



Teaching, Learning and Culture



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Abstract :

Ideas are many in the world but we are lagging behind in implementations in education. The crux of the matter is that implementation of innovative ideas generated through research brings out radical changes in education. Creativity is of the prime priority for constructive ideas producing positive results.

The paper aims at certain remedial measures undertaken for the implementation of ideas in teaching and learning. Nothing is achieved without planning in teaching and learning processes at all the levels. Therefore, lessons are planned and executed along with interesting activities. However, everything is planned with no proper implementations. Education should be imparted through entertainment where ideas are the only access to learners to broaden intellectual horizons on a wider scale.

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Research Paper :

Most of the schools and colleges focus on a holistic education that is complete in itself; it accelerates learning from all the sides to achieve the goals of learners. Teaching is the most influential skill where a teacher plans a topic and executes it skillfully in a student-centric classroom. However, the question is how the lessons are prepared and what actual problems a teacher faces in such classrooms thereafter. Many educationalists have said that the classes must not be over-crowded where individual attention to students is not considered. Truly, a teacher should effectively implement different innovative ideas to make teaching and learning interesting. Hence, new methods of learning are followed to have their exposure to skills and mastery over things. Films, documentaries, power point presentations are shown to them to make learning easy and interesting.

Learning is not a spectator sport. Students do not learn much just by sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves. ¹

Teachers should always give a positive feedback to their students for fulfilling the work assigned to them. No negative feedback to students is given because it may make them passive and disheartened. This is not true that negative feedback is usually supposed to be essential to improve the learning of students. It discourages learners wherein students lose their confidence and give up taking sincere efforts. Negative feedback is insignificant even it lessens errors and makes remedies at the early stages. Students should be motivated to keep consistency and competency in learning. Moreover, marking notebooks with a red ink leads to psychological effects in the minds of learners and disturbs them completely. That is why, notebooks should be marked with a pencil and the comments or remarks are given for betterment.

The classroom cannot exclude different levels of learners for whom a new strategy of teaching and learning needs to be adopted by every teacher. Learners can be slow and active based on the level of competency and comprehension. The slow learners find difficulties to pace with the active ones, which may disturb the whole class. The active learners find the learning as the waste of time and linger in the class, perhaps they are irritated by easy things to be assigned to them to complete during the class time. In fact, slow learners cannot accelerate learning as active learners do. More the time managed well, more activities can be

organized right from the beginning. Students never feel the learning monotonous and difficult. First, the topic is introduced to all, then the body is presented with different activities following by conclusion. Slow learners create barriers to active learners in the class wherein their grasping power and abilities are to be taken into serious consideration. Different divisions are to be formed in each grade as per students' abilities. For example : Grade 1, Div. A comprises excellent students, Div. B = average students and C = poor students. This demands for innovation, interesting activities for different levels of learners in a student-centric classroom. It also helps teachers minimize nuisance in the classrooms and learners can work out things better in pairs and groups.

Active learning is learning which engages and challenges children's thinking using real-life and imaginary situations.²

Teachers need to prepare teaching-learning modules to develop skills of students. Every teaching should be accompanied by the interesting activities where the teacher acts as a guide, facilitator or instructor. Teaching is a student-centered activity where students learn things independently through entertainment. Education through entertainment is useful to make learning interesting. A student centered learning is accepted everywhere that helps learners do things better at their own. They form groups, choose a topic and discuss it at length. Students come up with innovative ideas and present them to the whole class. It is interesting to listen to new ideas generated in tiny minds of learners in a group and team leaders express ideas or sometimes each participant in a group expresses it. Most interestingly, feedback is given to each group formed where students can find a sense of achievement as a result.

Active learning is simply that--having students engage in some activity that forces them to think about and comment on the information presented. Students won't simply be listening, but will be developing skills in handling concepts in our disciplines. They will analyze, synthesize, and evaluate information in discussion with other students, through asking questions, or through writing. In short, students will be engaged in activities that force them to reflect upon ideas and upon how they are using those ideas. The ways of involving our students in learning activities are as varied as our disciplines.³

Students should have more exposure to skills. Active learning should be engaged with interesting games and activities. In this context, the practical application of knowledge gained by students is the most important aspect of learning. Time needs to be managed for drill and practice of student's learning. The use of gesture, actions and body movements of learners

should be encouraged to facilitate learning. Active vocabulary should be introduced to them with ample examples through pictorial illustrations. The use of mother tongue to acquire English as Second Language obstructs learning. Therefore, mother tongue must not be used in the acquisition of E2L. Vocabulary focus should be targeted for their betterment. Focused Area includes listening, video clips, songs, CDs, activities, active learning through games, nursery rhymes, recognizing alphabets and words, manners and etiquettes, drills and practice for tongue practice. Much more attention should be paid to classroom management that is the most important skill on the part of a teacher where things are to be presented in accordance with scheduled timings, attention and curiosity. Putting students into groups and discussion made on the topic is quite interesting. The syllabus designed needs to be reshuffled and revised that activates learning and accelerates their competencies with effective communicative skills.

Matthew Arnold states,

“Culture is to know the best that has been said and thought in the world.”⁴

It is how things turn out to be integral, habitual and behavioral in an individual and ultimately room within him as a culture. It is a product of the inculcation of moral values deeply rooted into human beings in a specific environment. The culture is a set of values imbibed within an individual in a society wherein he is born and brought up. It is demonstrated through ideologies, religion, custom, language and mannerisms.

A sense of alienation is generated in an individual in a culture across country. It is obvious to get oneself acquainted with the world outside when a man finds difficulties to cope with the new people, unknown land and unheard language in a country. If rationalization is the culture, its output is the supposed behaviour. We come across different people from different countries that had different notions and cultures at different times.

Simone Weil defines culture as “an instrument wielded by teachers to manufacture teachers, who, in their turn, will manufacture still more teachers.”⁵ Every individual is born free in this world having his own liberty of expressions. We cannot say ‘good culture’ or ‘bad culture’. Every individual is an integral part of culture. Mahatma Gandhi opines, “A nation's culture resides in the hearts and in the soul of its people.”⁶ The culture differs completely from a person to people or vice versa. After all, different people have amalgamation of varied cultures in them. It is the integration of ideas generated in a specific cultural environment. A person represents his culture in a foreign land through his behaviour. The follies committed by an individual demonstrate the culture of his whole class.

Different cultures have played vital roles to impart global education to students. A student grown up in a country has his own system of acquiring knowledge and presentation skills. As a nation changes, culture goes on changing accordingly. Man teaches what his culture makes so. The focus is on the students but the method follows differs from a nation to other nations. There has to be a unification of ideas to impart global education to the students through an action plan designed properly right from the beginning. The aims and objectives of teaching and learning go on changing in its own cultural context. However, the achievement of objectives is necessary in teaching and learning processes.

It is a high time to bring out certain radical changes in the educational system nowadays. The educational system needs to be the base of cultural values that a man consciously or unconsciously imbibes in a nation. It is equally important to focus on how culture varies in the educational field outside the nation. These days, performance overtakes qualification where learning at own is emphasized. Students should be actively participated in the culture-based activities organized by a culture. Trainings, personality development programs on the same theme help students and teachers come up with innovative ideas promoting research culture at the international level. Communicative method of teaching and learning is globally accepted and a lecture method lags behind. Every syllabus framed in the cultural and academic context should have its own objectives. The feedback should be received from learners who mingle in a new culture. The moral values need to be preserved through education.

There should be a global institution imparting the culture-based knowledge to the world. Different nations having varied methods of learning need to come up with a unique network of education. Experts in the field should make an action plan.

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