



Self-Access Learning

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Abstract:

The paradigm shift from teacher-dependent protective learning often manifested in reproduction of ideas borrowed, to learner-centered independent inquiry is a welcome change. In this context, best practices and pedagogic methods inculcated in teaching learning of a language occupies important role in improving the quality of teacher learning. The teacher can be left behind with the traditional methods of teaching and learning if they are compete meaning fully in the international arena. It is therefore necessary for them to be ready to accept the ICT which comes with many challenges. In general, ICT consists of the internet, web, multimedia and computer. It comes in different form such as direct-instruction or self-accesses language learning, instructional textbooks, instructional video, and media-computer aided language teaching learning, interactive multimedia e-books. Some of the advanced pedagogic strategies which need comprehension are discussed elaborately below.

Keywords: learning, interactive multimedia, e-books

Introduction

Education all over the world is still looked upon as a harbinger of all other changes-social, cultural, economic, scientific and technological. Education as a deliberate enterprise of mankind always aims at providing equality to citizens of nation to ensure an onward march towards progress and prosperity. The new approaches need to be implemented in a creative way. In other words teaching and learning in the new environment requires complex adjustments and substantial re-thinking. This also means that the traditional methods have to be reassessed to achieve pedagogical goals. Quality has become the defining element of education in the 21st century in the context of new social realities. Acquisition of QUALITY and EXCELLENCE is the greatest challenge faced by all higher educational institutions. The prime duty of an institution of higher learning is to

provide competent man power to the society.

Self-Access Learning

It is one of the pedagogic strategies in teaching as a second/ foreign language. This is also known as self-directed language learning. Several other names included include into this category of learning is learner- centered approach, learner- autonomy or self-directed learning or constructivist teaching/ learning. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction rather than passively receiving information. Learners are the makers of meaning and knowledge. Constructivist teaching fosters critical thinking and creates motivated and independent learners. A constructivist teacher and classroom differs from a traditional classroom in a number of ways: the learners are interactive and student-



centered; and the teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous. Use of such facilities and pedagogical theory has its own merits and demerits. Proper use can result in a feeling of empowerment and better learning outcomes. Thus flexibility, with the purpose of giving the students themselves the opportunity to tailor their learning needs and styles than a more traditional mode of teaching makes the learning atmosphere happy, peaceful and pleasant.

Quality teaching has become an issue of importance as the landscape of higher education has been facing continuous changes; increased international competition, increasing SOCIAL AND GEOGRAPHICAL diversity of the student body, increasing demands of value for money, introduction of information technologies, etc..., but quality teaching lacks a clear definition, because quality can be regarded as an outcome or a property, or even a processes, and because conceptions of teaching quality happened to be stakeholder relative. Offering rigorous, respected academic programs, we will prepare our students for success in their chosen fields and careers, equipping them to make a difference in the world. The university will provide all students an academically challenging environment, consistently high-quality course offerings and teaching excellence. DePaul is committed to the development of our faculty, ensuring they have the resources and capabilities to deliver an exemplary education; to systems of institutional self-examination, assessment and benchmarking; optimal use of technology in support of teaching and learning; and continuing curricular innovation and program development to

prepare students for an evolving, global society.

The issue of quality is basic to national development. School quality is a function of inputs and the efficient management of these inputs in relation to desired goals. The main indicator of quality of secondary education can be visualized in terms of input, processes and output. For desired output in terms of student's achievement both in curricular and co-curricular areas, necessary inputs and processes need to be provided. It is generally believed that school quality is based on democratic atmosphere, supportive leadership, team and collaborative efforts, clear and unified purpose, regular analysis and evaluation of student performance. Quality should be monitored in different dimensions continuously respect to different identified indicators and appropriate actions initiated to achieve the goals. This means-

1. Capacity building of educational administrators for meeting the challenges of qualitative improvement and quantitative expansion.
2. Involve staff and create conditions for more stimulating professional and intellectual involvement in academic and administrative planning-collaborative management.
3. Governments and managements should invite more flagship program similar to those of Sarva Shiksha Abhayana.
4. Fix responsibility and accountability in terms of school effectiveness.

According to Prof. YashPal, Former Chairman of the UGC, education, from the students' point of view, means 'learning without burden'. Learners



should be given opportunities to analyze the concepts of both the closed environment of textual materials falling within the ambit of the curriculum, as well as by open exercises, enough scope for participation through his or her dynamism of the body and mind that all education should be activity centered with a full participation of the learner.

Conclusion

In conclusion we can certainly say that the challenges of information technology, globalization, and consumerism and materialism had created such an impact that it had brought about a tremendous lack of quality. So it is high time that the educational institutions of higher learning meditate upon redefining and reestablishing quality and make the educational centers comfortable places for learners to grow.

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