

Dimensions of Education in Teaching Learning Process

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Abstract: There can be many dimensions of education; it depends on the mindset of the student and teacher. It has also been seen many times that the economic situation comes in the way. One who has to study can take up any type of education and make his career. Dimensions of education are incomplete without holistic education. Physical education is also very important for education at all levels. Good values is also required for the promotion of knowledge. Level of education is incomplete without sacraments, whether it is higher education, secondary education and primary education. We'll have to ready for all possible development of education by removing the difficulties faced in the expansion of education.

Keywords: Pedagogical issues, Dimensions of education, Lifelong learning

I. INTRODUCTION

Three important dimensions of teaching learning process are Pedagogical knowledge, Global reflection and teaching instruction. Fadel's four dimensions include metacognition, knowledge, skills and character. Apart from these, there are many other dimensions. I am going to discuss various dimensions of education in this paper. Many new technologies have come in the field of education. No matter how much we come in the modern field, education is incomplete without books. With the advent of new educational technologies and online learning, instructional collaboration between education professors and librarians in the new millennium blossomed in a way the 1985 SPE panelists likely only dreamt of. To illustrate, Matthew and Schroder (2006), an education professor and librarian respectively, partnered to support students in an online course by embedding the librarian into the course management system as a teaching assistant so that she could interact with students and provide research tips communicated through online discussion boards.[1]. We cannot bypass any dimension of education. Whether it is old or new education system have their own place. No matter how comfortable the new education is, but it is not possible to get a good education without library or without books. In today's age there is nothing without e-learning, so it is necessary to consider every dimension of education.

II. THEORY AND METHODOLOGY

Various dimensions of education are built upon the very human nature. The concept implies that there is a set of inherent individual characteristics in human being that include thinking, feeling and acting. Quality education plays an essential part of economic and social development of the nations. "Economic benefits of education flow not only to the individual but also to society through lower social transfers and through the additional taxes individuals pay once they enter the labour market"(OECD 2010, p. 136). School education lays the foundation for lifelong knowledge and skill development of the humanity. School effectiveness refers to the extent to which the goals set by the school management or school boards or school departments of the State governments have been achieved. It is a multi dimensional concept [2]. Teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. It is primary role of teachers to pass knowledge and information to their students. The best teaching method is one that your students respond to. A master teacher adjusts his or her methods and strategies in response to his or her students' ability to learn the material being presented.

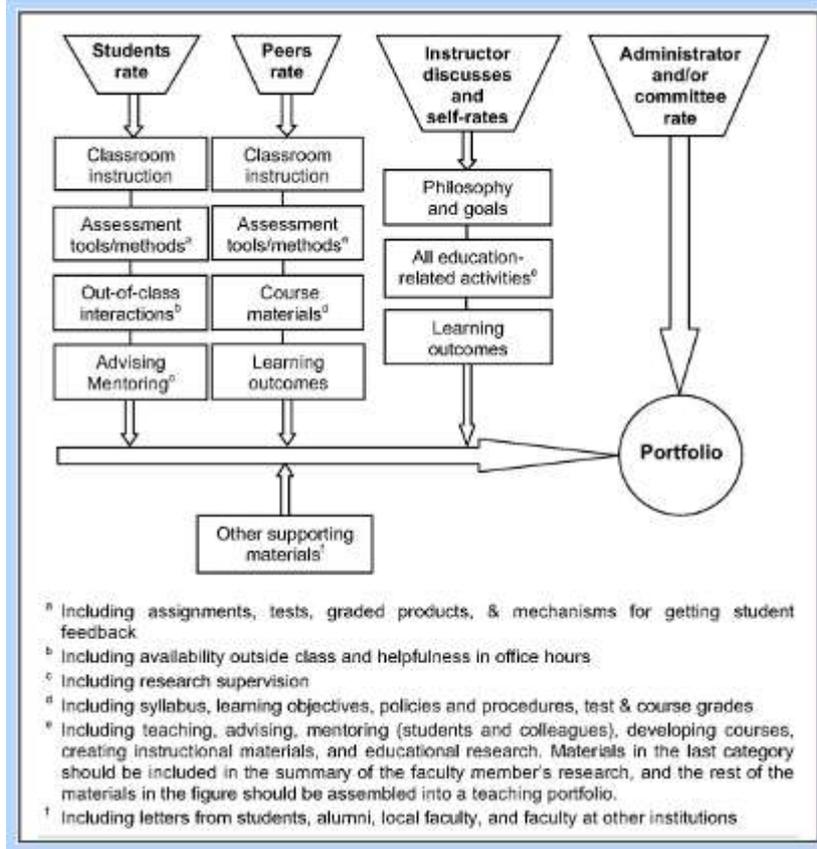


Fig: R.M.Felder and R,Brent Model(2004): CQ Counter©2007-2009 created by Petr Hamal

I've interacted with students and teachers of various educational institutions at each level. Everyone's views has been taken and noted. In some cases, the students ideas are the teachers issues and teachers ideas are the students issue. Apart from this method help of the above model is also taken.

III. RESULT AND DISCUSSION

The result is not so easy, result can be accessed only after discussion, therefore I'm discussing here different issues and ideas: Efforts to have effective schools result in educational innovations in terms of ideas or practices new to a specific educational context that meets unsatisfied needs. The notion that private fee charging schools are more effective than government schools has resulted in efforts among poor parents for education of their children in fee charging private schools[2]. Quality enhancement of teacher education via Open and Distance Learning can be possible by adopting creative use of technology which, by a large is interlinked to e-learning 2.0. E-learning 2.0 is the use of web 2.0 technologies in teaching-learning processes visa-a-visa blogs, wikis, RSS feeds and social networking sites etc. Design of e-pedagogy along with e-learning strategies paves a path to make learning free of social-political cultural barriers and thus enhances the quality of learning [3]. Ideally, the holistic education is the only approach which envisions the development of the complete human qualities. The field of education in its journey has passed many new concepts, approaches and pedagogical issues. It has become the most spread field in present era. When any field, becomes such wide, it needs to be reflected in terms of its general conceptions. This conception encompasses the meaning, purpose and functions of the field, as well as its place and status in the ongoing life of the individual and the society. It is also mandatory that the philosophical foundations –social, affective, spiritual, material- are to be revised and rethought with a maintained universalized impact. The issues related to the education are to be analyzed time to time. The stakeholders' need and feedbacks are to be analyzed. This will make the process more qualitative and fruitful [4]. Information and Communication Technology (ICT) has been proven to be a very important aspect of the teaching learning process. Numerous studies show that the quality of learning [e.g. Davis et al. (1997)] can be significantly enhanced when ICT is integrated with teaching. Research done by Branford et al, (1994) showed that ICT can enhance critical thinking, information handling skills, the level of conceptualization, and problem solving capacity. This novel technology is supposed to add value to education and to support more effective pedagogy by providing knowledge for learners and by enhancing communication that promotes learning (Privateer, 1999). Grégoire, Bracewell, and Laferrière (1996) also noticed that the opportunities for networking and collaborative learning indicate that several principles or theories, which promote learning, can be more easily integrated in teaching [5]. Without any doubt, constructivist reform in the education system is fruitful yet a difficult task. That is mainly because the underlying principles advocated in contemporary science education reform efforts are at odds with the traditional foundations of the current education system built on the modernistic worldview. In a most general sense, traditional science education considers students as passive acquirers of information transmitted by their teachers. Traditional education system promotes "the learning of answers more than the exploration of questions, memory at the expense of critical thought, bits and pieces of information instead of understandings in context, recitation over argument, reading in lieu of doing" (American Association for the Advancement of Science, 1990). Therefore, in most science classrooms, students are filled with

the preexisting information written on the textbooks at the expense of internalizing knowledge constructed from classroom experiences [6].

The idea of lifelong learning is a new educational reality, which should be continued for the whole of your life. This idea is based on the emerging information society. Lifelong learning is not a new idea because in 1926 Eduard Lindeman had developed the main arguments in the meaning of adult education. He believed that education should not have an end because one's whole life is an unceasing process of learning (Field 2006, p. 9). However lifelong learning is understood differently, depending on the environment. Initially the idea of lifelong learning was regarded in the context of the working population. Development of this position was that all areas of adult education make up the idea of lifelong learning, which are clearly separated from the education of youth and family care and the environment (Póáturzycki 2004a, p. 36). Another concept emphasized the patency of the educational system. Further education was believed to be a system of continuing education, namely as vocational education, or higher and postgraduate studies (Póáturzycki 2004a, p. 36). The full concept of lifelong learning was adopted by UNESCO, according to which the essence of lifelong learning covers the whole human life and serves its development. It is also the guiding principle that indicates the direction of contemporary educational reforms on general education, vocational and higher education, but also professional work, adult education, training and education in parallel in the family and the environment [7]. E-Learning is often presented as a simple cost-savings solution in training terms, i.e. classroom costs are directly compared to online training costs. When an e-learning solution has been implemented to solve a learning or business problem, if the problem is not solved and the benefits are not realized, then quite clearly the solution cannot be considered successful. So why are some e-learning solutions unsuccessful? One of the main reasons is quite simply because they are not used. There are many explanations about this issue, but essentially they fall into three main categories: learners won't, don't or can't use them. Learners won't use them because e.g. they are unnecessarily long and do not meet their immediate learning needs or they are presented in an inappropriate format (e.g. a set of linear, text-based materials for learners who need visually exciting and interactive materials to engage them in the subject). Learners don't use them because e.g. they do not run properly on their computers, because the computer specification is not adequate enough or their manager thinks that if they use them they do not work, so it prevents them from using them or they are too generic and do not meet their specific needs, and as a result are considered a waste of time[8]. Education is must for everybody. It is an easiest source through which people can gain knowledge on a number of topics. For smarter society we need smarter people inside it as well as some people outside it to encourage others to be a part of it. Best source of spreading or awaking International Journal of Higher Education and Research (www.ijher.com) Page 92 people are NGO's or such societies who are able to work on betterment of society in our country. When both NGO's and education people will work together it will automatically lead to a better society with great results in less time. As we all know NGO's are great source of attaining knowledge and as people get to learn faster practically them theoretically, NGO's are a good option. Best part about both education and NGO's are that they don't have any age limits to spread knowledge in our developing country [9]. It is universally agreed upon by all persons who are concerned with social welfare and progress of a country that the teacher plays a crucial role in building of a nation and truly he is called nation builder. He is charged with an important responsibility of modifying and shaping the personality of children in accordance with national objectives of life. The responsibility of the teacher becomes more in developing nations that are engaged in exploiting their physical and human resources for the all round development of the nation. Teachers have to play their own role in the process of national development. The greatest contribution of teachers will be channelizing the energy of the youth to undertake the task of reconstruction in all walks of social life. Hence, under such lines, it can be said that it is imperative for teachers of today and particularly in India, that they should be able to demonstrate a great amount of Teacher Adjustment levels. The teacher of today not only has to focus on academic matters but also has to at all times, focus on sound psychological development of students and at the same time keep himself updated with the new proceedings in the teaching profession[10].

IV. CONCLUSION

It is absolutely true that education has many dimensions; it is equally true the dimensions of education have different ideas and they all have their own separate issues. The process of teaching and learning depends on very much with thinking of teacher and learner, so it is not necessary that the teacher's idea is liked by the student or the student's idea is liked by the teacher. It is difficult to present the ideal model in which there will be no shortcomings. If there are different ideas then will also have different issues. The teachers duty is to impart knowledge to as many students as possible and It is the duty of students also that they should respect such teachers, they are working hard and teaching them devotionally. Education can be a way about solving problems and resolving issues, by taking everyone's ideas respectfully and conclude them, no one can perfect-master himself in this world.

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