



# Book Review of Innovations in Teaching-Learning Process by S S Chauhan

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## Abstract

This book review is written to find the strength and the weakness in Innovations in Teaching-Learning Process which is written by S S Chauhan. The strengths are the presentation of the novel content matters like Micro-teaching, Simulated teaching, PSI, CAI, LCI etc. to the readers, the weakness is the representation of contents by not using graphically and not mentioning the recently added topics related to UGC NET examination. This book review conveys how the author describes all the topics precisely and gave opportunity to readers for improving their basic understanding about the new innovations in teaching-learning process. It provides an insight into the readers mind that, the 21<sup>st</sup> century needs its new generation to be imbibed with new technological advancements, transforming towards a vulnerable system of education fully equipped with knowledge and critical understanding of Information and Communication Technology.

**Keywords:** Innovation, Teaching-Learning Process

## 1. Introduction

A book review is a form of literary criticism in which book is merely described or analyzed based on content, style, and merit. A book review may be a primary source, opinion piece, summary review or scholarly review. A book review is a guide for potential readers. In a concise manner, a review summarizes the author's qualifications and main points, often providing examples from the text. A review also provides an opinion on whether the author succeeds or not in convincing readers of his or her points.

This book review is designed to find the weakness and the strength in Innovations in Teaching Learning. Innovations in Teaching Learning is a text book which is designed for B.Ed, M.Ed, M.Phil and M.A. (Education) students of all the universities in India. Generally, in this book an attempt has been made to counter the problems of educational needs of present scenario and made best possible changes in the prevailing teaching- learning process. The author acknowledged the importance of new process and technology of education and considering the importance and utility of innovations in teaching, he has made an attempt to present the important innovations in teaching-learning process through this book. The author expressed high gratitude to all the individuals whose books and articles he consulted in the preparation of this book. In the essence of narration, the main purpose of the book review is to discuss the content of the book, to provide analysis of what the readers have read. The last things that the reviewer should undertake through their own research are to discuss the theme, to assess the literature work and to provide an opinion of the novel.

## 2. About the Author

Prof. S S Chauhan

He was a Professor and Dean, Faculty of Education, University of Himachal Pradesh, Shimla. He has been teaching this subject for last two decades in teachers training colleges at different levels. He worked in the field of education for about half a century, and contributed articles and research papers on problems of education in reputed journals. He is the author of three major books in the field of education i.e. Innovations in Teaching-Learning Process, Principles and Techniques of Guidance and Advanced Educational Psychology.

## 3. About the Book

Title of the book : Innovations in Teaching-Learning Process

Author : S S Chauhan

Professor and Dean, Faculty of Education, University of Himachal Pradesh, Shimla

Edition : 2009(First)  
2014(First Reprint)

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Noida-201301(UP), India

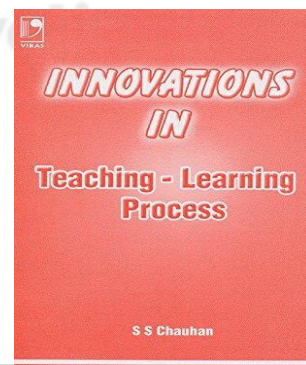
Year of Publishing : 2014(Reprint)

Printer : Vikas Publishing House

Price : 285/-

Pages : 200

Paper Quality : Paper Back



#### 4. Subject Statement

The book comprises of three Sections and under those sections twelve chapters been included.

##### A. Section-I (Technology of Teaching)

Chapter-1: Teaching-Learning Process

Chapter-2: Models of Teaching

Chapter-3: Instructional Designs

Chapter-4: Individualized Instruction

Chapter-5: Programmed Instruction and Teaching Machine

Chapter-6: Personalized System of Instruction (PSI)

Chapter-7: Computer Assisted Instruction (CAI)

Chapter-8: Learner-Controlled Instruction (LCI)

##### B. Section-II (Towards Improving Teaching-Learning)

Chapter-1: Team Teaching

Chapter-2: Simulated Teaching

Chapter-3: Micro-Teaching: An Innovation in Teacher Education

Chapter-4: Classroom Interaction Analysis

##### C. Section-III (Measuring Teaching-Learning Outcomes)

Chapter-1: Norm-Referenced and Criterion-Referenced Measurements

Appendix- A

Appendix- B

Appendix- C

#### SECTION-I Technology of Education

##### Chapter-1: Teaching Learning Process

In this chapter, the author tried to explain the meaning of traditional teaching and modern teaching, principles of teaching, functions of teaching, classroom relationship between a teacher and his students, levels of teaching and at last problem solving.

One of the main aims of this chapter is to give firsthand knowledge to teachers about smooth running of classroom teaching.

##### Chapter-2: Models of Teaching

In this chapter, the author tried to explain the models of teaching; its meaning, characteristics, functions, sources, assumptions and elements of a model, social interaction-oriented models, Information processing-oriented models, Person-oriented models and at last included Behavior modification.

This chapter aimed to help the teacher to improve his capacity to reach more children and create a richer and more diverse environment for them through using various psychological based model of teaching.

### **Chapter-3: Instructional Designs**

In this chapter, the author tried to explained the meaning of instructional design, types of instructional design, meaning of system approach, it's aspects and significance to education, uses of system approach in education, operation in the system approach for education and at last described the problems in implementing system approach in education.

The chapter mostly aimed at giving clear understanding about the system approach in education.

### **Chapter-4: Individualized Instruction**

In this chapter, the author tried to explain the meaning of individualized instruction, objectives and characteristics of individualized instruction programs, method of individualized instruction, problems in implementation of individualized instruction and tentative suggestions to implement individualized instruction.

Normally, the chapter gives an utmost importance to the individual attention, which will boost the gifted and special needs students in the classroom.

### **Chapter-V: Programmed Instruction and Teaching Machine**

In this chapter, the author explained the meaning of personalized instruction and it' development, principles of P I, its advantages and application of PI to meet the educational needs.

The chapter explained how the programmed instructions overtake traditional method of instruction. It represents an overview to the problems of using programmed instruction in India.

### **Chapter-VI: Personalized System of Instruction**

In this chapter, the author gave detailed description about the meaning of personalized system of instruction, its origin and growth, objectives and characteristics, current status of PSI and problems of PSI.

It's a new technological innovation in teaching-learning process to individualize the instruction in higher education.

### **Chapter-VII: Computer Assisted Instruction**

This chapter comprises of authors brief knowledge about the origin of Computer Assisted Instruction (CAI), types of CAI programs, basic assumptions of CAI, CAI systems and its operations, role of teacher in CAI and limitations of CAI.

Here, most of the discussion made to assist the teacher through new technological innovation in teaching learning.

### **Chapter-VIII: Learner Controlled Instruction**

In this chapter, the author briefly described about the meaning of Learner controlled instruction, its advantages and disadvantages.

LCI comes to cater the needs of individual learner. It is a method in which each individual learner develops his own sequence of learning. It supports Socratic dialogue method.



## **Section-II: Toward Improving Teaching Learning**

### **Chapter-1: Team Teaching**

In this chapter the author tried to define team teaching, origin and growth, objectives of team teaching, guiding principles of team teaching, advantages and disadvantages of team teaching, practical issues in team teaching and the compositions and structure of teams.

Team teaching is a new innovation in the field of education in India to improve teaching-learning process in the classroom.

### **Chapter-2: Simulated Teaching**

In this chapter, the author explained the meaning of simulated teaching, its origin, and mechanism of simulation, steps in simulation, educational games, and role of the teacher, advantages and disadvantages of instructional simulation.

It comprises the points; how to modify the behavior of teacher. To meet the new world's educational needs, it describes various steps and educational games in the teaching-learning process.

### **Chapter-3: Micro-Teaching: An Innovation in Teaching- Learning Process**

In this chapter, the author tried to explain about the Micro-teaching. It compares traditional teaching and modern teaching and research on Micro-teaching in India. The chapter gives utmost knowledge about the Micro- teaching; the most needed recent innovations in teacher education programs to modify the teachers' behavior according to the specified objectives.

### **Chapter-4: Classroom Interaction Analysis**

In this chapter, the author tried to explain the meaning and nature of Classroom Interaction Analysis (CIA), objectives of studying CIA, theoretical assumptions of CIA, Flanders Interaction Analysis (FIAS), Reciprocal Category System (RCS), Equivalent Talk Category System (ETCS), and at last Comparison of FIAS, RCS and ETCS.

To improve the classroom teaching, one of the important innovations has been made to provide insight into the nature of classroom communication and helps in modifying teacher's behavior. Various classroom interaction analysis methods have been discovered to cater that problem.

## **SECTION-III: Measuring Teaching-Learning Outcome**

### **Chapter-1: Norm-Referenced and Criterion- Referenced Measurements**

In this chapter, the author tried to explain about the measurement of teaching learning outcomes on the basis of Norm-referenced and Criterion-referenced measurements. To mitigate the assessment issues in the classroom this unit is very much helpful for the teachers to have a comprehensive view about the learners' progress in teaching-learning process.

## **5. Strengths of the Book**

- a) Aimed at improve in classroom teaching-learning process.
- b) Use of system approach for effective learning outcome of the students.

- c) Focused on individualized teaching-learning; best suitable for children with special needs (CWSN).
- d) New innovations in teacher training to cater the behavior of teachers in the classroom.
- e) Compared traditional teaching with Micro-teaching as
- f) Emphasized on the development of research before teaching.
- g) Supports learner- centered approach.

## 6. Weaknesses of the Book

- a) Outmoded/outdated techniques used to present the topics.
- b) Doesn't mention uses and disadvantages of Personalized Instruction in teaching- learning process.
- c) Limited in concept and doesn't give heading before discussing its points.
- d) No brief explanation about the origin and development of CIA in the chapter e.g. Social Network Analysis (SNA), difference between the models of CIA etc.
- e) Doesn't cover all the topics prescribed in the Micro-Teaching chapter objectives.

## 7. Critical Comments

- a) Doesn't give clear information about the previous edition.
- b) Outmoded contents given in the chapter; need to modify it.
- c) Some topics only present problems not solution.
- d) Indian researcher's findings neglected or not included.
- e) Representation of chapters not attractive and satisfactory. Must include graphical/diagrammatical representation of topics.

## 8. Suggestions

- a) Give clear clarification about the concept of teaching machine.
- b) Add some major points in the chapter e.g. importance, objectives, characteristics and uses of CAI in teaching-learning.
- c) Add some points in the chapter; e.g. give examples, importance and types of team teaching.
- d) Include new models of teaching  
E.g. Expository teaching model, Suchman's Inquiry model, Direct Instruction Model and Mastery Learning Model.
- e) Follow NTA UGC NET Paper-I syllabus for teaching aptitude related topics.
- f) Author should use graphical images and statistical data for making the chapter informative and attractive.
- g) Add some major points in the chapter e.g. types of simulation, characteristics of simulated teaching.
- h) Some major points to be included e.g. Origin and development of Micro-teaching, status of teacher training before Micro-teaching, Micro-teaching cycle and phases of Micro-teaching.
- i) New research findings on Micro-teaching needs to be included in the chapter.
- j) Make modifications in contents of the entire chapters considering the present educational needs of the readers.

- k) Add new innovations in teaching-learning process e.g. ICT in teaching-learning
- l) Add UGC NET Paper I/II (Education) related contents.

## 9. Conclusion

An innovation in the teaching-learning process is an approach that integrates new teaching strategies and methods within the classroom. Through this book, proper care and attention taken towards improving the contents and introduce new methods of instruction through using psychological innovations in teaching and learning. The author considering the importance and utility of innovations in teaching made an attempt to present the important innovations in teaching-learning process through this book.

This book impelled the introduction of innovations and change in the educational system. Especially designed for teacher education. To override the traditional teaching system, it is a very good source book for providing both quality and quantity contents to the readers. It is a book for the students of university and teacher trainees. However, if it should include some contents regarding present needs; especially to qualify for the job examination. Then, it will get some good response.

Overall, the book is good for readers to equip them with new technological innovations and new methods of teaching-learning process.

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