

needs-based training and agency-institute interaction. The suggestions are important for improving social work as a value-laden profession.

In the eighth chapter, Goswami summarises the stages of the study and its findings. There is neither discussion nor any conclusion that would enable the readers to understand the issues raised by the author. The author recommends innovative and creative ways to sensitise students about ethical responsibilities, indigenous course content on code of ethics, and productive use of fieldwork conferences to discuss ethical issues with students. The limitations of the study have been converted into suggestions for further research. In addition to the methods used, a qualitative method such as in-depth interviews would have enriched and substantiated the explanation on the code of ethics and application of ethics. Few typos (p. v; p.91) and poor copy-editing (p.118) are visible in the book.

Annexures alone occupy more than 100 pages. Annexures of Code of Ethics of the National Association of Social Workers, British Association of Social Workers, Declaration of Ethics for Professional Social Workers by Tata Institute of Social Sciences, Mumbai, Bombay Association of Trained Social Workers' Declaration of Ethics for Professional Social Workers although important, are easily accessible.

This volume is valuable as it highlights important findings related to knowledge, attitude, and practice of ethical responsibilities of educators, students and practitioners. It helps identify the gaps between theory and practice important for developing and modifying the Code of Ethics.

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Teaching Learning Resources for School Education, by Disha Nawani, 2016, Thousand Oaks, California: SAGE Publications, pp. 421, Price: 425/-.

Teaching learning resources are an important component of education that, although central to teaching and learning, cannot be squarely located within any one construct of curriculum, pedagogy or assessments. They remain, therefore, according to Disha Nawani, "a fuzzy and unexplored domain" (Nawani, 2016: xiv). In her preface to *Teaching-Learning Resources for School Education* (2016), Nawani notes that "[...] there is very little analysis of teaching learning resources (TLRs) by way of publication or systematic documentation" (Nawani, 2016: xiii). This book,

created primarily as a resource for teachers, teacher educators and student teachers, tries to address the gap through a number of essays on TLRs. It covers a range of writing spanning simple narratives to thoughtful analysis to reflective enquiries about a wide gamut of issues abounding TLRs. Though most contributing authors in the edition, “lament the pervasive textbook fatigue of the Indian education system [...]” (Nawani, 2016: xiv) it seems ironic that it is published under the Sage Textbooks category. Twenty four chapters straddling time and space and cutting across subject domains, take the reader through rich accounts of teaching learning resources created and used for varied purposes, and for different audiences. While some essays promote deep thinking on matters of conceptualisation of TLRs, others offer a trenchant critique of existing TLRs and their uses in the hands of teachers who lack adequate training.

The book is divided into six sections.

Section 1 titled “**Teaching Learning Resources**” looks at the broad field of materials and its conceptualisation. Two essays by Nawani and one essay co-authored by Preeti Misra and H.K. Dewan situate TLR historically and pedagogically within the larger landscape of Indian education. This section also dives deep into the fundamentals of materials — what resources are, how they can be used, what activities are, different kinds of textbooks, workbooks and guides available today. This is a good introductory unit, which addresses fundamentals about TLR in simple and accessible language.

The next section titled “**Learners, Learning and Resources**” has four essays that look at resources used in different socio-cultural and learning contexts and the considerations in designing and using them. The selection and arrangement of essays in this section, however, seems disparate and unclear, making one wonder why these essays were clubbed together under this heading. Padma Sarangapani’s essay begins with a commentary on accessorial use of teaching learning materials (TLMs) by teachers (Sarangapani, 2016: 66), before moving on to explore exemplars of good TLMs. Tracing the evolution in conceptualising TLMs, the essay outlines cognitive and pedagogic considerations for designing and using TLM in any classroom. By contrast, Rajni Divya Kumar’s essay on Montessori materials specifically locates TLR within the philosophy of the Montessori curriculum, detailing the kinds of resources, their characteristics, and their functions in the Montessori classroom. There is a lot of information presented in this essay, but as Kumar points out, “Montessori materials [...] are part of a systematic collection of carefully designed TLMs”

(Kumar, 2016: 81) and it is difficult to gauge how the reader can put this knowledge to use meaningfully in contexts other than a Montessori environment. Both these essays look at TLM from a teaching or teacher perspective. The next two essays in the section, 'Khel khel mein' by Deka, Pratap and Gaikwad and 'Materials for Children with Visual Handicap' by Abha Basargekar, discuss learners and their innovative use of TLR within the context of an alternative school and a school for children with special needs, respectively.

Section 3 titled **"Textbook Related Concerns"** is a cohesive unit with the three essays presenting sharp and well defined historical, political, and pedagogical arguments on the textbook culture in India. With C.N. Subramaniam, we effortlessly journey from colonial times to the post independence period of 'nationalisation' of textbooks to committees that called for decentralisation and finally, the NCF 2005. What is remarkable is not only the historicity of his writing but how he contemporises the issue, guiding readers towards a strong political subtext in his writing. The second half of the essay describes efforts and experiments to "dislodge textbooks from the central role they have come to play" (Subramaniam, 2016: 140), through the Hoshangabad Science Teaching Project, Prashika and the Social Science Teaching Project. H.K. Dewan and Rajni Dwivedi's essay picks up where Subramaniam's left off and describes the procedures involved in developing and producing a textbook through examples of similar exercises in Chhattisgarh, Andhra Pradesh, Bihar and Karnataka. Written in a simple narrative style, this essay highlights the importance of diversity in team composition, the collaborative nature of writing and the importance of piloting textbooks before they are published. Alex George's essay on the relationship between text and images in social science textbooks provides an interesting take on the way different kinds of images (photographs, paintings, cartoons, sketches and posters) can be used to provoke thinking and promote active learning through textbooks. However, though richly illustrated, the essay doesn't, in itself, do a remarkable job with the layout and design of text and images, making it a rather poor exemplar of how a textbook chapter can be designed. For example, in some places, it says "the image below shows..." (George, 2016: 170) but the image appears on the next page. In another instance, the figure mentioned in the text (George, 2016: 176) comes after two pages, making seamless reading and connecting a bit inconvenient.

Section 4, **"Resources Beyond Textbooks"** and Section 5, **"TLR and Domain Specific Concerns"** provide an assortment of resources that go

beyond the textbooks, with essays looking closely at geography, math, science and drama, among others. Prachi Kalra's piece on Children's Literature sits a bit oddly in this collection, as it meanders without making a compelling case for what constitutes children's literature and why it must be used in the classroom. Drawing on popular sources like NBT, CBT and Eklavya, the article stops at clichés like, "literature offers a window to the world" (Kalra, 2016: 194). Though Kalra touches upon a few important and problematic aspects like teaching of poetry in school, setting up reading corners and conducting literature discussions, she does not dig deep, leaving the reader with simplistic arguments of highly complex issues in teaching literacy. By contrast, the nuances of early language development and literacy practices that Varsha Sahasrabuddhe discusses in her essay on bilingual material for language development, are insightful. In describing concerns of standard versus non-standard languages and their inclusion in schools, she recounts how and why they created bilingual material for speakers of Gondi, Kolami and Banjar. Zakiya Kurien's essay, "Effective Teaching and Learning through Radio" stands apart in its clear and comprehensive description of how materials were designed and created for an educational radio programme, the first of its kind in the country. This essay forges ahead with its ideas by not simply stopping with a description of intent of the materials, but also systematically laying out the steps and processes involved in developing and designing the resources. This makes it an important point of reference not only for teachers and teacher educators but also for curriculum developers and instructional designers.

All the essays in Section 5 remain primarily within the disciplinary framework of school subjects and offer insights into how and why TLRs can be conceptualised in alternative ways to go beyond a culture of textbooks that are only information rich. Anjali Noronha's essay could have been edited better, since a lot of ideas already covered in the book are repeated here. An important point she brings to the fore, however, is the issue of standard twenty five minute periods and lack of clear policies on TLRs which make operationalising the use of TLRs in schools difficult. While Noronha's essay gives us a macro perspective, Sushil Joshi's essay presents a specific case of the Hoshangabad Science Teaching Programme (HSTP). He traces the beginnings of the HSTP and shows how alternative textbooks were created for science, keeping content relevant to the learner's lived environment, by promoting group work and by encouraging a culture of learners who ask questions. Touching upon issues of classroom processes, teacher preparation and assessments, Joshi deftly shows us that

resources alone will not bring about a change in learning. Creating an ecology of resources, structures and processes is crucial to bring about this change. The other essays in this section are an interview with toy-maker Arvind Gupta, an essay by Karen Haydock on using drawings to teach science, an essay by Kuldeep Garg outlining theoretical debates in geography education and frameworks to develop geography TLM.

The last section of the book, **"Teachers and Teaching Learning Resources"** delves into issues of teacher practice in the classroom.

Mythili Ramchand summarises findings from studies that sought to understand Teacher Educators' (TEs) and student teachers' conceptualisation and use of TLRs. Though TEs and student teachers seemed to agree that TLRs must be low cost and must be used to motivate, encourage and improve student learning, Ramchand demonstrates through snippets of classroom observations that neither TEs nor student teachers used TLRs effectively. Rohit Setty's insightful essay on "Intellectualizing Teachers' Education" presents research on analysing teachers' "records of practice" and how it can be used more meaningfully in teacher education practices. Shailaja Menon and Bindu Thirumalai present an interesting contrastive analysis of how two sets of early literacy materials were used in two different settings, delving into issues of curricular reform, positioning of TLR in the curriculum, teacher beliefs and practices. Through its systematic organisation and thorough presentation of observations, the essay points us towards implications of curriculum reform and design of TLR, especially for teachers and classroom teaching. Meera Gopi Chandran's essay explores digital learning resources available for teachers' own professional development.

Features like a section, each, on learning objectives which come at the beginning of every essay, and conclusion and review that appear at the end of every essay, remain consistent and are helpful features for readers to independently progress through the book. A word must be said about the illustrations peppering the pages, some witty, some clever, some just funny, often holding up a mirror to what students in our classroom may think and feel. However, the layout of text, in general, and spacing between lines, in particular, could have been better designed, making for easier reading.

Teaching Learning Resources for School Education is no doubt a long and voluminous read with some essays being a little repetitive. A crucial aspect in evaluating the book probably lies not just in examining the quality of the constituent chapters, but also seeing how this book is

used as a resource in the hands of teacher educators and student teachers. For example, if learners do not read the whole book but are directed only to specific essays, the content may not seem repetitive but holistic. It is definitely not a book that will immediately equip a teacher or a student teacher to design, create and use a range of learning materials in a classroom; it is neither a guide nor a manual. Instead, it is a resource book that tries to communicate crucial ideas on the use of TLRs in simple language, thereby fostering deep thinking on relevant related issues. In addition, the book does a commendable job in documenting landmark innovations in the area of TLR that sought to make meaningful interventions in the Indian public education system, and this is invaluable.

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