acts of pupil help him to learn new behavior. The teacher encourages pupils for active response.
  - 6) **Consequence :**  
Cronbach explains that the sixth element of learning is consequence. The teacher observes the pupil's performance and diagnoses the pupil's weakness and locates the defective method and technique. Cronbach suggests for it two functions first are to revise and improve the method and technique of teaching and second is to provide the feedback to the teaching system. The teachers should help the learner so that he may observe the consequence of learning.
  - 7) **Reaction to Uncomfortable :**  
Cronbach suggests the seventh element is the reaction to uncomfortable. If learner is not able to achieve his goal, he is thwarted, as may be busy in adaptive behavior. Cronbach says that if he reaches his goal, the emotional tension is reduced. The teacher should assist the pupils to reinterpret and identify courses of difficulty.

  
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## B) Functions in Teaching - Learning :

I.K. Davies has divided the functions of the teachers as a teacher into the following four steps:

### 1) Planning :

In this phase, the teacher analyses the content, determines and defines the learning objectives and writes those objectives in clear terms.

In the words of I.K. Davies,

"In teaching planning is the work a teacher does to establish objectives.(3)"

### 2) Organization :

In this phase, teacher creates an effective environment by selecting methods, strategies, tactics and essential aids. Acquiring proper experiences pupil gain learning objectives while living in such an environment.

In the words of I.K. Davies, "Organization is the work a teacher does to arrange and relate learning resources, so as to realize learning objectives in the most effective, efficient and economical way possible.(4)"

### 3) Leading :

In this phase, the teacher motivates the pupil so much at each and every step they start showing interest in teaching and the learning objectives are achieved. In this connection, I.K. Davies has written, "Leading is the work a teacher does to motivate, encourage and inspire the students, so that they will readily achieve the learning objectives.(5)"

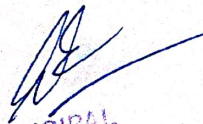
### 4) Controlling :

In this phase, pre-determined and defined objectives of learning remain the same. But the teacher observes the extent to which the organization and leading activities have achieved the pre-determined objectives. To accomplish this great task, the teacher seeks the help of various techniques of evaluation and measurement.

I.K. Davies writes,

"In teaching controlling is the work a teacher does to determine whether his plans are being carried



  
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out effectively, organization is sound, realizing is in the direction and that how far these functions are successful in realizing the set objectives.(6)"

#### D) Teaching and Learning Strategies

##### 6E+S Model of Instruction :

This model is developed by the teachers in consultation with faculty from schools of education. It is based on constructive view of teaching. The 6 E's describe a phase of learning i.e. Engage, Explore, Explain, Elaborate, Evaluate and Extend and S describes standards. This model allows students and teachers to share and experience common activities during teaching learning process.

##### Engage :

In this the teachers and students make connections between past and present learning experiences, because of which the students become mentally engaged in the process. The teacher should include few questions in this stage so that it would directly help him to reach on the explore section.

##### Explore :

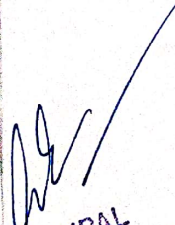
In this section students are encouraged and given opportunities to move forward freely due to this students become able to investigate the topic more deeply. On this stage, the teacher should not be too much involved but can circulate and ask some related questions because students only need some direction. Teacher have to listen their interactions and ensure that they should remain on the task.

##### Explain :

On this stage, teacher has opportunities to introduce definitions, concepts, theories, new terminologies and explain it before the students. Because of explanation by the teacher, students can understand the concepts that they have been exploring. This phase helps the students and provides opportunities to explain and demonstrate new skills or behaviors regarding conceptual understanding.

##### Elaborate :

At this stage the teacher allot projects, assignments, presentations and students are expected to work on it. It is the opportunity for the students to exhibit their hidden potentials.

  
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demonstrate application of new information. At this stage, students are expected to submit written materials, projects and presentations, giving presentations for evaluation.

#### **Evaluate :**

In this phase, the teacher evaluates the submitted materials from students so that he can understand the level of learning that has occurred. The students should be encouraged by the teacher to engage them in self-evaluation, group evaluation and develop their own tools for evaluation.

#### **Extend :**

In this section, the teacher is expected to take the students beyond the lesson so that the students can bring their findings and apply their understanding to unfamiliar ways. At this stage students are encouraged to take active participation out of their environment. Here the teacher can suggest the students to display their work on the board outside the class or school or to enter their work in competitions.


#### **Standards :**

At this stage, the teacher should maintain the standards while preparing lesson plan as standards prescribed by State Board/ National Board and Universities prescribed syllabus. It is only for the information of teachers to prepare the planning as per prescribed standards.

#### **Conclusion :**

To conclude, we can say that teaching consists of getting students involved in the teaching learning process actively. The main purpose of teaching is to engage the students in learning. In teaching learning process both the teacher and students should have potential to achieve their desired goal i.e. to acquire knowledge. For this purpose a teacher must be not only the master of his own subject but also he must have knowledge of how students can be learnt and how to transform them in active learning. The main aim of teaching is to create the pedagogical, social and ethical conditions under which students agree to take charge of their own learning, individually and collectively.



  
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