

STUDENT-CENTRIC LEARNING “PRESENT & FUTURE ROLE OF A TEACHER”

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ABSTRACT - Education system is regarded as backbone of a nation and is reflected in the views of several educationists old and now. affiliated universities residential universities like Vishwabharti , Aligarh muslim university etc; central or federal are assessed by NAAC to evaluate quality of colleges and provide grants to colleges. the paradigm is shifting more towards autonomy wherein college has its own curriculum examination etc. Learning by doing means learning from experiences resulting directly from one's actions. In other words, it is a method by which students make the most of their education through active participation. In the process, the learner took ownership of own learning. Whereas, the teachers' role is to guide the students to facilitate by providing them with multiple activities and teaching materials. The present study involved 52 students who registered for the research methodology course between June-September, 2018, In the present education scenario throughout the globe the teacher is a facilitator of learning, whereas the learner is at the centre, and this approach has been made and is being tested. In student – centred learning power of choosing learning concept is actively done by him autonomy flexibility is provided to him by facilitator in every possible way, assessment of learning and feedback are related with outcomes of the students and he experiences self responsibility in all activities related with the process

Keywords: *Learner-centered teaching, teaching approach, teachers' efforts & roles,*

I. INTRODUCTION

Education system is regarded as backbone of a nation and is reflected in the views of several educationists old and now. Affiliated universities residential universities like Vishwabharti , Aligarh muslim university etc; central or federal are assessed by NAAC to evaluate quality of colleges and provide grants to colleges. the paradigm is shifting more towards autonomy wherein college has its own curriculum examination etc.

Non – formal education is any organised educational activity specific to the learners needs outside the formal system of education (primary, secondary, tertiary, higher and university)level of education. we must remember names of educationist like Mohan Das karamchand Gandhi , Swami Vivekananda, Ravindra Nath Tagore, Sri A. ghose , Swami Dayanand saraswati etc. In the present education scenario throughout the globe the teacher is a facilitator of learning, whereas the learner is at the centre, and this approach has been made and is being tested.

This educational concept lead to curriculum planning and pedagogy in 1970 to 1980. (Nunan 1988 in benson,2003) learners – centered teaching is with teachers guidance (len karawati in Bernard 2016 p.146). student – centric learning is flexible learning (Taylor , 2000) experiential learning (Burnard 1999).but Burnard has interpreted roger's ideas of student- centred learning as students discretion power to choose what, how, why a topic is to be studied according to their interest, which will help one to perceive the world, i.e; concept of 'choice'. according to harden and crosby (2000) student centred learning is actually concept of the student 'doing'.

II. IMPLICATIONS FOR TEACHING/LEARNING METHODS FOR ASSESSMENT PRACTICAL RESPECTIVELY

Traditional learning environment has characteristics like it is in structure centred, teacher students rate is 1:25. It is related to classroom knowledge and must aid in self directed learning to individual or member of small group of students should have essence to promotes problem sowings socializing the participant discovering solutions in real's life situations, take advantage of available online learning and discovery and know their evaluated outcomes.

In student – centred learning power of choosing learning concept is actively done by him autonomy flexibility is provided to him by facilitator in every possible way, assessment of learning and feedback are related with outcomes of the students and he experiences self responsibility in all activities related with the process. The above concept depends on the curriculum designing

by teachers, universities and the students himself. According to Lea at.al., (2003) more responsibility and accountability rest on the student; student will be able to recognize structures of the heart.

Student centred learning involve active participation to acquire knowledge skills for class work, field work, computer assisted learning etc. will make aware what he is doing and the interaction with teachers in group discussion and tutorials will improve his aim of the learning of courses other students are also in this activity .

Some aspects of the students learning /teaching methods which do not take into account lecturing are : independent projects, group discussion in two or larger groups which are define as Buzz group, round of talk , quizzes, poster presentation etc are also student centred learning /teaching methods, here the teacher is actively involve with students group.

Gibbs (1995) stated the following students –centred assessment schemes like diaries, logs and journals ,peer/ self assessment ,portfolios, protocols, group work etc.

One can summarize assessment process process related with student – centred learning from the work of brown rust and gibbs, 1994. Under the heading

- (1) involvement of the students at the stage when the task is set.
 - (a) Choosing the assessment task
 - (b) Setting the assessment task
 - (c) Setting the assessment criteria
 - (d) Discussion the assessment criteria
- (2) Involvement of students at the stage after the task is over.
 - (a) Making self –assessment comments
 - (b) Making peer- assessment feedback comments
 - (c) Suggesting and negotiating self- assessment grades/marks respectively
 - (d) Assigning self assessment and peer –assessment grades/marks respectively

Here students can select essay topic which they like.

III. ADVANTAGE AND SHORT COMINGS OF STUDENTS –CENTRED LEARNING

According to Hall & saunders (1997) students of the first year information technology course showed enhanced participation, motivation and grade achievement and 94 % of the students recommended student –centred learning approach in comparison to more convectional approach, short coming or criticism included individual centred learning neglecting the whole class, thus jeopardising learning of the enter class (simmon ,1999) socio-culture views of the learning (Bredo, 1999) considered interaction with peer as important event .limited resources and different learning culture in some countries do not permits this approach of the learning (O’ Sullivan,2003) .students and staff have miss belief regarding student centred learning it must be a teacher centred approach at the higher education level (Prosser K & M Trigwell 2002).

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