

Teacher-Learner Symbiosis

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Abstract

The –be-all-and-end-all of the teaching-learning process is a teacher of stupendous personality with penchant for students, subject and profession. For Teaching is not a trade. It is a profession. It is more a noble profession. Can anything compensate the love and affection that the teachers derive from the student-folk? The learners are so inquisitive about everything that they want to know and acquire. Like many-a-people, if a teacher also has an insatiable desire, hunger for external rewards, then the nobility of the profession and the very career of the teacher as well as the learner would be in the doldrums. There is a dire need of making inroads as far as teaching-learning is concerned. In the world of rock and pop, the deterioration of moral fibre in teaching-learning process has rapidly been on the increase, and ringing the alarm bells. Despite having had the belittling self-same image of the teaching fraternity latterly, the invaluable work carried out by them was, is, has been and will be highly valued, and inexplicable. Moral character on the part of the teacher has always to be more of a moral propriety rather than a beguiling prospect. Effective teaching-learning immunity, to the much needed areas that are to be improved, serves them in being better teachers and better learners. For the hopes of learners should never be turned out to be illusory. Professional teachers just have to inculcate the learners with self-discipline and other needful qualities.

Introduction

The term, EDUCATION, has come from the Latin word, EDUCARE, which means ‘to rear’ or bring up the pupil in all dimensions, physical, mental, moral and ethical. Realization of this stupendous task is possible only through the teaching-learning process of a highly academic or utilitarian content. In fact, every learner must pass through the rainbow arch of erudition as enunciated by teacher.

Teachers have always been brilliant professional who bring deep academic, social and psychological insight to their many roles that they perform during the teaching-learning process.

For most of the people, selecting teaching as a profession is laudable, but does it serve the very purpose? The million dollar question has always been testing the credibility of the process. For latterly, teacher-learner relationship has not been so good in institutions, esp. in technical institutions when under scanner. The learners these days direct their experiences and throw challenges in their usual idiosyncratic style. For teachers must display a great stupendous show of erudition where learners must be impressed by their thoroughness.

It is time for teaching fraternity to cudgel their brains in conjuring up them the very needful moral fibre for excellence in execution, and of course harmonious development of personality. Now at last the time has come for the epiphany as far as teaching-learning is concerned.

The –be-all-and-end-all of the teaching-learning process is a teacher of stupendous personality with penchant for students, subject and profession. For Teaching is not a trade. It is a profession. It is more a noble profession. Can anything compensate the love and affection that the teachers derive from the student-folk? The learners are so inquisitive about everything that they want to know and acquire. Like many-a-people, if a teacher also has an insatiable desire, hunger for external rewards, then the nobility of the profession and the very career of the teacher as well as the learner would be in the doldrums. There is a dire need of making inroads as far as teaching-learning is concerned. In the world of rock and pop, the deterioration of moral fibre in teaching-learning process has rapidly been on the increase, and ringing the alarm bells. Despite having had the belittling self-same image of the teaching fraternity latterly, the invaluable work carried out by them was, is, has been and will be highly valued, and inexplicable. Moral character on the part of the teacher has always to be more of a moral propriety rather than a beguiling prospect. Effective teaching-learning immunity, to the much needed areas that are to be improved, serves them in being better teachers and better learners. For the hopes of learners should never be turned out to be illusory. Professional teachers just have to inculcate the learners with self-discipline and other needful qualities.

Definition of Teaching

1. "The action of a person who teaches; the profession of a teacher"
2. "Teaching is imparting and inculcating knowledge or skill"
3. "Teaching is getting reflection from the student community not reaction."

4. “Teaching is inspiration rather than instruction
5. “Teaching is more about training the mind.
6. “Teaching is edification and infotainment.

Definition of Learning

As teachers, our goal is to encourage learning in our classrooms. There are three components to the definition of Learning:

1. “Learning is a process, not a product.” Exam scores and term papers are measures of learning, but they are not the process of learning itself.
2. “Learning is a change in knowledge, beliefs, behaviors or attitudes.” This change requires time, particularly when one is dealing with changes to core beliefs, behaviors, and attitudes. Don’t interpret a lack of sea change in your students’ beliefs or attitudes immediately following a lesson as a lack of learning on their part, but instead, consider that such a change will take time – perhaps a few weeks, perhaps until the end of the term, or even longer.
3. “Learning is not something done to students, but something that students themselves do.” If you have ever carefully planned a lesson, only to find that your students just didn’t “get it,” consider that your lesson should be designed not just to impart knowledge but also to lead students through the process of their own learning.

Learners

“A student acquires a quarter of his knowledge from his teacher, another quarter from his own intelligence, the third quarter from his co-students and the last quarter in due course of time from experience.”

-Mahabharata

For learners:

1. Teachers must be a great display of erudition.
2. Teachers must be specialists in ergonomics. For it helps them in studying the students and the prevailing conditions esp. in order to improve the effectiveness in teaching-learning process.
3. Many-a-times quite a few incisive and insightful comments from the teaching fraternity inculcate among the learners a whole new perspective on what they have been doing.
4. In all honesty and truthfulness, teachers do have some constructive role to play, as they are the agents of the metamorphosis.

5. Teacher is a cynosure.
6. There has not been so far any inroads as far as teaching-learning process is concerned.
There seems to be an insatiable demand for the professional teachers for effective teaching-learning process.

As Galileo observed:

“You cannot teach a man anything; you can only help him find it within himself.”

This means that the teacher must infuse creativity in the learner in the same way as God bestows His gifts on us. Here is a poem entitled, God’s Gift:

I asked for strength and God gave me difficulties to make me strong.

I asked for wisdom and God gave me problems to solve.

I asked for prosperity and God gave me brawn and brains to work.

I asked for courage and God gave me dangers to overcome.

I asked for patience and God placed me in situations where I was forced to wait.

I asked for love and God gave me troubled people to help.

I asked for favors and God gave me opportunities.

I asked for everything so I could enjoy life.

Instead, He gave me life so I could enjoy everything.

I received nothing I wanted, I received everything I needed.

Unknown

Conclusion

In this connection, we may note that there are three kinds of indebtedness, namely,

1. Indebtedness to God
2. Indebtedness to Parents
3. Indebtedness to Guru

This shows that the high pedestal on which the teacher is placed. Isn’t his profession noble? Can anything substitute the amount of love and affection teachers get from the learners? However, there are levels of teachers. A mediocre teacher simply tells; a good teacher explains; a superior teacher demonstrates; and a great teacher inspires. There is a million dollar question regarding

the level of the teacher latterly. They must ask themselves and find the very answer for effective teaching-learning process.

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