Abstract

We are all grappling with the urgent issues of raising achievement and reducing disparity. As educators, we expect to be successful in improving the outcomes for all students. We know we need to get better at evaluating the impact of what we do—individually and collectively—and smarter at using what the research can tell us about what works for diverse students in different contexts. One of the primary goals of teachers is to make themselves less and less necessary in the lives of their students. As students become more proficient in the basic skills, as they become better informed and more aware of their intellectual power, they should become more independent and personally adequate. With the shifting of emphasis from lesson learning and lesion-hearing to a concern with life problem and learning to do by doing more and more attention had to be given to the direction of learning. It is about being a learner and having learning. The more expertise we have, the better we should be at learning.

Professional practice—of teachers, school leaders, ISTE s, and policy makers—is also about knowing, and being responsible for, the impact of that practice. If we are to know what to learn and what to monitor, we must know how to inquire into that impact.

1. Introduction

Directed study comparatively is a new concept. The terms like 'Supervised Study', directed activity and "Study" which were already in use are different from that of "directed Study". The term 'Supervised Study' is often loosely used. It is used by some teachers to mean both the direction of study and the supervision of a period in which the student does his own studying receiving help from the teacher only if he requires it. Here the teacher supervises study only in the sense that he is present to regulate study conditions give help as needed. Supervised study limited in its scope. Directed study is a landmark in the art of teaching. Its concept is based on the process of directed the pupil, guided the pupil and stimulating him for self learning. It involves teacher supervision and assistance.
2. What can teachers do to support directed study?

In order to help the students to acquire the ability to study effectively and to develop good study habits, schools have to concentrate on two aspects of the problem.

I. Helping student acquire the understanding abilities and skill essential to study. The following understandings, abilities and skills have been recommended as the essential tools of study:
   (i) Ability to read with comprehension.
   (ii) Ability to read rapidly.
   (iii) Ability to outline
   (iv) Ability to organize and summaries what is read?
   (v) Ability to be courses of information.

II. Furnishing the situations, the guidance and the practice essential to the formation of good study habits. Helping students Acquire Good study Habits. Mastery of the tools for studies is essential, but it is required to supplemented by an effective plan or teaching students how to study. This report to:
   (i) Creating favorable attitudes regarding the nature and importance of study.
   (ii) Providing favorable situations and conditions.
   (iii) Providing effective guidance.

Teachers can make are of group guidance techniques in teaching the students how to study. The teacher and students can discuss the importance of effective habits and also can determine what constitute good study habits. This will enrich the entire program me of necessary for the success of this program me.

III. Providing Physical Facilities

Adequate physical facilities must be provided as they are essential to effective study. This is a problem of making all working conditions satisfactory. The lighting, and ventilation and the school furniture require particular attention. Most of the schools in our country do not provide these facilities and as a result, the work of the students is jeopardized. The furniture is so uncomfortable that students can hardly sit up or sit still long enough to study effectively.

IV. Attending to the Administrative Problems

The administrative problems in the context cannot be ruled out. Any plan that may be used requires some provision for study hall or home-room supervision of student. Any plan that facilitates the handling of school discipline is preferable to one that does not. It is however, pointed out that any plan that provides for directed study must fulfil these requirements.
   (i) It should be adaptable to the learning needs of various classes and subjects.
   (ii) It should be flexible and easily carried out.
   (iii) It should provide for giving adequate direction of study for all students.
   (iv) It should provide opportunity for teaching all students how to study.
   (v) It should facilitate the handling of other school problems.

The success of the plans depends on a sound professional sprit and real interest in students. Otherwise, genuine enthusiasm is bound to be missing and the work will not be well done.

V. Providing Proper Guidance

In directing learning activities, the teacher has two problems to help students acquire the desired outcomes, and to teach them how to plan and direct their learning activities. The teacher has to teach the students what learning procedure to follow and what devices and techniques to employ in similar learning situations. Since the various study problems in value various learning activities, proper guidance must be provided to the students. A few guidelines are given below:
For ensuring effective study, students should be taught the use of sources. Some co-ordinated plan should be prepared to serve as a basis for self-help and increased efficiency.

Making the students learn to take notes and to outline. The students must learn in their reading to look for the main ideas and the important supporting facts. Hence it is important that the students learn how to take notes effectively.

Students should learn how to prepare assignments for the sale of economy of effort and improvement of study habits.

Students should learn how to study assignments.

The teacher must illustrate, and help students to use good techniques.

Teacher should show them the proper steps to take. Besides giving group instruction or help, the teacher may make individual suggestions to students at appropriate times.

### 3. Factors Affecting a Study Programme

(i) **Necessity of a programme and practice**: Program of study must be introduced gradually in different classes as it can be applied to the work at hand.

(ii) **Importance of Study Programme**: Individual study programmer is helpful in establishing better study habits at a specified time and place.

(iii) **Abilities of students should be studied**: There should be careful diagnostic study of student needs and deficiencies.

(iv) **Importance of student purpose**: Teaching students how to study and how to use certain techniques helps them study more effecting.

### 4. Benefits of Directed Study

The benefits of directed learning are best described in terms of the type of learners it develops. Directed learning allows learners to be more effective learners and social beings. Directed learning can encourage students to develop their own rules and leadership patterns.

(i) Choose the content according to student's personal level of knowledge and unique preferences.

(ii) Determine students learning process to their personal agenda, without depending on time schedules imposed by others.

(iii) Learn with passion. Since students are pursuing the topic that has always burnt in their heart, there is no place for boredom. Student's main occupation in life should be fun.

(iv) Self-directed learning produces a deep sense of accomplishment and satisfaction. Students are engaged in what they were created to do.

(v) Self-directed learning will eventually lead to a productive life. After a season of delving into a subject with passion, the fruit will start to show. Students will have gained a level of expertise.

### 5. Conclusion

Indian education is as academic as ever. We must accept frankly that we need to give a bias of science and technology to our education without any demur or further delay and should immediately determine the contents of education at all levels keeping our practical needs in view. A new approach to the objectives, curricula and methods of education is immediately needed if we have to effect a rapid growth in our country too. We must help in reforming the present class-room teaching practices and pave way for independent learning through directed study and supervised study. Let the students...
be helped to study at their own, and let the teachers act as resource persons, planners and study directors. To conclude we can quote Thomas M. Risk when he says, “It is important for every school to have a well-balanced, co-ordinated study programme adapted to the needs of the students in that school.

References


