ABSTRACT

Constantly moving and evolving world has made us to believe that it would be utterly suicidal to learn in much the same way as our forefathers have done mainly.

Having arrived with the promise of being a century of knowledge, the 21st century has opened up many new vistas of knowledge hence it is almost impossible for any academic setting to offer everything that is required in the face of many constraints confronting learning process, thus making it extremely intricate for a good learner to learn everything that he/she desires and deserves. In such a strenuous situation, self-directed learning and self-assessment rekindles optimism and expectation.

Chapter 1 offers an introduction to the concepts of self-directed learning and self-assessment, the reasons for their being necessary in the era today and traces their roots in the human civilisation.

Self-directed learning, a term suggesting shift from the teacher to the learner, is basically making learners responsible owners and managers of their own learning process. Learners are expected to exercise a great deal of independence in setting learning goals and deciding the kind of learning that is worth their while as well as how to approach the learning task within a given framework. Awareness of one’s strengths and weaknesses is the critical antecedent and it is imperative that one identifies one’s goal or purpose in making an effort at self-directed training and self-assessment which explains why and how these twin processes are important.

Chapter 2 “The review of literature” provides a detailed account of history of self-directed learning and self-assessment from classical antiquity to 21st century.

Having enlisted and explained the concepts related to self-directed briefly, the chapter deals in detailed manner with the history of self-directed learning by focusing on the major contributors and their findings. The review of literature also includes a through evaluation of models proposed by experts at various points in time followed by the assessment of the five-step model of self-directed learning by Knowles and the first alternative description of process to explain how learners organize their own learning efforts and the discussion on the different ways of facilitating self directed learning and instruments/measurement tools available for measuring dimensions of self-directed learning. The review of literature concludes with a discussion on emerging trends and issues in self-directed learning.

The rationale for the research work has been clearly articulated, and the research methodology discusses in detail the process of data-collection, precautions as well as quality measures taken before selecting data for analysis purpose.

Analysis and interpretation, the next chapter defines both the terms used in the title, discusses their substance and enlists the characteristics of a self-directed learner on the basis of a range of definitions and conclusions of diverse research works as well as specifies the roles of tutor and technology, peer discussion, self-reflection in various forms of learning as well as assessment. The chapter concludes with an observation on the self-directed learning strategies that can be incorporated in the classroom as well as the signposts on the path to
self-directed learning, self-Assessment and attributes of self-directed learning as well as a learner.

In the conclusion chapter, the research emphatically recommends the active use of self-directed learning and self-assessment deserving that though the advantages of self-directed learning and self-assessment certainly far outweigh any disadvantages, there are certain areas that require further exploration. The same are enlisted in the closing part of the chapter.