

Details of Module and its structure

Module Detail	
Subject Name	Education
Course Name	Contemporary Indian Education
Course Code	EDU501
Module Name/Title	<i>Dimensions of education: cognitive, normative, as family process, as worthwhile activity, as system; differentiate educated person from education; modes of education: formal, informal, non-formal.</i>
Module Code	CIE005
Pre-requisites	Nil
Learning Outcome	<p>After completion of the course learners will be able to</p> <ul style="list-style-type: none"> • Explore trends in the dimensions of education, more specifically on Cognitive and Normative aspects. • Appreciate the role of education in/as a family Process. • Evaluate education system and identify modes of education to be used in different learning situations.
Keywords	

1. Development Team

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Contents

1. Introduction	2
2. Dimensions of Education.....	2
2.1 Cognitive Dimension of Education	2
2.2 Normative Dimension of Education.....	4
2.3 Education as a family Process	4
2.3.1. Common flaws in Family Education.....	4
2.4 Education as a Worthwhile Activity.....	5
2.5 Education as a System	6
2.5.1 Modes of Education	6
2.5.2.An Educated Person and Education	7

1. Introduction

Education is fundamental process of learning which is focused at preparing either for life in general or for a particular profession or trade. Information and training is provided in a comprehensive manner and for a genuinely educational purpose, that is, to advance the knowledge or abilities of the recipients - and not only to promote a particular point of view.

2. Dimensions of Education

Many dimensions of education are built upon the basic nature of humans. The concept implies that there is a set of inherent distinguishing characteristics in human beings, that is, thinking, acting and feeling etc. If we Critically analyses all the dimensions, it highlights the very dimension of human nature.

In balanced human being both mind and body plays major role. Human being is intellectual, physical and emotional. There are acts that flows from mind. Mainly there are four main dimensions of education. These include the following:

- Cognitive
- Normative
- Creative
- Dialogical

2.1 Cognitive Dimension of Education

Cognition is the scientific term for thought process. It implies to conceptualization and recognition. It involves the processing of information, application of knowledge, and changing of preferences. Cognitive dimension of education is that which deals with knowledge and understanding.

Main task of Education is to develop in society the learner's cognition. Choices are made regarding the learning environment and designated actions that lead to certain experiences. Therefore, the learning environment is very important components of knowledge acquisition.

Other important requirements that describes education as the family of tasks. These are:

knowledge and understanding, and (ii) the cognitive perspective.

Let us discuss these characteristics in order to understand what education is in the true sense.

Knowledge and Understanding - For a person to be educated, he should have some knowledge and some kind of conceptual understanding to rise above the level of a collection of disjointed facts. This suggests that understanding of principles for the organization of various facts which enables an individual to apply what he has learnt to his or her life situations. A merely informed person is not same as a truly educated one. Say for example, a person may be having a number of degrees and lots of information regarding his subject matter, but may lack certain qualities which are needed to describe him or her as 'educated' person. One must also know the 'why' of things. Also, the knowledge acquired by the individual must not be 'inert'. For example, the knowledge of science should not stop at the acquisition of scientific facts and procedures, but should enable the individual to look at the nature and various earthly phenomena's, the knowledge acquired should enable one to have good attitudes and approaches to life, rather than getting lost in unfounded dogmas, beliefs, and irrational thinking. This presents correct comparison between a 'knowledgeable' man and an 'educated one'. Scientific thinking does not just mean knowing the evidence based on certain assumptions, but one should also know what counts as evidence and ensures that it can be observed. Education is the kind of 'commitment' that comes from being on the inside of a form of thought and awareness. It requires one to understand and care for standards of those thoughts and awareness.

A further requirement of education is what has been termed as *cognitive perspective*. This means that education must involve essential processes of knowledge and understanding and the overall view of all the aspects of situations that would enable one to apply the knowledge and understanding rather than being inert. The cognitive perspective must be linked with understanding and there should be no place for inertness which is worthless. For example, we can have knowledge which we understand and we can make use of such knowledge in actual life situations. On the contrary, we can have knowledge which we cannot use it, because we do not understand it. A scientist may be good in his or her subject, but does not see the interrelations in the field with rest of the things, in the patterns of life in the universe. What he or she is lacking here is *cognitive perspective*. Such person cannot be really considered as an educated.

2.2 Normative Dimension of Education

Education inculcate in the learners the norms of the society. Every society has patterns of conduct that are universally acceptable. These norms must be incorporated into learners through education.

Education develops in individual's appreciation for certain norms and standards. Education has certain norms, standards and criteria to be fulfilled. It consists of initiating others into (a) Performing activities that are 'worthwhile', and (b) modes of conduct, thoughts etc. which do have standards written into them by which it is possible to act and think with varying degrees of skill aesthetic sense and relevance. Education has normative implications as it suggests that something worthwhile is being intentionally inculcated in a morally acceptable manner. Say for example, we say that a person A is educated, yet there is no change in his ways of attitudes, thinking and behaviour etc. So, it would be contradictory to say this. So, there are certain norms and standards which dictates us whether we can call a person an educated or not. In this context, what becomes more important is the task achievement processes that are worthwhile and intentional in which individual is engaged in a morally acceptable manner.

2.3 Education as a family Process

In pre-school period, the training and interests of family are important for children. In the 0-6-years preschool period, the fact that the family raising their children consciously is becoming a sustainable success in the school period. On the contrary, it is common observation that problematic children are not successful in school life. Child with personality and behavioral disorders can experience adaptation problems when he/she start school.

2.3.1. Common flaws in Family Education

Most common mistakes parents make is to not accepting their child as an individual. It is most important that it is not about to interfere in the wrong behavior but unnecessary interventions should be avoided.

Over concerned for the child and to view the outside world as a threat for our child impacts the social development in children in negative way. Specially, thinking that child's close friend circle will hurt your child and so preventing his/her socialization may cause him/her to become an asocial individual.

It is a big mistake when parents desire their children live their dreams which have never come true. We often see that a father who could not be a lawyer although he wanted his child to be a lawyer and other similar stories.

It is also not good to compare children with their friends and peers etc.. We should make comparison only to check whether everything is okay with the development of the child. Also, the child should not be aware of this comparison.

Last but not the least, it is one of the huge mistake that parents do not question themselves when they are faced with children failures but instead they look for errors that the children might have made.

Importance of education should be based on the requirement for increasing the quality of human life and development for a more livable world. The importance of family is based upon the fact that it actually forms the basis for good education. In order to make a successful, intelligent, and creative child, their parents must be truly educated and conscious. Because the children we are raising are the parents of tomorrow, we should never forget the importance of education regardless of our age.

Schools, community and parents should work together to promote the well-being and learning of all the students.

2.4 Education as a Worthwhile Activity

When education is intendedly imparted through a formal process, it can be called an activity taking place in some institution or elsewhere. When we talk about instruction, it is an activity carried with a definite purpose. When education aimed on the development of skills with a definite goal and rationale, it is an activity. Providing degrees by education can be termed as an activity. Whenever we wish to acquire knowledge, we have to involve in an activity and thus acquiring knowledge is an educational activity. Inculcating knowledge is also an educational activity. Learning too cannot take place without an activity whatsoever it may be. Teaching or instruction imparted for education are also activities. Reading, performing, writing, calculating etc., are activities allied with education. All these indicates that education is an activity. To achieve the desired goals or in order to meet the aims of education the activities have to be performed. Let us take the example of development of skills. Skills cannot be developed without activities. Developing these skills is under education therefore education is an activity. Not only developments skills but also the testing of skills or showing how to perform a skill, repeating something and recapitulation et., all these involve activities. So, even the development of skills shows that education is an activity. Also, application of knowledge to new areas is covered under education. This application of knowledge can be understood or taught through activities only. A person can be taught application through examples and activities.

Unlike average citizens, teachers must not make a clear separation between moral and educational judgments. When dealing with fellow adults there is no question that fair treatment trumps encouragement. However, in classrooms we are trying to initiate in children forms of knowledge and understanding with specific educational goal in view and these goals inform our moral judgments in important ways. Sometimes, we may assign marks in an encouraging way because we understand that there are aspects of that student's developing autonomy that we judge to be in need of good support. Further, we take careful judgments, not simply in terms of how we transmit subject matter, but about what aspects of those subject areas that are educationally purposeful for the student. These are not only matters of practical moral wisdom or, if they are, they are different from the practical moral wisdom of citizens who

are not in the teaching role. This is why any education in philosophical ethics that highlights the distinctive moral work that teachers do must have knowledge of the values, goals and aims of education. Philosophical ethics in teacher education must be aimed at initiating students into traditions of ethical inquiry into the nature, scope and moral value of educational judgments. Such education is essential to teacher's moral responsibility to save the educational interests of students.

2.5 Education as a System

We have already discussed in previous section that education is an activity which is conducted to achieve some desirable purpose and goals. But we cannot say that education is only an activity. Education is not confined to activities only. Consider an example of a routine day in a school. It starts with morning assembly involving exercises, yoga, prayers and National Anthem etc. Now, why all these activities are conducted during morning assembly? These are intentionally conducted to promote physical and mental development of students. There is a set pattern and a rationale for conducting all these activities, which can be called as process of organizing morning assembly. Then classes are conducted in proper order which again involves a process. Students learn games and concepts through the process of thinking and learning by doing. Learning from simple to complex involves well-ordered process. Thus, education is a continuous and lifelong process as an individual continuously learn from the time of birth till death. Some people compare education with formal teaching/schooling where the student learns things in a well graded fashion. The schooling in the well graded fashion is also a process. Learning and teaching are processes which involves a number of activities in proper order. Education concerned with all round development of the child is also a process. Understanding and application of knowledge acquired through education is also refer to the processes of education. Observing and drawing results from the observations is also educational process. Education as we know helps in inculcation of skills, knowledge, values and processes from one generation to the other and education can be considered as a systematic process of inculcating all these virtues. So, from the above discussions we can conclude that education is a system which consists of both activity as well as process.

2.5.1 Modes of Education

The ways in which education takes place and the activities or processes carried out in educating the learner are known as modes of education. It is the way in which all the educational activities and practices are conducted. To meet the enormous demand of education and with the advancement in the field of technology, number of ways and means are available now to provide education at door step of everyone. It can happen formally or informally and also sometimes consciously in a non-formal way. In the below sections, we will study about the different ways and modes of education: *Informal, Formal and Nonformula*.

2.5.1.1. Informal Education

Even at times when a very few people had access to education, all human beings learnt a lot of things without taking any conscious effort.

An uneducated person, without even having understanding of single alphabet, possesses a lot of knowledge. From which source did he or she attain knowledge? By whom he is taught? Each individual for that matter every human or even animal, has a tendency to learn. Everybody learns consciously or unconsciously through experience, observation and imitation at home and from surroundings, peers, family, parents, and the members of community. This type of education acquired by a person from the different sources, other than that are intentionally meant for delivering education, is known as informal education. The learning takes place from daily life activities related to family, leisure and work is known as informal learning. It is not well structured (in terms of objectives, time or support) and do not have certification.

2.5.1.2. Formal Education

Since old times, education is consciously delivered through various institutions. Teacher-Pupil tradition prevalent during old days, at that time pupils to live in the ashram of the Gurus, known as Gurukuls, for attaining education. This type of institutionalized effort to give education can be termed as formal education. So, formal learning is the education that is provided by an institution, in structured manner (in terms of objectives, time and support), and leads to certification. Formal learning is intentional activity. Depending upon the manner of presentation of formal education, it can be classified in different categories.

Face-to-Face Mode-When the student is in direct contact with the teacher in a face to face encounter, it is known as the face to face way or mode of imparting education. *Distance Education Mode* is an alternative to face to face mode, and in order to tackle the large group of learners who cannot be educated through face to face mode simultaneously due to diverse reasons, the mode of distance education has can be used. As the name explains, this mode has an approach in which education is provided from a distance.

2.5.1.3. Non-Formal Education

There are other ways and modes of education also through which education takes place. We also know that how educational literacy campaigns helps in educating the masses. There are so many programmers, like awareness campaigns, adult literacy missions etc., which do not match the requirements of formal education mode but are important and are conducted with specific goals and objectives. These other ways and modes are called non-formal modes of education. This non-formal education is a mixture of formal education as well as informal education and it takes place informally in a formal environment. Non-formal education, thus, refers to the structured and sustained educational processes and activities that do not matches exactly to the definition of formal education. Non-formal education happens both in and outside educational institutions, and cater the needs of individuals of all ages, depending on the different contexts.

2.5.2. An Educated Person and Education

Education is basic necessity of any individual just as food, clothing and home. Because of this reason Indian constitution has recognized the

right to elementary education as a fundamental right in constitution of India for its citizens. In present era education does not only mean attaining bookish knowledge and getting degrees but is translating the attained knowledge into action.

The word education implies the development of inbuilt qualities, capabilities, strength and its demonstration in action. Many educationists and philosophers have defined education. Swami Vivekananda defined education as expression of inbuilt perfection of oneself. Also, in the words of Aristotle education is *the creation of a sound mind in a sound body*. Therefore, an individual can be considered to be educated if his knowledge and skills develops in such a way that it ultimately leads to his positive contribution in the community life. Gaining knowledge and utilizing it for goodness and happiness of the society really makes a person educated. Because of this reason the knowledge gained through education is very important for any prosperous society.

The ideally educated person learns continuously without supervision and external reward. To define education in true sense what it is, we must first look at what it is not.

People in general think of school when we talk about education. The intentional purpose of school is to teach learners to think critically and analyses, which is something it generally accomplishes. But, school is not an education in itself rather it is a mean for learners to reach their aim of being educated.

An educated person in some people's eyes is someone who knows a lot, someone who has retained a large amount of information, someone who can state facts without having to look them up. Broad knowledge can be valuable, but this is not an educated person. This is a knowledgeable person. To be educated is not about how much someone knows. It is about how someone can use what that person knows to enhance their learning experience. Knowing all the facts in the world won't make a person educated unless that person can use those ideas for the sake of gaining more knowledge. On the other hand, if someone is full of ideas but lacks the knowledge to put them to use, their creativity is void. It takes both creativity and knowledge to make a truly educated person. The educated person is self-reflective and self-aware. The educated person knows many things, of course, but recognizes there are many things she/he does not know. To be educated is to be humbled by the enormity of the world and the limits of even the most talented individual.

Quadrant-III**References**

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Quadrant-IV**Self-Assessment**

Description: In self-assessment Question No. 1 to 10 learner has to identify about true/false statements.

Recognize the following statements are True or False.

1. Mainly there are four major dimensions of education. ()
2. Education cannot be tied down into specific compartments and specialized skills. ()
3. Education is concerned with development of whole man and not just part of him. ()
4. Each and every society has pattern of conduct that are universally acceptable. ()
5. Intelligence is only factor that affects success in education. ()
6. Education is not a continuous process. ()

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7. Education is not concerned with all round development of child. ()
 8. Formal education is education which is consciously imparted through different institutions. ()
 9. It takes both creativity and knowledge to make truly educated person. ()
 10. An educated person is someone who knows a lot. ()

Answers

1. True 2. True 3. True 4. True 5. False 6. False 7. False 8. True 9. True
10. False.