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EXCELLENCE IN EDUCATION SOCIETY'S

**K.B.COLLEGE OF ARTS & COMMERCE FOR
WOMEN, THANE**

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EDUCATION TO EDUCATE

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Introduction

It is a known fact that there is a growing awareness of the necessity to change and improve the preparation of students for productive functioning in the continually changing and highly demanding environment. This being a challenge it is necessary to consider the complexity of the education system itself and the multitude of problems that must be addressed. Clearly, no simple, single uniform approach can be applied with the expectation that significant improvements of the system will occur.

Objective

To study what changes can be executed in order to make education more

Research Methodology

The Research study of the paper is based on literature survey and referred secondary data, Certain related Journals and websites are the other source of references

Keywords: Educational Goals, convergent **teaching**, divergent **teaching**, multi-convergent, divergent teaching, guided-divergent, patterns of different abilities, **Inter-Disciplinary Curriculum**.

Framework of Education has varied dimensions that can be described as

Educational Goals

The approaches to teaching can be categorized according to major educational goals that affect teaching strategies.

On one hand the goal of education is viewed as the transmission of knowledge by the teachers to the students. On the other hand the goal of education is viewed as facilitating students' autonomous learning and self expression. The former approach which converges toward the teaching of specified subject matter, may be termed '**convergent**' teaching and the latter approach which stresses open ended self-directed learning may be termed '**divergent**' teaching.

As educators seek ways to meet the demands put upon the education system in today's world of rapid changes and ever increasing complexity, it may be helpful to recognize that there is a need for both convergent and divergent approaches to teaching and learning.

With the great proliferation of knowledge and rapid changes in most fields as well as the appearance of many new fields, it is critical to develop students' capacity for self-directed learning and self growth.

On the other hand, those who emphasize the importance of autonomous growth and creative self-expression, must realize that the students need academic skills (such as reading, writing, calculating, etc.) as prerequisites for productive self expression. Since the creative process involves new ways of using existing knowledge, it is

important to provide opportunities for students to acquire such knowledge (which can be acquired by convergent teaching).

In general, adaptation to individual differences under **convergent teaching** tends to be limited.

Even when all the students are taught the same material, teachers can use different methods, different techniques or different media, to cater to individual differences in abilities and personality characteristics. Such a '**multi-convergent**' approach can be more effective in giving the students opportunities to use their aptitudes and inclinations for learning and attaining higher achievements.

Adaptation to individual differences under **divergent teaching** may be expected to be productive because of its emphasis on student autonomous, active, self-reliant learning.

This is a '**guided-divergent**' approach which is more structured and less flexible than the open divergent teaching but less narrow and limiting than convergent teaching.

Many possibilities exist that are not often implemented even though they could make the teaching and learning process more effective and more beneficial by providing a variety of experiences and alternative strategies for adaptation to students' characteristics.

Ability levels and patterns of different abilities.

Presently, the practice in some schools is to adapt teaching to different ability levels by forming classes or groups of students of similar levels (usually based on achievement tests or psychological tests) taught by teachers who tend to treat the students as if they were in homogeneous groups.

The over-simplification of today's ways of adaptation to students' differences in abilities and other characteristics has resulted in many difficulties in the academic performance of many students. In some cases this has led to phenomena such as, "learning disabilities", "conduct problems", "attitude problems", "anxiety and school phobias".

Learning styles and preferences affect the way students approach any task and the way they function under different conditions and different learning environments. Learning styles such as reflectivity/impulsivity, field-dependence/field-independence, and mental self-government, as well as preferences for interactive visual or auditory presentations, or other ways of representing information have effects on students' academic performance (See Kagan's work on impulsive and reflective cognitive styles, Witkin's work on field dependent style, Sternberg's work on mental self-government styles, and the work on computer simulations preferences).

Personality Characteristics. To some extent there is recognition among educators that personality characteristics such as self-reliance, attitudes, anxiety, independence, emotional stability have differential effects on students learning achievements. There is some acknowledgement that attention should be paid to students personality needs and to particular aspects of students different cultural backgrounds.

Also, the complexity of the interactions of personality characteristics with various other factors affecting learning seems too difficult to tackle.

For example, students of higher ability levels who are also self-reliant, independent, with lower anxiety tend to do better under divergent teaching and self-directed learning conditions, while students of lower ability levels who are also dependent, and anxious, tend to do better under convergent teaching with clear structure and much direction.

Inter-Disciplinary Curriculum

One of the most exciting developments in the world of science today is the growing involvement of researchers in interdisciplinary collaborations, and the increase in cross-fertilization of ideas and research endeavors of people in different fields of science.. The benefits for cross-disciplinary scientific work are invaluable and the various application possibilities are promising not only for science but for many aspects of daily living.

The growing inter-disciplinary collaborations and cooperative sharing of information from different fields and the efforts to find pragmatic solutions to global problems have further implications for education. There are important implications for the preparation of students to function and be productive in a world with diverse populations, different economic conditions, multitudes of cultural, religious and ethnic groups, and many other different factors. Furthermore, it is highly beneficial to begin early in the educational process to organize learning around problem solving, critical thinking, and dealing with issues arising from different fields of study and different aspects of real life conditions.

Conclusion

- Integrating the commonly polarized goals of education; i.e. the goal that focuses on transmitting knowledge with the goal that emphasizes the development of the individual student.
- Adapting teaching to different student characteristics by using diverse methods of teaching. Adaptation to the ability levels, patterns of different abilities, learning styles, personality characteristics, and cultural backgrounds.
- Integrating the curriculum by developing inter-disciplinary curriculum units that enable students to acquire knowledge from different disciplines through a unifying theme while having the opportunity to contribute in different and special ways to the objectives of the integrated units.

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