

Dimensions of Education

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Abstract: The way the term “Education” is currently being defined in our society and people are calling themselves as an educated person even without knowing all the dimensions of the education.

Keywords: Belief, Development, Dimensions, Education, Learning, Mental Education, Moral Education, Physical Education, Religious Education, Respect, Society.

1. Introduction

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. It also means helping people to learn how to do things and support them to think about what they learn. Through education, the knowledge of society, country, and of the world is passed on from generation to generation.

“Education is the most powerful weapon which you can use to change the world” – Nelson Mandela

Currently, in our society, if you want to be considered as educated, you have to earn lots of educational certificates from well recognized educational institutes. Your education level will be judged by the weight of your certificates. This is something like climbing the stairs; first, you have to complete your Schooling, then your Bachelor’s, then Master’s and so on. But I think Education is not just limited to Classroom curriculums, conventional textbooks and progressive certificates are not the right proof of our knowledge. I think Education has few dimensions and for being an educated person we should learn all of its dimensions.

As per my understanding, the Education should be divided into four dimensions as below,

1. Physical Education
2. Mental Education
3. Religious Education
4. Moral Education

1) Physical Education

Physical Education is "education through the physical". It aims to develop persons’ physical competence and knowledge of movement and safety, and their ability to use these to perform in a wide range of activities associated with the development of an active and healthy lifestyle. It also develops confidence and generic skills, especially those of collaboration, communication, creativity, critical thinking, and aesthetic appreciation. These, together with the nurturing of positive

values and attitudes in Physical Education, provide a good foundation for students’ lifelong and life-wide learning. Physical Education (PE) develops persons’ competence and confidence to take part in a range of physical activities that become a central part of their lives. It develops a wide range of skills and the ability to use tactics, strategies, and compositional ideas to perform successfully. It helps in performing, analyzing the situation, make decisions, and motivating others. It guides to learn about the value of healthy, active lifestyles.

PE helps in personal and social development. It makes a person compatible with different roles and responsibilities, including leadership, coaching, and officiating. Through the range of experiences that PE offers, people learn how to be effective in competitive, creative, and challenging situations.

Here is how physical education helps us to improve our life:

- Encourage a healthy and active lifestyle
- Nurture sportsmanship in all aspects of competition
- Widen sporting experience and enjoyment
- Create a passion for active recreation and sport
- Assist in using physical potential in a variety of sporting environments
- Learn the importance of working out and Health and nutrition
- Improvement of mental performance and Instill positive behaviors
- Reduces the levels of stress and guides to heal and conquer quickly even with emotional volatility
- Improve Social assimilation.

It is clear that physical education plays a key role in out-and-out development. We have to understand that our body is the place where we live and we have to take care of it. There is nothing too proudly or shame about your body parts and we should treat all the body parts with love and care, either it’s our brain or even sexual organs.

However, even a mental or vital impulse, to express itself physically, must submit to an exact process. That is why all education of the body if it is to be effective must be rigorous and detailed, far-sighted, and methodical. This will be translated into habits; the body is a being of habits. But these habits should be controlled and disciplined while remaining flexible enough to adapt themselves to circumstances and the needs of the growth and development of the being. All education of the body should begin at birth and continue throughout life. It is never too soon to begin nor too late to

continue.

Physical education has mainly three principal aspects:

- Control and discipline of the functioning of the body
- An integral, methodical and harmonious development of all the parts and movements of the body
- Correction of any defects and deformities

The body in its normal state, that is to say, when there is no intervention of mental notions or vital impulses, also knows very well what is good and necessary for it; and we have to distinguish our desires from our needs. For example, there is a contradictory relationship between health and taste. Healthy foods rarely taste good and tasty foods are rarely good for health. The tongue is the primary organ of taste in the gustatory system and we should control this organ. We also have to understand to eat according to hunger, neither more nor less, and not to make our meals an occasion to satisfy greed or gluttony. From one's very childhood, one should know that one eats in order to give strength and health to the body and not to enjoy the pleasures of the palate.

If the child, from the very beginning of his/her existence, learns good habits, it will save him/her a good deal of trouble and inconvenience for the rest of the life; and besides, those who have the responsibility of caring for him/her during his first years will find their task very much easier. As the child develops, he must gradually be taught to observe the functioning of his internal organs so that he may control them more and more, and see that this functioning remains normal and harmonious. As for positions, postures, and movements, bad habits are formed very early and very rapidly, and these may have disastrous consequences for his whole life.

2) *Mental education*

Mental education is the most widely known and practiced, yet except in a few rare cases, there are gaps that make it something very incomplete, and in the end quite insufficient. Generally speaking, schooling and regular classrooms are considered as the source of all the mental education that is necessary. And when a child has been made to undergo, for a number of years, it is considered that whatever is necessary for his mental development has been done but it's true up to a certain limit.

A true mental education, which will prepare us for a higher life, has five principal phases. Normally these phases follow one after another, but in exceptional individuals, they may alternate or even proceed simultaneously.

These five phases, in brief, are:

- Development of the power of concentration, the capacity of attention.
- Development of the capacities of expansion, widening, complexity, and richness.
- Organization of one's ideas around a central idea, a higher ideal, or a supremely luminous idea that will serve as a guide in life.
- Thought-control, rejection of undesirable thoughts, to become able to think only what one wants and when

one wants.

- Development of mental silence, perfect calm, and a more and more total receptivity to inspirations coming from the higher regions of the being.

The growth of the understanding should be stressed much more than that of memory. One knows well only what one has understood. Things learned by heart, mechanically, fade away little by little and finally disappear; what is understood is never forgotten. Do not be afraid of anything that awakens and pleases imaginations; imagination develops the creative mental faculty and through it study becomes living and the mind develops in joy.

In order to increase the suppleness and comprehensiveness of mind, one should see not only the study of many varied topics but above all that a single subject is approached in various ways so that the brain understands practically. This will remove all rigidity from the brain and at the same time, it will make our thinking richer and suppler and prepare it for a more complex and comprehensive synthesis.

Indeed, as the child grows older and progresses in his/her studies, the mind too ripens and becomes more and more capable of forming general ideas, and with them almost always comes a need for certitude, for a knowledge that is stable enough to form the basis of a mental construction which will permit all the diverse and scattered and often contradictory ideas accumulated in his/her brain to be organized and put in order. This ordering is indeed very necessary if one is to avoid chaos in one's thoughts.

All contradictions can be transformed into complements, but for that one must discover the higher idea that will have the power to bring them harmoniously together. It is always good to consider every problem from all possible standpoints to avoid partiality and exclusiveness; but if the thought is to be active and creative, it must, in every case, be the natural and logical synthesis of all the points of view adopted. And if you want to make the totality of your thoughts into a dynamic and constructive force, you must also take great care as to the choice of the central idea of your mental synthesis; for that will depend on the value of this synthesis. The higher and larger the central idea and the more universal it is, rising above time and space, the more numerous and the more complex will be the ideas, notions, and thoughts which it will be able to organize and harmonize.

It goes without saying that this work of the organization cannot be done once and for all. The mind, if it is to keep its vigor and youth, must progress constantly, revise its notions in the light of new knowledge, enlarge its framework to include fresh notions and constantly reclassify and reorganize its thoughts, so that each of them may find its true place in relation to the others and the whole remains harmonious and orderly.

All that has just been saying concerns the speculative mind, the mind that learns. But learning is only one aspect of mental activity; the other, which is at least equally important, is the constructive faculty, the capacity to form and thus prepare

action. This very important part of mental activity has rarely been subject to any special study or discipline. Only those who want, for some reason, to exercise strict control over their mental activities think of observing and disciplining this faculty of formation; and as soon as they try it, they have to face difficulties so great that they appear almost insurmountable.

And yet control over this formative activity of the mind is one of the most important aspects of self-education; one can say that without it no mental mastery is possible. As far as the study is concerned, all ideas are acceptable and should be included in the synthesis, whose very function is to become more and more rich and complex; but where the action is concerned, it is just the opposite. The ideas that are accepted for translation into action should be strictly controlled and only those that agree with the general trend of the central idea forming the basis of the mental synthesis should be permitted to express themselves in action. This means that every thought entering the mental consciousness should be set before the central idea; if it finds a logical place among the thoughts already grouped, it will be admitted into the synthesis; if not, it will be rejected so that it cannot influence the action. This work of mental purification should be done very regularly in order to secure complete control over one's actions.

For this purpose, it is good to set apart time every day when one can quietly go over one's thoughts and put one's synthesis in order. Once the habit is acquired, you can maintain control over your thoughts even during work and action, allowing only those which are useful for what you are doing to come to the surface. Particularly, if you have continued to cultivate the power of concentration and attention, only the thoughts that are needed will be allowed to enter the active external consciousness and they then become all the more dynamic and effective. And if in the intensity of concentration, it becomes necessary not to think at all, all mental vibration can be stilled and an almost total silence secured. In this silence, one can gradually open to the higher regions of the mind and learn to record the inspirations that come from there.

But even before reaching this point, silence in itself is supremely useful, because, in most people who have a somewhat developed and active mind, the mind is never at rest. During the day, its activity is kept under a certain control, but at night, during the sleep of the body, the control of the waking state is almost completely removed and the mind indulges in activities which are sometimes excessive and often incoherent. This creates great stress which leads to fatigue and the diminution of the intellectual faculties.

The fact is that like all the other parts of the human being, the mind too needs rest and it will not have this rest unless we know how to provide it. The art of resting one's mind is something to be acquired. Changing one's mental activity is certainly the way of resting, but the greatest possible rest is silence. And as far as the mental faculties are concerned a few minutes passed in the calm of silence is a more effective rest than hours of sleep.

When one has learned to silence the mind at will and to

concentrate it in receptive silence, then there will be no problem that cannot be solved, no mental difficulty whose solution cannot be found. When it is agitated, thought becomes confused and impotent; inattentive tranquility, the light can manifest itself and open up new horizons to a person's capacity.

3) *Religious Education:*

Religion is a unified system of beliefs and practices relative to sacred things that are to. Say, things set apart and forbidden beliefs and practices which unite into one single. It's a particular system of faith and worship. I think learning about religion and learning from religions is important for all pupils, as religious education (RE) helps pupils develop an understanding of themselves and others. RE promotes the spiritual, moral, social, and cultural development of individuals and groups and communities. But we have to understand that our religious belief is a personal thing and we can't impose our point of view on others.

In secular usage, religious education is the teaching of a particular religion but broadly religious education referring to teaching about religions in general and its varied aspects like beliefs, doctrines, rituals, customs, rites, and personal roles. Religious education is controversial worldwide. Some countries, such as the United States, do not publicly fund religious education nor make it part of compulsory schooling. In other contexts, such as the United Kingdom, an 'open' religious education has emerged from Christian confessionalism that it is intended to promote religious literacy without imparting a particular religious perspective. Even Indian Army recruits 'religious teachers' to help soldiers battle stress.

This kind of religious education has drawn criticism because it is argued, there is no neutral perspective from which to study religions and any kind of compulsory schooling is likely to impact on the formation of a student's religious identity.

Religious education guides people to gain wisdom in the following areas of life:

- *Artistic, musical, and literary:* Many great artists, composers, musicians, and writers have deep religious and/or philosophical motivation and inspiration for their work.
- *Spirituality:* It is the quality of being concerned with the human spirit or soul as opposed to material or physical things. It's a sense of connection to something bigger than us, and it typically involves a search for meaning in life. As such, it is a universal human experience, something that touches us all. People may describe a spiritual experience as sacred or transcendent or simply a deep sense of aliveness and interconnectedness.
- *Cultural, historical, and philosophical:* What is the meaning of life? Where are we going? What is 'true'? What is 'best'? Where do we come from? Why are people different and why do they have different tastes and preferences? What is to be gained from a diverse

society? How can we understand the history and traditional cultures of Britain and other countries without a knowledge and understanding of the religious and philosophical traditions which helped to form them?

- *Moral and Ethical:* In the light of the many moral and ethical dilemmas we meet in life, ranging from the personal to the global, what is it to lead a good life? How do we know? Whom should we trust? How can we decide? Religious and philosophical principles and insights can help guide us when faced with moral dilemmas.
- *Personal:* How can I be happy? How can I best manage my relationships? What skills do I need to succeed in life? What emotional resources do I need to maintain a healthy lifestyle? We can get insights from religions and philosophies studied in RE and get practice in 'skills for life', such as empathy, sensitivity, humility, and in thinking and communicating well.
- *Political, social, and psychological:* How can we best understand the relationships between people? Why do religion and belief feature in the news so much? What do religious and belief groups say about various contemporary issues? How can we best understand the religious practices and festivals celebrated by our neighbors? What motivates people? Why are our public institutions set up in the way they are? How do/should people behave when in positions of power? How do/should people react when others have power over them? Without knowledge of religions and beliefs, our understanding of these big questions will be incomplete. RE is vital to democracy but we have to remember that Nation should always come first and humanity is the origin of all religions.

These below four attitudes that is very fundamental for excellent and high-quality learning in religious education sand should be developed at each stage and step of religious education:

- Self-understanding
- Respect and Value for all
- Open-mindedness
- Appreciation and wonder

4) *Moral Education:*

"To educate a man in mind and not in morals is to educate a menace to society." - Theodore Roosevelt

Moral education is defined as helping people to acquire a set of beliefs and a value regarding what is right and wrong. This set of beliefs guides their intentions, attitudes, and behaviors towards others and their environment. Moral education also helps to develop the disposition to act in accordance with such beliefs and values. More fundamentally, it encourages reflecting on how we should behave and what sort of people we should be.

The word moral comes from a Latin root (mos, moris) and means the code or customs of a people, the social glue that defines how individuals should live together. Moral education is a basic need for modern times where one is fast witnessing a degeneration of moral values. Moral education is important as it teaches diversity, tolerance, mutual respect, and pluralistic values.

Moral educators believe that many people living in the contemporary world can become morally confused by exposure to factors that may destabilize their moral values, including television, print media, the Internet, social changes in family structures, poor role models in public life, the prioritization of economic values and continuing gender and ethnic. Moral values are values that express ideas about the good life. As such, concern for moral virtues, such as honesty, responsibility, and respect for others, is the domain of moral education.

The four Pillars of Moral Education are as below,

- Character and Morality
- The Individual and the Community
- Civic Studies
- Cultural Studies

Moral Values leads people for a great Life and emphasize on below pointers,

- *Respect:* Many parents make the mistake of teaching their children only about respect for elders, but that is wrong. Everyone deserves respect, regardless of age or social standing. Respect is an essential moral value that your child must know about at a young age, as it plays an important role in his/her behavior around strangers and elders. Toddlers that learn respect from their peers and elders from a young age will benefit from this, in the future. Even when the times get tough in the future, your child will be more solicitous of others.
- *Family:* Family is an integral part of our lives. It shapes and nurtures a child into an adult. Therefore, it is important to give children a sense of family and help them understand why family is important. Do that and it's more likely a child will grow up respecting and loving their family through thick and thin.
- *Adjusting and Compromising:* We must know that not everything works according to us. Learn from a young age that when it is necessary, they may have to try and adjust. We should learn to adjust and compromise, only if their own life is not at stake here. While adjusting sounds great in principle, there is a thin line where it crosses over to compromise. If we end up on the losing end because of a compromise, it not only is detrimental but also curbs identity.
- *Helping Mentality:* Everyone must be taught to help others from a young age, even if it may be a stranger. To be a functional part of society, it is important to be empathetic to others' needs.
- *Respecting Religions and Diversity:* We should be

brought up, not just to respect our religion, but also to understand that every person has the right to choose his/her religion. Try to understand that all humans are equal, regardless of their religion or the festivals they celebrate. We should learn to respect diversity and avoid discrimination; it will help in forming a better society.

- *Justice*: A moral compass and a sense of justice are two of the most important values that we must have from a young age. We should speak up when they perceive wrongdoing, for their benefit or the benefit of the others.
- *Honesty*: From a young age, honesty should be instilled as one of the most important values. Honesty is always the best policy, and tells the truth regardless of whatever mistakes you may have committed.
- *Never Hurt Anyone*: We have to understand that hurting someone is not just a physical problem- any hurt can have a psychological and emotional effect as well. Learn to apologize and forgive.
- *Theft*: Theft is wrong, no matter what the justification behind it may be. Theft is a wrong thing, not just legally, but also morally as well, as it means that we are taking something that belongs to someone else.
- *Cultivate Love for Education*: Education is the biggest weapon one can have, and the thing that has the most impact on where you end up in life. A love for education must be cultivated in the child, right from preschool, and you should also try to understand the importance of education in life.

2. Methodology

Education is an important tool which is very useful in everybody's life. Education is what differentiates us from other living beings on earth. It makes man the smartest creature on earth. It empowers humans and gets them ready to face challenges of life efficiently. The education of a human being should begin at birth and continue throughout his life. And there might be various source points or we can also call them guides or teachers in our education and it might be parents, family, ambience, subject teachers, people, books, curriculum, incidences, scenarios, activities, experiences, time, and many more. We all know that learning is not limited to any boundaries. Everyone is free in their own way to gain knowledge and every individual should widen their knowledge in all the four dimensions.

3. Results and Discussion

Though all the above four discussed dimensions of education are different but they have a great correlation among them and they complete each other. Education is only complete when it leads to the all-round development of the individual. Sincerity, sobriety, creativity, versatility, adaptability, compatibility,

stability, humanity, sociability, acceptability, lovability, spirituality, responsibility, honesty, reasonableness, straightforwardness, forgiveness, unselfishness, bravery, courage, leadership, obedience, patience, intelligence, endurance, perseverance, peace, politeness, faithfulness, genuineness, kindness, charitableness, gratefulness, sensitiveness, sacrifice, generous, consistency, attitude, calmness, self-control, etc. these are the different quality checks from which we go through in our entire life and which test our education. And all these attributes can't be learned in one day. So, we should make learning a habit and get educated day by day.

4. Conclusion

Education is not just limited to Classroom curriculums, conventional textbooks and progressive certificates are not the right proof of our knowledge. As an educated individual we should learn all of its dimensions and for this we should be open-minded and we have to make learning a habit.

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