

## **Learning process so far :**

For me learning is a lifelong process. Perceiving, thinking, feeling may change as a result of a learning experience. Learning has been a change in behaviour as a result of experience. It had been physical and overt, and sometimes involved complex intellectual or attitudinal changes which affected behaviour in more subtle ways. It is an act of acquiring knowledge, skill, and interaction with the environment. Cultural influences, peer pressure, group dynamics, film, television are some of the significant factors which also affected learning. This exposition to social environments sometimes helped process observed behaviours and consequences. This cognitive processes included attention, retention, responses, and motivation. School and college evaluation was often limited to the kinds of knowledge or behaviour that can be measured by a paper-and-pencil exam or a performance test. But each everyone sees a learning situation from a different viewpoint. Sometimes past experiences affected readiness to learn and understand new things. Sometimes I had definite ideas about what I want to do and achieve and goals were accordingly short term, involving a matter of weeks or months. On the other hand, sometimes goals were carefully planned for a career or a lifetime.

Knowledge had been a result of experience. Sometimes it had been repeated drill, or learning to recite certain principles by rote. However it had been meaningful only if I had been able to apply them correctly to real situations. If an experience required involvement of feelings, thoughts, memory of past experiences, and physical activity, it was more effective than a learning to commit something to memory. Sound judgment, developing decision-making skills, and the use of judgment in solving realistic problems seemed more effective. It included verbal elements, conceptual elements, perceptual elements, emotional elements, and problem solving elements all taking place at once.

Learning is multifaceted. While learning the subject at hand, I may have been learning other things as well. It helped me develop attitudes towards a learning which is good or bad, depending on what I have experienced, which further resulted in self-reliance. This type of learning seemed sometimes as incidental.

Sometimes my response to problems or situations has been spatially oriented, creative, intuitive, and emotional while sometimes verbal, analytical, and objective. Processing information sometimes relied heavily on visual references (*reading and graphic displays*) but auditory presentation (*hearing the subject matter*) also helped a lot. Sometimes when an idea is presented in a mathematical equation instead of a verbal explanation seemed easy. In addition, where hands-on activities were involved a sense of feeling helped in learning.

Sometimes I get confused between holistic/serial approaches. Certain subjects or situation require, holist strategy which is a top-down concept to have a big picture, global perspective. It mainly requires analogies. And sometimes a well-defined, sequential steps is

needed to understand a concept where the overall picture is developed slowly, thoroughly, and logically which is a bottom-up strategy.

Effective learning requires reflective-type personality. Having a carefully planned approach in problem-solving exercises is much better than having an impulsive attitude. Diving right in with enthusiasm is prone to making quick, and sometimes faulty, decisions.

Thanking you,  
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