5.04. Educational Implications

- The study creates awareness among educators on how active learning activities are applied to solve the knowledge enrichment problems of reservation category higher secondary students.

- The study helps the educational administrators to understand the student’s imbalance in mind style and improper active learning activities are the major handicapness leading to deschooling tendency.

- The study exposes the details regarding the deschooling tendency, active learning activities and mind style of three districts Kanyakumari, Tirunelveli, and Thoothukudi. In the light of the results of the study the policy makers and administrators shall take appropriate steps to improve the learning environment of reservation category higher secondary students in their respective districts.

- The study encourages higher secondary students to practice their studies through active learning activities to gain meaningful aim and confidence for future endeavours.

- The study creates ample opportunities for the teachers to analyze the mind style acquired by the students thereby providing training to those who need extra care.

- The findings of this study could be used in schools to create more effective tutoring methods for reservation category higher secondary students to avoid the deschooling tendency of the students.

5.05. Suggestions For Further Research

- The study can be extended to all the other districts in and out of Tamil Nadu.

- Similar study can be conducted among higher secondary school levels with other background variables.
Similar study can be conducted on other areas of mind, activities in school and deschooling aspects.

Further investigation can be carried out to other students than the reservation category.

Similar study can be undertaken with active learning activities specifically in other subjects

5.06. Conclusion

Persistent questioning and healthy inquisitiveness are the first requisite for acquiring learning of any kind. Inquisitiveness should be tempered by humility and respectful regard for the teacher. It must not degenerate into impudence. The latter is the enemy of the receptivity of mind. There can be no knowledge without humility and the will to learn. The school must be an extension of home there must be concordance between the impressions which a child gathers at home and at school, if the best results are to be obtained in one’s life. The schools and colleges are really a factory for turning out slaves for Government and ultimately to the money for luxurious life.

According to Ivan illich (1926-2002) “The basic needs have been translated by the modern society into demands for scientifically produced commodities; poverty is defined by standards which the technocrats can change at will. Poverty then refers to those who have fallen behind an advertised ideal of consumption in some important respect. To deschool means to abolish the power of one person to oblige another person to attend a meeting”. The present study concludes that ‘the mind and its style is the key behind the effectiveness of learning activating activities of the higher secondary reservation category students to nurture the tendency to be or not to be in the school’.


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Web Resources
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GANDHIAN EDUCATIONAL PRINCIPLES
AND PRACTICES FOR THE EMERGING
GLOBAL SCENARIO

COMPENDIUM OF PAPERS
PRESENTED AT THE INTERNATIONAL SEMINAR ORGANISED
IN CONNECTION WITH THE 100 BIRTH ANNIVERSARY OF THE
CELEBRATED TEACHER EDUCATOR OF KERALA - DR. N.P. PILLAI
AT GANDHI SMARAK NIDHI, THIRUVANANTHAPURAM
FROM JULY 25th - 27th 2012

PUBLISHED BY
Dr. N.P.PILLAI CENTENNIAL CELEBRATION COMMITTEE,
Dr. K. SIVADASAN PILLAI FOUNDATION FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (SPFERD)
&
THE PUBLICATION WING, MAR THEOPHILUS TRAINING COLLEGE, THIRUVANANTHAPURAM - 15
GANDHIJI’S PRACTICAL IDEALISM AND THE RESERVATION SYSTEM IN FORMAL EDUCATION

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INTRODUCTION

A life which has no roots, which is lacking in depth of background is a superficial one. There are some who assume that when we see what is right we will do it. It is not so. Even when we know what is right it does not follow that we will choose and do right. We are overborne by powerful impulses and do wrong and betray the light in us. Gandhi’s practical ideas about work and economics derive clearly from his Holistic Vision of Life, an interdisciplinary symbiosis—They serve the urgent concerns of economists and environmentalists and educators; health government and legal experts. Gandhi’s thought was conceived, to a great extent, out of action and as a guide to action, by a man of action.

PRACTICAL IDEALISM

Practical idealism is a term first used by Mahatma Gandhi (Gandhi Marg 2002). It describes a philosophy that holds it to be an ethical imperative to implement ideals of virtue or good. It further holds it to be equally immoral to either refuse to make the compromises necessary to realize high ideals, or to discard ideals in the name of expediency. Practical idealism in its broadest sense can be compared to utilitarianism in its emphasis on outcomes, and to political economy and enlightened self-interest in its emphasis on the alignment of what is right with what is possible. In Gandhi’s thought emphasis is on idealism, but on practical idealism. It is rooted in the highest religious idealism, but is thoroughly practical. One label (and almost the only one) Gandhi was happy to have pinned on him was that of “practical idealist”. The perfect truth and perfect nonviolence can never be attained while the spirit is embodied.

Truth and Non-Violence:

It should be remembered that the English word “truth” is an imperfect translation of the Sanskrit, “satya”, and “nonviolence”, an even more imperfect translation of “ahimsa”. Derived from “sat” - “that which exists” - “satya” contains a dimension of meaning not usually associated by English speakers with the word “truth”. There are other variations, too, which we need not go into here. For Gandhi, truth is the relative truth of truthfulness in word and deed, and the absolute truth - the Ultimate Reality. This ultimate truth is God (as God is also Truth) and morality - the moral laws and code - its basis. Ahimsa, far from meaning mere peacefulness or the absence of overt violence, is understood by Gandhi to denote active love - the pole opposite of violence, or “himsa”, in every sense. Formal Education holds the key to impart Truth and Non-violence in the society.

Formal Education:

In formal education, a curriculum is the set of courses, and their content, offered at a school or university. As an idea, curriculum stems from the Latin word for race course, referring to the course of deeds and experiences through which children grow to become mature adults. A curriculum is prescriptive, and is based on a more general syllabus which merely specifies what topics must be understood and to what level to achieve a particular grade or standard. An academic discipline is a branch of knowledge which is formally taught, either at the university, or via some other such method.

Pre-schools

The term preschool refers to a school for children who are not old enough to attend kindergarten. It is a nursery school. Preschool education is important because it can give a child the edge in a competitive world and education climate.

Primary Schools

Primary (or elementary) education consists of the first 5–7 years of formal, structured education.
In general, primary education consists of six or eight years of schooling starting at the age of five or six, although this varies between, and sometimes within, countries. Globally, around 89% of primary-age children are enrolled in primary education, and this proportion is rising. Under the Education For All programs driven by UNESCO, most countries have committed to achieving universal enrollment in primary education by 2015, and in many countries, it is compulsory for children to receive primary education. The division between primary and secondary education is somewhat arbitrary, but it generally occurs at about eleven or twelve years of age.

**Secondary schools**

In most contemporary educational systems of the world, secondary education comprises the formal education that occurs during adolescence. It is characterized by transition from the typically compulsory, comprehensive primary education for minors, to the optional, selective tertiary, "post-secondary", or "higher" education (e.g. university, vocational school) for adults. Depending on the system, schools for this period, or a part of it, may be called secondary or high schools, gymnasiums, lyceums, middle schools, colleges, or vocational schools. The exact meaning of any of these terms varies from one system to another. The exact boundary between primary and secondary education also varies from country to country and even within them, but is generally around the seventh to the tenth year of schooling. Secondary education occurs mainly during the teenage years.

**Systems of higher education**

Higher education, also called tertiary, third stage, or post secondary education, is the non-compulsory educational level that follows the completion of a school providing a secondary education, such as a high school or secondary school. Tertiary education is normally taken to include undergraduate and postgraduate education, as well as vocational education and training. Colleges and universities are the main institutions that provide tertiary education. Collectively, these are sometimes known as tertiary institutions. Tertiary education generally results in the receipt of certificates, diplomas, or academic degrees.

**University systems**

University education includes teaching, research and social services activities, and it includes both the undergraduate level (sometimes referred to as tertiary education) and the graduate (or postgraduate) level (sometimes referred to as graduate school). Universities are generally composed of several colleges. Reservation in formal education system holds the quality as well as the quantity of educational aspirations of a multidimensional society.

**Reservation in formal Education**

Is a form of affirmative action designed to improve the well-being of perceived backward and under-represented communities defined primarily by their ‘caste’ (quota-system based on ‘gender’ or ‘religion’) is a phenomenon that commenced with the coming into force of the Indian Constitution (the Constitution initially provided reservation to Christians, with the proviso that it would automatically reduce gradually with the efflux of time) – however, lately preferential treatment on regional basis has either been non-statutorily introduced in the educational institutes (e.g. eligibility conditions for candidates from outside the State are 5% higher than that for the ‘locals’, as per local rules prescribed by certain Universities). Scheduled Castes (SC), Scheduled Tribes (ST) and Other Backward Classes (OBC) are the primary beneficiaries of the reservation policies under the Constitution—with the object of ensuring a level playing field (without defining the bench-mark that determines which particular individual player has reached the said ‘level’; the Supreme Court’s recent concept of ‘creamy layer’ requires a case-by-case determination as to who has ceased to deserve protection of these Laws).

**Background of Caste based reservation**

A common form of discrimination, within humanity, in India is the practice of untouchability. Scheduled Castes (SCs) are the primary targets of this medieval practice—a practice, which is outlawed by the Constitution of India. An untouchable person is considered, “impure or a lesser human.” However, during the Vedic period a person’s ‘Varna’ (not ‘caste’) was defined by his/ her socio-economic duties (broadly classified into four classes or Varnas).
- these duties were either voluntarily performed or were assigned by the local administrator etc., and 'varna' was not defined by one's birth into any particular family. STs are generally those who have been living in tribal areas located far away from modern civilization—such that the fruits of modern education and development have not reached them in, at least, an equal measure. While the definition of SCs and STs are primarily based on the history of oppression of the community or their geographical distance from socio-economic growth, the definition of OBCs is more flexible and dynamic, and they are defined based upon the prevailing social status of their communities.

**The main objective of the Indian reservation system:**

It is to increase the opportunities for enhanced social and educational status (in the sense better than the previous—until it becomes equal to that enjoyed by an average member of other communities) of the underprivileged communities and, thus, enable them to take their rightful place in the mainstream of Indian society. The reservation system exists to provide opportunities for the members of the SCs and STs to increase their representation in the State Legislatures, the Executive Organ of the Union (Centre) and States, the labor force, schools, colleges, and other 'public' institutions.

In 1982, the Constitution specified 15% and 7.5% of vacancies in public sector and government-aided educational institutes as a quota reserved for the SC and ST candidates respectively for a period of five years, after which the quota system would be reviewed. This period was routinely extended by the succeeding governments. The Supreme Court of India ruled that reservations cannot exceed 50% (which it judged would violate equal access guaranteed by the Constitution) and put a cap on reservations.

**Critiques of the reservations System:**

Though the concept is reasonable yet its irrational formulation makes the whole principle of reservation a serious drain on extremely scarce National resources. Some of the arguments/counter-arguments put forth by Anti-Reservationists and Pro-Reservationists are:

**Anti-Reservationists**

**Pro-Reservationists**

Lower castes no longer accept that their lower economic status, lower position in the social hierarchy and lack of respect from members of higher castes are a “given” in their social existence. ‘Men should remain in the same occupation and station of their life as their forefathers’ was a part of religious precepts and social customs long ago, in India.

They believe that reservations do not take into account merits and achievements; and those who do not deserve, hold certain positions or get those positions because of reservations—this could lead to deterioration in the efficiency of public services.

The ‘pro-reservationists’ believe that they should get reservations because they had been victims of the Brahmin-dominated caste system, and look up to reservations as a part of the struggle against this oppression—towards changing India’s social structure.

“India will remain trapped in the caste paradigm.” The Reservation Policy is helping less, while harming more.

Supporters of quotas have argued that reservations have been successful in Southern states, where they have been used extensively. [The percentage of reservation under each category is being constantly reviewed in these States]

**CONCLUSION:**

Gandhiji always believed in a good balance between rights and duties, giving importance to means as well as ends and considering basic values of life to be extremely important for development. Gandhiji never believed in superficial measures—Reservations being one of them; his view was:

“The educationally backward communities will have a right to receive favored treatment in the matter of education at the hands of the national Government. This can be secured in an effective manner. But those, who aspire to occupy responsible posts in the Government of the country, can only do, if they pass the required test.” Gandhi’s thought can also be seen as an ideology and cardinal destiny of the human society to fulfill the
need and deed of reservation system in formal education.

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International Peer Reviewed Journal
ASSOCIATION BETWEEN AESTHETIC ATTITUDE AND MIND STYLE AMONG TEACHER EDUCATORS

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Dr. Vinodhkumar, Assistant Professor, School of Education, Tamil Nadu open University

Abstract

"The mind is its own place, and in itself Can make a heaven of Hell, a hell of Heaven"
- JOHN MILTON, Paradise Lost

Teacher educators are the teacher's of teacher's. They should carry not only the burden of themselves but also of teachers, students and also of the society as such. The human being constitute a teaching species so that not only the professional teacher but every mature adult knows the satisfaction of explaining what is clear to him and of being understood by a groping mind. Good teacher educators will give high priority for the mind and its faculty of themselves and others; hence the assessment of mind reveals the mystery of human relationship. Knowledge of the mind's nature, functions, requirements, maintenance needs and protective devices is essential for educators. The mind project out as the vehicle of their outward characteristics and appearance called style. Assessing the different nature of Mind Style aspects among Teacher Educators reveals the importance of enhancing the mind style aspects for a professional well being of teacher educators to achieve and exhibit a meaningful and pragmatic ethics in their profession as well as for the society.

INTRODUCTION:

Acquisition of wisdom, knowledge, experience and developing skills, habits with a right attitude of education help the educand to lead a complete and harmonious life in the world. John Dewey expresses that — "Education, therefore, is a process of living and not a preparation for future living. Every great advance in science has issued from a new audacity of imagination."
Mind is the mystery which guides one towards eternity and bliss of life. By viewing the wholeness of mind, strength, depth and the variety of nature can be evaluated. Mind refers to the collective aspects of intellect and consciousness which are manifest in some combination of thought, perception, emotion, will, memory, and imagination. All schools of Philosophy, Psychology, Sociology and other related disciplines create deep and challenging impressions in every human being’s mind so as to create one’s own mind style depending on one’s situation, life atmosphere and desire. The study of Paul J. Silvia (2005), Powers (1993), T. Cameron Wild & Don Kuiken (1992), Goyal, J.C., (1980) reveals the importance of mind in its variation for enhancing the welfare as well as the structure of society as such.

A Teacher is one who shows the fellow being how to do and admire something, who imparts an active skill, and who kindles the desire to acquire this skill and to use it. In all creatures there is a natural ambition to live and let live, which necessarily includes ambition to learn, but even a natural ambition will need encouragement. In ancient India four terms were employed to denote the designations of teachers, viz; Acharya, Guru, Shikshak and Upadhyaya. Among this, the Acharya was the highest type of teacher. He is an original thinker and the rest are ordinary people.

In the book Critique of pure reason Kant surrenders the operation of the mind which brings pure concepts into relation with empirical intuition as ‘an art concealed in the depths of the human soul, whose real modes of activity nature is hardly likely ever to allow it to discover. G.W. Allport suggest that “an attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon the individual’s response to all object and situation with which it is related”. The name Aesthetics first appeared in “Reflections on poetry”(1735) of Alexander Baumgarten (German philosopher). He was influenced by the rationalistic school of philosophy, the leaders of which were Rene Descartes and G.W.Leibniz. Baumgarten coined the word aesthetic for “the science of perceptual cognition”.Aesthetics takes for granted that art is evoked by emotions, and art has for its end to express and again evoke emotions.

SIGNIFICANCE OF THE STUDY

Society is always looking for values, ideas, ideals, aesthetic morality, discipline and matured mind styles form teachers especially from teacher educators. The Teacher education sector is the area where one can spot the maturity of teachers for students. Various Mind styles can be seen in the teacher education campus. Every individual differs in their mind style and expressions. The present study is a search for various mind styles among teacher educators. In general, aesthetics has evolved and transformed into a serious discipline in knowledge resource; education
had not yet tapped it to its fullness. Teachers should have a healthy appreciation of beauty and art in their daily life, then only it can be transmitted to student-teachers, their students and ultimately to the society. The study is to find out the relationship of mind style and aesthetic attitude of teacher educators, which is relevant, meaningful, modern, scientific, logical and above all the need of the society to make teacher education effective, colourful, efficient, mentally stable and to create aesthetically creative, bold minded teachers to be the social engineers.

**NULL HYPOTHESIS OF THE STUDY**

- There is no relationship between various mind style with the aesthetic attitude dimensions of teacher educators.

**POPULATION OF THE STUDY**

The population for the study includes the teacher educators working in various colleges under the University of Kerala. The study was conducted in the districts of Thiruvananthapuram, Kollam, Alapuzha and Pathanamthitta.

**SAMPLE OF THE STUDY**

As the study was conducted among teacher educators; the standardisation of the aesthetic questionnaire was done with the teacher educators working at Mahatama Gandhi University and Calicut University. For the final administration of the questionnaire, the investigator with the expert opinion selected 200 teacher educators working at University of Kerala. The teacher educators were residing and working at various colleges in four districts- Thiruvananthapuram, Kollam, Alapuzha and Pathanamthitta.

**METHOD OF RESEARCH & TOOL**

Due to the nature of data to be collected and analysed survey method was implemented. The investigator used two tools for the fructification of the study which are - The MSQ (Mind Style Questionnaire) with 88 questions (Standardized) which was used to find out the mind style pattern of teacher educators and the next one was Aesthetic Attitude questionnaire with 40 questions which was standardized by the investigator.

**ADMINISTRATION OF THE TOOL**

The data for the final study were collected from teacher educators working at various teacher education colleges under the University of Kerala. As almost all the teacher educators participated in the present study were at the University for the centralized B.Ed paper valuation camp, the investigator had the opportunity to go around all the teacher educators and to follow-up the activity of questionnaire completion.

**STATISTICAL TECHNIQUES USED**

Addition (for mind style data analysis), Percentage Analysis, Correlation (Pearson's Product-Moment Method).
ANALYSIS AND INTERPRETATION:
DIFFERENT MIND STYLE (MS) AND AESTHETIC ATTITUDE (AA) OF TEACHER EDUCATORS

<table>
<thead>
<tr>
<th>Mind style (MS)</th>
<th>Aesthetic attitude (AA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS 1 = Extroverted - Introverted,</td>
<td>(AA-1) Aesthetic Attitude towards art programmes in the</td>
</tr>
<tr>
<td>MS 2 = Tough minded - tender minded</td>
<td>college</td>
</tr>
<tr>
<td>MS 3 = Conforming - Creative,</td>
<td>(AA-2) Aesthetic Attitude towards creative work administered</td>
</tr>
<tr>
<td>MS 4 = High Structure - Low structure,</td>
<td>in the college</td>
</tr>
<tr>
<td>MS 5 = Confident - Emotional</td>
<td>(AA-3) Aesthetic Attitude towards costume’s used in the</td>
</tr>
<tr>
<td></td>
<td>college</td>
</tr>
<tr>
<td></td>
<td>(AA-4) Aesthetic Attitude towards beautification of the</td>
</tr>
<tr>
<td></td>
<td>college campus</td>
</tr>
<tr>
<td></td>
<td>(AA-5) Aesthetic attitude towards classroom arrangement</td>
</tr>
</tbody>
</table>

- There is no relationship between various mind styles and the aesthetic attitude dimensions of teacher educators.

TABLE REPRESENTING THE ‘R’ SCORE OF THE DATA OF MIND STYLE WITH AESTHETIC ATTITUDE DIMENSIONS

<table>
<thead>
<tr>
<th>MS</th>
<th>AA-I</th>
<th>AA-II</th>
<th>AA-III</th>
<th>AA-IV</th>
<th>AA-V</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS-I</td>
<td>0.081</td>
<td>0.082</td>
<td>0.036</td>
<td>0.065</td>
<td>0.12</td>
</tr>
<tr>
<td>MS-II</td>
<td>0.044</td>
<td>0.024</td>
<td>-0.039</td>
<td>0.055</td>
<td>0.06</td>
</tr>
<tr>
<td>MS-III</td>
<td>-0.072</td>
<td>-0.067</td>
<td>-0.046</td>
<td>-0.05</td>
<td>-0.133</td>
</tr>
<tr>
<td>MS-IV</td>
<td>-0.002</td>
<td>-0.027</td>
<td>0.025</td>
<td>0.078</td>
<td>0.012</td>
</tr>
<tr>
<td>MS-V</td>
<td>0.054</td>
<td>0.06</td>
<td>-0.06</td>
<td>-0.055</td>
<td>-0.097</td>
</tr>
</tbody>
</table>

{(AesAtti) AA > Aesthetic Attitude, MS > Mind Style}
AesAtti-1 = Attitude of teachers towards various arts programs in the college.
AesAtti-2 = Attitude towards creative work administered in the college.
AesAtti-3 = Attitude towards costumes used in the college.
AesAtti-4 = Attitude towards beautification of the college campus.
AesAtti-5 = Attitude towards classroom arrangement

MS-I = Extroverted - Introverted,
MS-II = Tough minded – tender minded
MS-III = Conforming - Creative,
MS-IV = High Structure- Low structure,
MS-V = Confident-Emotional

From the above table, various data in each of the dimensions in aesthetic attitude as well as in the mind style questionnaire are consolidated to one major unit for effective and meaningful analysis of correlation.

Figure representing the ‘r’ score of the data of mind style with aesthetic attitude
There is no relationship between various mind style with the aesthetic attitude dimensions of teacher educators" is analyzed as follows:

- There is no relationship between extrovertedness and introvertedness mind style with various aesthetic attitude dimensions of teacher educators.

The data shows that the extrovertedness and introvertedness mind style dimensions compared with all the dimensions of aesthetic attitude had positive correlation in all aspects (0.081, 0.082, 0.036, 0.065, 0.12). The data indicates that there is good positive correlation between the mind style and the aesthetic attitude of teacher educators. Hence the hypothesis is rejected.

- There is no relationship between tough mindedness and tender mindedness mind style with various aesthetic attitude dimensions of teacher educators.

The data shows that dimension 1,2,4 & 5 (0.044, 0.024, 0.055, 0.06) of aesthetic attitude of teacher educators had a positive correlation and the dimension-3 (-0.039) of aesthetic attitude of teacher educators had a negative relationship with tough mindedness and tender mindedness mind style. The result indicates that there is a positive relationship between aesthetic attitude and mind style in all aspects and show a little regression in the case of dimension 3 of the aesthetic attitude. The result indicates the positive as well as negative correlation between tough and tender mindedness mind style with various aesthetic attitude dimensions of teacher educators. Hence the hypothesis is rejected.

- There is no relationship between conforming and creative mind style with various aesthetic attitude dimensions of teacher educators.

Data indicates that first and last dimensions 1 & 5 (-0.072, -0.133) of the aesthetic attitude of teacher educators had a negative relation and the dimensions 3,4&5(0.067, 0.046, 0.05) of the aesthetic attitude of teacher educators had a positive correlation. The results affirms that aesthetic attitude and mind style had a good positive relation in three aspects and that it reversed the relationship in two dimensions. The results indicates a positive as well as a negative correlation between conforming and creative mind styles with various aesthetic attitude dimensions of teacher educators. Hence the hypothesis is rejected.

- There is no relationship between high and low structure mind style with various aesthetic attitude dimensions of teacher educators.

The first two dimensions 1 & 2 (-0.002, -0.027) of the aesthetic attitude of teacher educators shows a negative relationship and dimensions 3, 4 & 5(0.025, 0.078, 0.012) of the aesthetic attitude of teacher educators express a positive relationship. The data
projects the positive relationship between aesthetic attitude and the mind style in the last three dimensions and a negative relationship between the first two dimensions. The result indicate a positive as well as a negative correlation between high and low structure mind styles with various aesthetic attitude dimensions of teacher educators. Hence the hypothesis is rejected.

- There is no relationship between confident and emotional mind styles with various aesthetic attitude dimensions of teacher educators.

The data explains that dimensions 1, 2 & 4 (0.054, 0.06, 0.055) of the aesthetic attitude of teacher educators had a positive correlation and dimensions 3 & 5 (-0.06, -0.097) of the aesthetic attitude of teacher educators had a negative relationship. The results reflects that aesthetic attitude with dimension 1, 2 & 4 are positive and the dimensions 3 & 5 show a negative relationship. The results indicate that a positive as well as a negative correlation between confident and emotional mind styles with various aesthetic attitude dimensions of teacher educators. Hence the hypothesis is rejected.

FINDINGS

- Majority of the teacher educators will be extroverted and introverted, depending upon the circumstances in which they find themselves. Few teacher educators are courageous enough to show their identity and mind style, what ever the circumstances may be.

- Majority of the teacher educators are tough and tender minded depending upon the circumstances in which they find themselves. Only few teacher educators are courageous enough to show their identity and mind style, what ever the circumstances may be.

- Majority of the teacher educators are conforming and creative depending upon the circumstances in which they find themselves. Few teacher educators are courageous enough to show their identity and mind style, what ever the circumstances may be.

- Majority of the teacher educators are high and low structured depending upon the circumstances in which they find themselves. Only few teacher educators are courageous enough to show their identity and mind style, what ever the circumstances may be.

- Equal number of teacher educators are confident and emotional according to the situation and also highly courageous enough to show their identity and mind style, what ever the circumstances may be.

- There is a good positive correlation between all the aesthetic attitude dimensions analyzed And the extrovert-
edness and introvertedness nature of the mind style in all aspects.

- There is effective positive relationship between aesthetic attitude and tough and tender minded, mind style in all aspects and show a little regression in the case of aesthetic attitude towards costumes used in the college.

- Conforming and creative, mind style teacher educators had good positive relation in attitude towards creative work administered in the college, attitude towards costumes used in the college and attitude towards beautification of college campus; and reverse ideology in their attitude towards various arts programmes in the college and attitude towards classroom arrangement.

- High structure and low structure mind style teacher educators possess good and positive relations with attitude towards arts programmes in the college and attitude towards creative work administered in the college. There is a negative trend in regard to their attitude towards costumes in the college, attitude toward beautification of college campus and their attitude toward classroom management.

- Confident and emotional mind style teacher educators had a positive and effective relation to attitude towards various arts programmes in the college, attitude towards creative work administered in the college and attitude towards beautification of the college campus style and show deviation from other dimensions of aesthetic attitude.

**INTERPRETATION**

There is good positive correlation between extrovertedness and introvertedness mind styles with all the aesthetic attitudes. This result indicated the importance of the study. The nature of mind styles always guides the teacher educators to be the model to others. Extrovertedness and introvertedness mind styles of teacher educators suggest that the mind makes the individual adaptable to the social life. In fact, the result makes it evident that extrovertedness and introvertedness mind styles had the relationship with all aesthetic attitude dimensions due to the inherent capacity of teacher educators for their aesthetic judgement.

There is an effective positive relationship between aesthetic attitude and tough and tender minded mind styled teacher educators in all aspects and it shows a little regression in the case of aesthetic attitude towards costumes used in the college. As there is positive and negative relationship between tough and tender minded mind styles with all aesthetic attitude dimension analysed, Teacher educators should know their nature as well as others before indulging in sensitive activities. The result makes it evident that tough minded and tender minded mind styles
had a good relationship with all the aesthetic attitude dimensions due to the vastness of sensational and communicative activities in the college.

Conforming and creative mind styled teacher educators had good positive relations with attitude towards creative work administered in the college, attitude towards costumes used in the college and attitude towards beautification of the college campus; and a reverse ideology in the attitude towards various arts programmes in the college and attitude towards classroom management. The result suggests that conforming and creative mind styles of teacher educators make them the good role model as well as the demons in the college.

High and low structured, mind style teacher educators possess good and positive relations with attitude towards arts programmes in the college and attitude towards creative work administered in the college and a negative trend on the attitude towards costumes used in the college, attitude towards beautification of the college campus, attitude towards classroom arrangement. The result express that high and low structure of teacher educators makes the college they are working into heaven or hell. The high and low structure of teacher educators makes them worthy for the environment too.

Confident and emotional mind styled teacher educators had positive and effective attitudinal relations towards various arts programmes in the college, attitude towards creative work administered in the college and attitude towards beautification of the college campus style and show a negative deviation from other dimensions of aesthetic attitude. The finding makes it clear that the participation of teacher educators in the aesthetic projective activities is always related to their mind style at that moment; confident and emotional mind styled teacher educators always guide the destiny of special as well as ordinary functioning of the college to its fullness.

RECOMMENDATIONS

- Teacher educators should be awarded about their nature of mind and try to rectify the bad and unimpressive style with impressive and meaningful mind style.
- Teacher educators should always avoid the nature of adapting to the circumstances; they should try to be the masters of situations than being the slaves of it.
- Teacher educators should have a good aesthetic attitude in almost all activities in the college.
- Despite various mind styles, teacher educators should stick to the need and demands of the students without losing their originality.
- Teacher educators should have the aesthetic attitude to be the model to
uphold the tradition of teachers, admirers of modern teachers and visionary with mission to over view the future of teachers.

CONCLUSION

The speculative normative and critical function of a teacher, affects not only the direction of moral guidance that the teacher gives but also affects the direction and the emphasis of the curriculum, the colour of the teacher’s attitudes from day to day, even from hour to hour. Tagore advocates that – “Beauty is in the ideal of perfect harmony which is in the universal being; truth the perfect comprehension of the universal mind. We individuals approach it through our own mistakes and blunders, through our accumulated experience, through our illumined consciousness - how, otherwise, can we know truth? The fish in the water is silent, the animals on the earth are noisy, the bird in the air is singing. But man has in him the silence of the sea, the noise of the earth and the music of the air.” Teacher educators are the teachers of teachers. They are one of the main active aspects in teacher education colleges, their opinions have utmost importance in the make up of teacher education scenario. If one’s purpose, for the moment is, problem solving, if the person pauses to contemplate disinterestedly the logical structure, then that person’s attitude is aesthetic. In short the varied mind styles and different aesthetic attitude among teacher educators exhibits the true expression of human being in its unexpected reality.

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GURUJYOTHI RESEARCH AND REFLECTIONS

SREE NARAYANA TRAINING COLLEGE
NEDUNGANDA P.O.
Mind Style Variation and Aesthetic Attitude among Teacher Educators

-S. Suneeth Ben & Dr. D. Vinodh Kumar

Abstract

Education as the word means should draw out or lead out the nature of mind of human beings and its beauty towards the real unavoidable surroundings and situation of life for admiration, inspiration, creation, recreation, evaluation and regeneration. Mind is the basic structure which governs and ultimately make human to rule the world and oneself. Almost anything might be seen as beautiful by someone or from some point of view; and different people apply the word to quite disparate objects for reasons that often seem to have little or nothing in common and there is some single underlying belief that motivates all of their judgments. The “Mind Style Questionnaire” and “Aesthetic attitude questionnaire” was administered to find out the mind style pattern and aesthetic attitude of teacher educators respectively. This study enables the assessment of teacher educators mind style variation and aesthetic attitude. To be in teacher education is a pride as well as a venture to tame and oversee the future of the world.

Introduction

Education provides the individuals with ample opportunities to develop their inborn physical, mental, aesthetic and emotional qualities to the full, so that they can achieve cosmic unity by their action, thought and feeling. According to Tagore, “Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of the dust and gives us the wealth, not of things but of inner light, not of power, but of love, making the truth its own and giving expression to it”. The role of teachership includes - socialization of the young, training and certification of professional manpower, transmission of values and ideas, creation of hospitable environment in which other scholars and teachers can produce, apply, preserve and communicate knowledge, aesthetic appreciations, strengthening and make of a creative, peaceful mind.

The mind is the instrument by which and through which human interact with the world. It is the primary medium for the learning/teaching process. The aspects of the mind grow from the psyche just as the roots, stems and leaves grow from a seed. Similarly, the mind serves the psyche so that the awesome potential can be developed (un-folded) and...
offered as fruit (gifts) to the environment. Quantum physicist David Bohm in “Thought as a System” had a theory of mind that is most comparable to Neo-Platonic theories. “Thought runs you. Thought, however, gives false info that you are running it, that you are the one who controls thought. Whereas actually thought is the one which controls each one of us”. Knowledge of the mind’s nature, functions, requirements, maintenance needs and protective devices is essential for educators. The mind project out as the vehicle of their outward characteristics and appearance as style.

According to the expression of Immanuel Kant, human finitude means that our concepts necessarily open onto the world as it is received by us through sensibility (what Kant calls die Anschauung or ‘intuition’): “thoughts without content are empty, intuitions without concepts are blind”. In the book Critique of pure reason Kant surrenders the operation of the mind brings pure concepts into relation with empirical intuition as’ an art concealed in the depths of the human soul, whose real modes of activity nature is hardly likely ever to allow it to discover. St. Thomas Aquinas, whose definition of “beauty” is “id cuius ipsa apprehensio placet” which means “that which gives pleasure when it is merely looked upon” or “that, the very apprehension of which pleases”. Aesthetic attitude signifies the relationship between philosophy through aesthetics and Psychology through attitude. Teacher educators are the leaders to guide the aesthetic attitude of human being and be the needful reference of mind style entities of the society.

Significance of the study

Society is always looking for values, ideas, ideals, aesthetic morality, discipline, matured mind styles form teachers especially from teacher educators. Various mind style can be seen in the teacher education campus. Every individual differs in their mind style and expressions. Present study is a search for various mind style among teacher educators. In general, aesthetics had been evolved and transformed into a serious discipline in knowledge resource; education had not yet tapped it to its fullness. Teachers should have a healthy appreciation of beauty and art in their daily life, then only it can be transmitted to student-teachers, their students and ultimately to the society. The study is to find out the relationship of mind style and aesthetic attitude of teacher educators, which is relevant, meaningful, modern, scientific, logical and above all the need of the society to make teacher education effective, colourful, efficient, mentally stable and to create aesthetically creative, bold minded teachers to be the social engineers.

Objective of the study

- To find out the variation in mind style of teacher educators with respect to its score.

Hypothesis

- There is relationship between various mind style with the aesthetic attitude dimensions of teacher educators.

Methodology

Survey was conducted on a sample of 200 teacher educators form University of Kerala. The investigator used two tools for the fructification of the study and they are - The standardized MSQ (Mind Style Questionnaire) with 88 questions and Aesthetic attitude questionnaire with 40 questions standardized by the investigator.

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Analysis and interpretation

FIGURE - 1
Various Mind style Dimension (Dim) and Aesthetic attitude (AA) of Teacher educators studied

Dim 1 = Extroverted - Introverted,
Dim 2 = Tough minded - tender minded
Dim 3 = Conforming - Creative,
Dim 4 = Confident - Emotional

(AA-1) Aesthetic Attitude towards art programmes in the college
(AA-2) Aesthetic Attitude towards creative work administered in the college
(AA-3) Aesthetic Attitude towards costume's used in the college
(AA-4) Aesthetic Attitude towards beautification of the college campus
(AA-5) Aesthetic attitude towards class room arrangement

Objective analysis:

- To find out the expression of extroverted and introverted Mind style of teachers educators

Mind Style Questionnaire (MSQ) Score Interpretation:

Below Average: If the score comes in between -1 and +1 (inclusive), it will however show minimum level of characteristics expression from each end of the dimension, depending on the circumstances

Average: If the score in between -2 and +2 (inclusive), it will show characteristics from each end of the dimension, depending on the circumstances at which one find oneself.

High: If your score is between -3 and -5 (inclusive), or between +3 and +5 (inclusive), it will have a definite tendency to show the characteristics described for the correct end of the dimension a good deal of the time.

- To find out the expression of extroverted and introverted Mind style of teachers educators
### Table-1
Table representing score and percentage the expression of extroverted and introverted Mind Styles of teacher educators - Dimension I

<table>
<thead>
<tr>
<th>MSQ Score</th>
<th>Extroverted (%)</th>
<th>MSQ Score</th>
<th>Introverted (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-</td>
<td>4</td>
<td>4.5</td>
</tr>
<tr>
<td>-4</td>
<td>-</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>-3</td>
<td>3</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>-2</td>
<td>10</td>
<td>1</td>
<td>24.5</td>
</tr>
<tr>
<td>-1</td>
<td>23</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
</tr>
</tbody>
</table>

From the table-1 nearly 56% of the teacher educators are in the criteria “below average”; 31% in the “average” and the rest in the criteria “high”. This result indicates that extroverted and introverted mind styled teacher educators are from each end of the dimension, depending on the circumstances at which one find oneself.

- To find out the expression of tough minded and tender minded Mind style of teachers educators

### Table-2
Table representing score and percentage the expression of tough minded and tender minded Mind Styles of teacher educators - Dimension II

<table>
<thead>
<tr>
<th>MSQ Score</th>
<th>Tough Minded (%)</th>
<th>MSQ Score</th>
<th>Tender Minded (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>-4</td>
<td>1.5</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>-3</td>
<td>7.5</td>
<td>2</td>
<td>16.5</td>
</tr>
<tr>
<td>-2</td>
<td>16.5</td>
<td>1</td>
<td>21.5</td>
</tr>
<tr>
<td>-1</td>
<td>24.5</td>
<td>0</td>
<td>11.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

From the table-2 nearly 58% of the teacher educators are in the criteria “below average”; 33% in the “average” and the rest in the criteria “high”. This result indicates that tough minded and tender minded mind styled teacher educators are from each end of the dimension, depending on the circumstances at which one find oneself.
To find out the expression of conforming and creative Mind style of teachers educators

**TABLE- 3**
Table representing score and percentage the expression of conforming and creative Mind Styles of teacher educators - Dimension III

<table>
<thead>
<tr>
<th>MSQ SCORE</th>
<th>TOUGH MINDED (%)</th>
<th>MSQ SCORE</th>
<th>TENDER MINDED (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>-</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>-4</td>
<td>-</td>
<td>3</td>
<td>-</td>
</tr>
<tr>
<td>-3</td>
<td>9</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>-2</td>
<td>21</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>-1</td>
<td>34.5</td>
<td>0</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>64.5</td>
<td>Total</td>
<td>35.5</td>
</tr>
</tbody>
</table>

The table-3 indicates that nearly 62% of the teacher educators are in the criteria “below average”; 29% in the “average” and the rest in the criteria “high”. This result indicates that conforming and creative mind styled teacher educators are from each end of the dimension, depending on the circumstances at which one finds oneself.

To find out the expression of confident and emotional Mind style of teachers educators

**TABLE- 4**
Table representing score and percentage the expression of confident and emotional Mind Styles of teacher educators - Dimension IV

<table>
<thead>
<tr>
<th>MSQ SCORE</th>
<th>CONFIDENT (%)</th>
<th>MSQ SCORE</th>
<th>EMOTIONAL (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5</td>
<td>7.5</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>-4</td>
<td>11.5</td>
<td>3</td>
<td>0.5</td>
</tr>
<tr>
<td>-3</td>
<td>22.5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>-2</td>
<td>34</td>
<td>1</td>
<td>3.5</td>
</tr>
<tr>
<td>-1</td>
<td>16</td>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>Total</td>
<td>91.5</td>
<td>Total</td>
<td>8.5</td>
</tr>
</tbody>
</table>
Mind Style Variation and Aesthetic Attitude among Teacher Educators

From the table-4 nearly 21% of the teacher educators are in the criteria “below average”; 37% in the “average” and the rest in the criteria “high”. This result indicates that confident and emotional mind styled teacher educators are from each end of the dimension, depending on the circumstances at which one find oneself. The result from the table -1,2,3 & 4 indicates that variation in mind style of teacher educators is evident and it is comprehensively distributed among the teacher educators.

Hypothesis analysis:
- There is relationship between various mind style and the aesthetic attitude dimensions of teacher educators.

Table-5
Table representing the ‘r’ score of the data of mind style with aesthetic attitude dimensions

<table>
<thead>
<tr>
<th></th>
<th>Aes Att-I</th>
<th>Aes Att-II</th>
<th>Aes Att-III</th>
<th>Aes Att-IV</th>
<th>Aes Att-V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dim-I</td>
<td>0.081</td>
<td>0.082</td>
<td>0.036</td>
<td>0.065</td>
<td>0.12</td>
</tr>
<tr>
<td>Dim-II</td>
<td>0.044</td>
<td>0.024</td>
<td>-0.039</td>
<td>0.055</td>
<td>0.06</td>
</tr>
<tr>
<td>Dim-III</td>
<td>-0.072</td>
<td>-0.067</td>
<td>-0.046</td>
<td>-0.05</td>
<td>-0.133</td>
</tr>
<tr>
<td>Dim-IV</td>
<td>0.054</td>
<td>0.06</td>
<td>-0.06</td>
<td>-0.055</td>
<td>-0.097</td>
</tr>
</tbody>
</table>

{ AA > Aesthetic Attitude , MS > Mind Style }

AesAttI-1 = Attitude of teachers towards various arts programs in the college.
AesAttI-2 = Attitude towards creative work administered in the college.
AesAttI-3 = Attitude towards costumes used in the college.
AesAttI-4 = Attitude towards beautification of the college campus.
AesAttI-5 = Attitude towards classroom arrangement.

Interpretation & findings
There is good positive correlation between extroverted, introverted mind style with all the aesthetic attitudes. This result indicated the importance of the study. The nature of mind style always guide the teacher educators to be the model to others. Extroverted and introverted mind style of teacher educators suggest that the mind makes the individual adaptable to the social life. As there is relationship between extroverted, introverted mind style with all the aesthetic attitude dimension analysed; teacher educators are the individuals who should know their nature as well had to know others. In fact, the result makes it evident that extroverted, introverted mind style had the relationship with all aesthetic attitude dimensions due to the inherent capacity of teacher educators for aesthetic judgment.

There is effective positive relationship between aesthetic attitude and tough and tender minded, mind styled teacher educators in all aspects and show a little regression in

S. Suneeth Ben & Dr. D. Vinodh Kumar
the case of aesthetic attitude towards costumes used in the college. As there is positive and negative relationship between tough and tender minded mind style with all aesthetic attitude dimension analysed; Teacher educators should know their nature as well as others before indulging in sensitive activities. The result makes it evident that tough minded and tender minded mind style had good relationship with all the aesthetic attitude dimensions due to the vastness of sensational and communicative activities in the college.

Conforming and creative mind styled teacher educators had good positive relation with attitude towards creative work administered in the college, attitude towards costumes used in the college and attitude towards beautification of the college campus; and reverse ideology in the attitude towards various arts programme in the college and attitude towards classroom arrangement. The result suggests that Conforming and creative mind style of teacher educators makes them the role model as well as the demons in the college.

Confident and emotional mind styled teacher educators had positive and effective attitudinal relation towards various art programmes in the college, attitude towards creative work administered in the college and attitude towards beautification of the college campus style and show negative deviation from other dimensions of aesthetic attitude. The finding makes it clear that the participation of teacher educators in the aesthetic projective activities is always related to their mind style at that moment; confident and emotional mind styled teacher educators always guide the destiny of special as well as ordinary functioning of the college to its fullness.

Conclusion
The speculative, normative and critical function of teacher, affects not only the direction of moral guidance that the teacher gives but also affects the direction and the emphasis of the curriculum, the colour of the teacher’s attitudes from day to day, even from hour to hour. Tagore advocates that—“Beauty is in the ideal of perfect harmony which is in the universal being; truth the perfect comprehension of the universal mind. We individuals approach it through our own mistakes and blunders, through our accumulated experience, through our illumined consciousness - how, otherwise, can we know truth? The fish in the water is silent, the animals on the earth is noisy, the bird in the air is singing. But man has in him the silence of the sea, the noise of the earth and the music of the air.” If one’s purpose, for the moment, problem solving, if the person pauses to contemplate disinterestedly the logical structure, then that person’s attitude is aesthetic. Teacher educators are the teachers of teachers; they are one of the main active aspect in teacher education college, their opinion have utmost importance in the make up of meaningful and worthy social structure in the society. In short the varied mind style and different aesthetic attitude among teacher educators exhibits the true varied expression of human being in its unexpected reality.

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TEACHER-EDUCATION: MEETING THE NEEDS OF THE NEW GENERATION

(A Peer-reviewed Research Papers of the Fourth National Conference of Teacher Educators)

Christian College of Education
Kanyakumari District, Tamilnadu.

in co-ordination with

Kanniyakumari Academy of Arts and Sciences
(A Multi-Disciplinary Researchers' Forum)

KAAS Publications 2013
NEW GENERATION EDUCATION - 'HORIZON OF LIFE AND LIVING'.

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ABSTRACT

The development of technology and changing social demands, education need to be contemplated and perpetually evolved to meet the new challenges and philosophies of life and living as such. It is obvious that children are born illiterate and innumerate, and ignorant of the norms and cultural achievements of the community or society into which they have been thrust; but with the help of professional teachers and the dedicated amateurs in their families and immediate environment’s within a few years they can read, write, calculate, and act in culturally-appropriate ways. Dewey pointed out that the “primary ineluctable facts of the birth and death of each one of the constituent members in a social group” make education a necessity, for despite this biological inevitability “the life of the group goes on”. Education is not just to pass examinations, take a degree and a job, get married and settled down but also be able to listen to the birds, to see the sky, to see the extraordinary beauty of a tree, and the shape of the hills, and to feel with them, to be really, directly in touch with them.

Introduction

"Just as a flower which seems beautiful and has colour but no perfume, so are the fruitless words of the man who speaks them but does them not". - John Dewey

All knowledge is constantly gathered, experimented and applied to the welfare of humankind; the mechanism of transferring knowledge and skills to the next generation is the system of education or education...
itself. Educationists, parents, administrators, mentors all this people have to continuously explore how the methodologies can be successful to educate new generation children and help them to germinate with values and wisdom. With the development of technology and changing social demands, education need to be contemplated and perpetually evolved to meet the new challenges and philosophies of life and living as such. India is one of the pioneer nations in the world which incorporates sound and model Philosophical vision which inculcate to the mission of educational transaction formally and informally.

**Philosophical aspirations**

All human societies, past and present, have had a vested interest in education; and some have claimed that teaching (at its best an educational activity) is the second oldest profession. While not all societies channel sufficient resources into support for educational activities and institutions, all at the very least acknowledge their centrality—and for good reasons. For one thing, it is obvious that children are born illiterate and innumerate, and ignorant of the norms and cultural achievements of the community or society into which they have been thrust; but with the help of professional teachers and the dedicated amateurs in their families and immediate environs (and with the aid, too, of educational resources made available through the media and nowadays the internet), within a few years they can read, write, calculate, and act in culturally-appropriate ways. Some learn these skills with more facility than others, and so education also serves as a social-sorting mechanism and undoubtedly has enormous impact on the economic fate of the individual. Put more abstractly, at its best education equips individuals with the skills and substantive knowledge that allows them to define and to pursue their own goals, and also allows them to participate in the life of their community as full-fledged, autonomous citizens.

But this is to cast matters in very individualistic terms, and it is fruitful also to take a societal perspective, where the picture changes somewhat. It emerges that in pluralistic societies such as the Western
democracies there are some groups that do not wholeheartedly support the development of autonomous individuals, for such folk can weaken a group from within by thinking for themselves and challenging communal norms and beliefs; from the point of view of groups whose survival is thus threatened, formal, state-provided education is not necessarily a good thing. But in other ways even these groups depend for their continuing survival on educational processes, as do the larger societies and nation-states of which they are part; for as John Dewey put it in the opening chapter of his classic work *Democracy and Education* (1916), in its broadest sense education is the means of the “social continuity of life” (Dewey, 1916). Dewey pointed out that the “primary ineluctable facts of the birth and death of each one of the constituent members in a social group” make education a necessity, for despite this biological inevitability “the life of the group goes on”. The great social importance of education is underscored, too, by the fact that when a society is shaken by a crisis, this often is taken as a sign of educational breakdown; education, and educators, become scapegoats.

**The content of the curriculum, and the aims and functions of schooling**

The issue of what should be taught to students at all levels of education—the issue of curriculum content—obviously is a fundamental one, and it is an extraordinarily difficult one with which to grapple. In tackling it, care needs to be taken to distinguish between education and schooling—for although education can occur in schools, so can mis-education, educationally orthogonal (such as the provision of free or subsidized lunches, or the development of social networks); and it also must be recognized that education can occur in the home, in libraries and museums, in churches and clubs, in solitary interaction with the public media, and the like.

In developing a curriculum (whether in a specific subject area, or more broadly as the whole range of offerings in an educational institution or in a system), a number of difficult decisions need to be
made. Issues such as the proper ordering or sequencing of topics in the chosen subject, the time to be allocated to each topic, the lab work or excursions or projects that are appropriate for particular topics, can all be regarded as technical issues best resolved either by educationists who have a depth of experience with the target age group or by experts in the psychology of learning and the like. But there are deeper issues, ones concerning the validity of the justifications that have been given for including particular subjects or topics in the offerings of formal educational institutions.

The different justifications for particular items of curriculum content that have been put forward by philosophers and others since Plato’s brilliant pioneering efforts all draw upon, explicitly or implicitly, the positions that the respective theorists hold about at least three sets of issues.

- First, what are the aims and/or functions of education (aims and functions are not necessarily the same), or alternatively, what constitutes the good life and human flourishing. These two formulations are related, for presumably the educational institutions should aim to equip individuals to pursue this good life.

- Second, is it justifiable to treat the curriculum of an educational institution as vehicle for furthering the socio-political interests and goals of a ruler or ruling class; and relatedly, is it justifiable to design the curriculum so that it serves as a medium of control or of social engineering.

- Third, should educational programs at the elementary and secondary levels be made up of a number of disparate offerings, so that individuals with different interests and abilities and affinities for learning can pursue curricula that are suitable or should every student pursue the same curriculum as far as each is able—a curriculum.

**Education System in India**

The present mainstream formal education system in India has rooted in mid nineteenth century. Before that there had been a network
of small village schools – Patashalas or Gurukulas on a concept of one village—one school. Students from various castes studied in these schools- though upper castes have been disproportionately represented and boys outnumbered girl’s manifolds. Most of the girls learnt a range of skills within their home from parent and relatives. Instruction was imparted in local languages. They play an important social role and impart training in practical life skills with academic education. Under colonial rule these community based system of schooling decline and decay to be replaced by alien model, which still persist in the very core of the present schooling system.

Post independence government expanded the network of state run schools both in village and urban areas with local language as the medium of instruction. Fast expansion takes its own toll and these institutes develop with very poor facilities, pathetic infrastructure and unskilled teachers. These institutes become the school of the poor, fails to attract the middle and upper class. To cater the demand of affluent society privately run schools mushroomed with better facilities and infrastructure. English was chosen as the medium of instruction. You can still find the grading of schools in India as English medium and regional medium school, not exactly specifying the medium of instruction but perpetuates hierarchies of access - affluent students go to private schools and poor students go to schools run by the states. Despite the vital differences in facilities and funding majority of these schools share same ethos.

These schools are based on derivative and mechanistic model. Their curriculum is designed to produce individual to fit into modern society with consumerist and competitive values. They emphasis external discipline at the expense of inner responsibility. Accent is on absorbing information rather than on developing original thinking and imagination. Most teachers are merely doing a job, distanced from the students. Schools by large act as delivery point for a set of curriculum and content. Students associate learning with boredom and pressure of passing the examinations even without trying to understand the subject.
In designing a holistic system for education and to develop the common pedagogical model there are many challenges that come across owing to geographical, demographic, historical and cultural differences. They are many, specific to type of education, type of students and type of environment. But irrespective of these variables, the purpose of education is common to all. They can be classified into three basic goals with their purpose and attainments as enumerated below.

**Goals - Purpose - Attainments**

- **Primary**
  - *Purpose*
    - Transferring the basic knowledge for science/history/culture
    - Transferring the basic skills for arts/commerce
    - Transferring the basic social behavioural norms/ethics
  - *Attainments*
  - Social settlement

- **Secondary**
  - *Purpose*
    - Helping individual to know what he want to know/do
    - Empowering individual to think & realize
    - Evolving individual for not being constrained by what being told/historical wisdom/social norms
  - *Attainments*
  - Recognizing individuality

- **Tertiary**
  - *Purpose*
    - Freedom
    - Happiness
    - Appreciation of life
  - *Attainments*
  - Spiritual enlightenment
The components of New Generation Learning

The most important bridge in the process of transferring knowledge is teaching and learning.

Teaching means what is being delivered (Teacher centered) and Learning is what is actually perceived (Child Centered). There may be a difference. When a teacher teaches a group of students, individual student interprets the same knowledge in different manner as per their previous knowledge, their IQ, their concentration and their thought process. So in designing the pedagogical model one should emphasis on learning than on teaching. The different components of learning are –

- Learning by parents
- Learning by teachers
- Learning by books, tabloids etc
- Learning by nature
- Learning by experience
- Learning by contemplating
- Learning for information
- Learning for knowledge
- Learning for aptitude
- Learning to become
- Learning to be

Learning process occurs through two basic education system i.e. formal education and informal education. In formal education the education have under designed course curriculum with specific purpose to train in particular faculty with a defined motto which the society has evolved over a period of history. Our institutional training centre’s i.e. schools, colleges, universities, vocational centre’s constitute our formal education system. This system also has testing and examining methodologies by which they rank the pupil about their level of excellence achieved in the particular courses. Improvements
in this system are inevitable and are being done as it is getting more and more mature and responding to the demands of the society. In informal education system contrast to the formal system learning goes throughout the life by numerous factors without being institutional. If this informal system is made more sensitive to the demands of future generation, made more comprehensive, more transparent then it will be more effective and helpful for individual to absorb our formal education paradigms. Teaching is highly related to its philosophical aspirations depicted by the pedagogical models.

**Pedagogical models and teaching philosophy**

- Education make child focused
- Emphasis on learning than teaching
- Teaching offered not forced on the mind
- Mind over machines
- Allowing learning in multiple ways
- Developing talent with technology
- Enhancing the senses through learning
- Motivations with methodologies
- Meeting child own needs of knowledge
- Helping innovations with intuitions
- Learning without competing
- Living without comparison

The education being child centered starts from understanding what child knows and is interested in and moves at the pace preferred by the child. Every child must benefit from education. When one says ‘anyone can do it’ we mean it. The teacher is not an instructor or task master but a helper and a guide. The mind has to be consulted in its own growth. The idea of hammering the child into shapes is barbarous and ignorant. Education should help the growing soul that in itself which is best and make it perfect for a noble use. Work from near to the far. If anything has to be brought in from outside, it must be offered, not forced on the mind. Comparison should be limited. A non-
comparative space in interaction with teachers, fellow people and parents leave a taste of another immeasurable aspect of human co-existence.

**Skills for new generation teacher educators**

- Appreciation and understanding of other cultures and diversity here and at home
- Public speaking/language skills
- Analytical and problem-solving skills
- Creativity
- Ability to plan group projects and carry them through
- Increase knowledge of the world around us and in our own backyard
- Enhance self-esteem and ability to make choices among different courses of action
- Research skills

**Conclusion**

Different countries around the world—France, Germany, the Netherlands, Japan, to mention only a few—have their own intellectual traditions, and their own ways of institutionalizing philosophy of education into the academic universe. Fortunately, in the last twenty years or so resources have become available that significantly alleviate these problems. Education is not just to pass examinations, take a degree and a job, get married and settled down but also be able to listen to the birds, to see the sky, to see the extraordinary beauty of a tree, and the shape of the hills, and to feel with them, to be really, directly in touch with them. Right education is the integral education in which all dimensions of the growing child - physical, mental, psychic and spiritual - are addressed. A free and natural growth is the fundamental condition. The function of education is to help you from childhood not to imitate anybody but to be yourself. And it is not a static endeavour. John Dewey states that “Man is not logical and his intellectual history is a record of mental reserves and compromises.
He hangs on to what he can in his old beliefs even when he is compelled to surrender their logical basis “. New generation education are endeavours of uncertainty that is a horizon of life and living.

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LPC
BULLETIN ON RESEARCH
(A Refereed Multi-Disciplinary Research Journal)

Volume : 2
Number : 2
January : 2012

A Bi - annual Multidisciplinary Research Publication
Lekshmi Research Cell
Lekshmipuram College of Arts and Science
Neyyoor - 629 802 TAMILNADU INDIA
Mind Style among the Teacher Educators towards Aesthetic Attitude

S. Suneth Ben¹ & D. Vinodh Kumar²

Abstract: Aesthetic activities in the classroom can involve a combination of critical thinking and discussion. When one talks about his ideas, others begin to organize and refine them in order to communicate them to others. Aesthetics will reveal the true colour when its nature and scope is analyzed. Now-a-days, aesthetics is generally approached more comprehensively. In addition to ideas about "beauty," aestheticians (philosophers about art) attempt to understand the nature of art in a broader context.
Aesthetic Attitude is accompanied by activity. This is not the activity of practical experience, which seeks an ulterior goal. Rather it is an activity which is either evoked by disinterested perception of the object or else is required for it. Aesthetic attitude can be adopted towards "any object of awareness whatever." The present study has made an attempt to study the Aesthetic attitude of the teacher educators with respect to their Mind Style. The study reveals that the aesthetic attitudes of teacher educators have positive as well as negative relationship with mind style.

Key Words: Aesthetic attitude, Mind styles, Teacher Educators.

Introduction

A teacher is one who shows the fellow being, how to do and admire something, who imparts an active skill, and who kindles the desire to acquire this skill and to use it. Tagore expresses "If a teacher himself does not posses learning, how he can impart it to others? A lamp cannot put light into other lamps if it does not itself burn and shed light. The teacher who merely represents bookish knowledge mechanically can never teach anything and can never inspire and without proper inspiration, independent, creative faculties can never develop." John Dewey shares "Every teacher should realise the dignity of his calling. He must be aware of the past experiences of students, of their hopes, desires and chief interests. He can be a guide and director. He can stir the boat, but the energy that propels the boat must come from those who are learning."

Teacher educators are the teachers of teachers. They should carry not only the burden of themselves but also of teachers, students and also of the society as such. Role of teacher educators not only ends in their classrooms; but pass on to the generation after generation. Mind style and the aesthetic attitude of teacher educators mould their identity among the student teachers ultimately activated in the future generation too. The students especially student teachers are quick to recognize the teacher educators who is as much interested in them as in his subject. In him they find a bridge of relevance between the intellectual enterprise of the class and the world beyond the classroom. Mind is the mystery which guides one towards eternity and bliss of life. By viewing the wholeness of mind, strength, depth and variety of nature can be evaluated.

The view that style results from a set of choices is linked to the notion of what is sometimes called mind style. Two distinctions are important about mind style. The first is

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between conscious and unconscious aspects of mind style, and of the cognitive state to which it provides clues. Style must therefore be expected to manifest elements that lead a careful reader to unconscious views as well as to conscious attempts to convey meaning. And even the notion of choice does not, as might at first seem to be the case; necessarily focus more on conscious mental structures: choices can also be affected by unconscious thoughts, views, influences, and information. All schools of Philosophy, Psychology, Sociology and other related discipline create deep and challenging impression in every human being's mind so as to create one's own mind style depending on one's situation, life atmosphere and desire. Even the mind is strong, reactive and active attitude is the one which makes it sociable and evaluative to other fellow beings. Attitude is the social measure of healthy mind style. An attitude towards an object or a person is a state of readiness to think of, to feel about and act towards the object in a certain way.

G.W. Allport suggest "an attitude is a mental and neutral state of readiness organized through experience, exerting a directive or dynamic influence upon the individual's response to all object and situation with which it is related ". The name Aesthetics first appeared in "Reflections on poetry"(1735) of Alexander Baumgarten (Germanphilosopher). He was influenced by the rationalistic school of philosophy, the leaders of which were Rene Descartes and G.W.Leibniz. Baumgarten coined the word aesthetics for "the science of perceptual cognition". Aesthetics takes for granted that art is evoked by emotions, and art has for its end to express and again evoke emotions.

Significance of the Study

The world is always looking for the holistic and a good aesthetic attitude from the teachers especially from teacher educators. Teacher education arena is where one can find out the maturity of teachers for students. Individuals with various mind style can be seen in the teacher education programme. Every individual differs in their mind style and expressions. Present study is a search for various mind styles among the teacher educators. In general, aesthetics has been evolved and transformed into a serious discipline in knowledge resource; education has not yet tapped it to its fullness. Teachers should have a healthy appreciation of beauty and art in their daily life, then only it can be transmitted to student-teachers-their students and ultimately towards the society. The study is to find out the mind styles of teacher educators towards aesthetic which is relevant, meaningful, modern, scientific, logical and above all the need of the society to make teacher education effective, colourful, efficient, and mentally stable.

Hypothesis

There is relationship between the mind style and the aesthetic attitude of teacher educators.

Population of the Study

The population for the study includes the teacher educators working in various colleges under the University of Kerala.
**Samples for the Study**

Sample for the study consists of 200 teacher educators, who are residing and working at various colleges in four districts namely Thiruvananthapuram, Kollam, Alapuzha and Pathanamthitta.

**Method of Research & Tool**

Owing to the nature of the study survey method is followed. The aesthetic attitude questionnaire consists of 40 questions and it is standardized by the investigator. The Mind Style Questionnaire (MSQ) consists of 88 questions, which is a standardized tool prepared by Mark Parkinson (2002).

**Administration of the Tool**

The data for the study are collected from teacher educators working at various teacher education colleges under the University of Kerala from the centralized Bed paper valuation camp at Thiruvananthapuram. The investigator visited the teacher education colleges and had discussions with teacher educators and to follow it up with getting answers to the questionnaire.

**Dimensions of Mind Style and Aesthetic Attitude**

Dimensions of Mind Style are
- Dim-I = Extroverted - Introverted,
- Dim- II = Tough minded – tender minded
- Dim-III = Conforming- Creative,
- Dim -IV = High Structure- Low structure,
- Dim -V= Confident-Emotional.

Dimensions of Aesthetic Attitude are
- (AA-1) Aesthetic Attitude towards art programmes in the college
- (AA-2) Aesthetic Attitude towards creative work administered in the college
- (AA-3) Aesthetic Attitude towards costumes used in the college
- (AA-4) Aesthetic Attitude towards beautification of the college campus
- (AA-5) Aesthetic attitude towards class room arrangement

**Analysis and Interpretation of Data**

**Testing of Hypothesis:** There is relationship between the mind style and the aesthetic attitude of teacher educators
Table-1 Correlation between mind style and aesthetic attitude of teacher educators

<table>
<thead>
<tr>
<th>Dim.MS Dim.AA</th>
<th>Dim-I</th>
<th>Dim-II</th>
<th>Dim-III</th>
<th>Dim-IV</th>
<th>Dim-V</th>
</tr>
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<td>0.044</td>
<td>-0.072</td>
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</tr>
<tr>
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<td>0.024</td>
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<td>-0.027</td>
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<td>Aes Att-III</td>
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<td>-0.039</td>
<td>-0.046</td>
<td>0.025</td>
<td>-0.06</td>
</tr>
<tr>
<td>Aes Att-IV</td>
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<td>0.055</td>
<td>-0.05</td>
<td>0.078</td>
<td>-0.055</td>
</tr>
<tr>
<td>Aes Att-V</td>
<td>0.12</td>
<td>0.06</td>
<td>-0.133</td>
<td>0.012</td>
<td>-0.097</td>
</tr>
</tbody>
</table>

{AA (Aes Att)- Aesthetic Attitude, MS - Mind Style}

- There is a relationship between aesthetic attitude towards art programmes in the college and various dimensions of mind style of teacher educators. Table-1 indicates that the aesthetic attitude of teacher educators towards art programmes in the college have positive correlation with dim-I, II & V (0.081, 0.044, 0.054) of mind styles and negative correlation with dim-III & IV (-0.072, -0.002), but the correlation is not significant. This shows that there is a relationship between the mind style and the aesthetic attitude of teacher educators.
- There is a relationship between aesthetic attitude towards creative work administered in the college and various dimensions of mind style of teacher educators. The data shows that dimension I, II, & V (0.082, 0.024, 0.06) of mind style have positive correlation with aesthetic attitude of teacher educators and dimension-III & IV (-0.067, -0.027) of mind style have negative relationship with aesthetic attitude of teacher educators towards creative work administered in the college. The result indicates the positive as well as negative correlation between different mind style and aesthetic attitude towards creative work administered in the college.
- There is a relationship between aesthetic attitude towards costumes used in the college campus and various dimensions of mind style of teacher educators. Data indicates that first and the fourth dimension I & IV (0.036, 0.025) of mind style of teacher educators have positive relation with aesthetic attitude towards costumes used in the college and the dimensions - II, III, & V (-0.039, -0.046, -0.06) of mind style have negative correlations with the aesthetic attitude of teacher educators. The result affirms that aesthetic attitude and mind style have good positive relation in two aspects and reverses the relationship in three dimensions. The result indicates that the positive as well as negative correlation between aesthetic attitude towards costumes used in the college and various mind style dimensions of teacher educators.
- There is a relationship between aesthetic attitude towards beautification of the college campus and various dimensions of mind style of teacher educators. The first two and the fourth dimensions (0.065, 0.055, 0.078) of mind style have positive relationship with the aesthetic attitude of teacher educators and negative relationship with dimensions III and V (-0.05, -0.055). The data projects the positive relationship between aesthetic attitude and the mind style in three dimensions and negative relationships on other dimensions. The result indicates positive as well as negative correlation between...
aesthetic attitude towards beautification of the college campus and various mind style dimensions of teacher educators.

- There is relationship between aesthetic attitude towards class room arrangement of the college and various dimensions of mind style of teacher educators.

The data explains that dimensions I, II & IV (0.12, 0.06, and 0.012) of mind style have positive relationship and dimensions III & V (-0.133, -0.097) have negative relationship with the aesthetic attitude of teacher educator towards class room arrangement of the college.

Findings

1. There is relationship between the mind styles of teacher educators with art programmes in the college.
2. There is a positive relationship between aesthetic attitude towards creative work administered in the college with extroverted-introverted, tough minded- tender minded and confident-emotional and negative relationship with conforming-creative and high structure-low structure.
3. Attitude towards costumes used in the college expresses negative as well as positive relationship with various mind style nature of the teacher educators.
4. Teacher educators possess a good positive aesthetic attitude towards beautification of the college campus and negative trend exists among conforming-creative and confident-emotional styles.
5. Aesthetic attitude towards class room arrangement in the college shows deviations positively with extroverted-introverted, tough minded-tender minded and high structure-low structure and negatively with conforming-creative and confident and emotional.

Recommendations

- Teacher educators should be given awareness on the nature of their mind so as to rectify the bad and unimpressive style with impressive and meaningful mind style.
- Teacher educators should always avoid the nature of adapting to the circumstances; they should try to be the masters of situations than being the slaves of it.
- Teacher educators should be catered with good aesthetic attitude in almost all activities in the college.
- Despite various mind styles teacher educators should stick on to the need and demand of the students with out losing their originality.
- Teacher educators should have the aesthetic attitude to be the model to uphold the tradition of teachers, admirer of modern teachers and visionary with mission to over view the future of teachers.

Conclusion

Education is a growing science and its foundations are to be explored for a study of the subject, with an inter-disciplinary approach. Philosophy and Psychology are the cornerstones of education. Education is the process of enabling people not merely to live but also to live adequately. There are various facts of education: academic, aesthetic, moral, physical, social and spiritual. Traditionally, sensory or aesthetic experience is dismissed as a means to
truth either because it can be confused or indistinct because it is not amenable to conceptual analysis. Alexander Baumgarten and Immanuel Kant reconfigures aesthetic confusion as a synthesis, they express that rational judgment divides the world into subjects and predicates, but aesthetic experience, allows to perceive these moments as a unified whole. In short the Aesthetic Attitude with respect to mind style among teacher educators reveals the need of a good monitoring system to ensure the allround uplift of teaching community.

References

ATTITUINAL CHANGES OF TEACHER EDUCATORS IN THE KNOWLEDGE SOCIETY

S.Suneeth Ben & D.Vinodh Kumar

Abstract: A Teacher is one who shows the fellow being, how to do and admire something, who imparts an active skill, and who kindles the desire to acquire this skill and to use it. Teaching is a process of acculturating students into a set of social norms and ways of working. Mind Style is the linguistic style that reflects a cognitive state. Aesthetic Attitude is defined as any attitude whatever directs attention to certain features of the world. But the element of attention must be especially underscored in speaking of aesthetic perception. Aesthetic attitude signifies the relationship between psychology through aesthetics and Psychology through attitude. Mind style and aesthetic attitude of teacher educators sets the foundation of a knowledge society to flourish through the development. A well balanced individual especially teacher educator seeks to attitudinal changes for a knowledge society and by that the human beings effectively and efficiently. The study revealed the nature of mind style and aesthetic attitude of teacher educators towards various aspects in their institution

INTRODUCTION:

Human being is an individual born with certain innate potentialities, which when fully developed, will enable him to interact meaningfully and successfully with his environment to fulfill his needs and make life worth living. Good teacher educators will give high priority for the mind and its faculty of themselves and others, hence the assessment of mind reveals the mystery of human relationship. Freud has compared the mind with an iceberg, in which the smaller part showing above the surface of the water represents the region of consciousness while the much larger mass below the water level represents the region of unconsciousness. Education as the word means should draw out or lead out the nature of mind of human beings and its beauty towards the real unavoidable surroundings and situation of life for admiration, inspiration, creation, recreation, evaluation and regeneration. Style must therefore be expected to manifest elements that lead a careful reader to unconscious views as well as to conscious attempts to convey meaning. Mind Style is the linguistic style that reflects a cognitive state. The Greek original of the word “Aesthetics” (aisthesis) means “perception by the senses, especially by feeling”. Aesthetic Attitude is defined as any attitude whatever directs attention to certain features of the world. But the element of attention must be

ISSN 2319-1709 - 17

Interdisciplinary Peer Reviewed Research Journal of M.T.T. College, Thiruvananthapuram-15, Kerala
especially underscored in speaking of aesthetic perception. Aesthetic attitude signifies the relationship between philosophy through aesthetics and Psychology through attitude. The study of Paul J. Silvia (2005), Powers (1993), T. Cameron Wild & Don Kuiken (1992), Goyal, J.C., (1980) reveals the importance of aesthetic attitude and mind in its variation, enhancing the welfare as well as the structure of society as such.

**METHODOLOGY**

Survey method was implemented to collect data for the study. The investigator used - The MSQ (Mind Style Questionnaire) with 88 questions (Standardized) ; which was used to find out the mind style pattern of teacher educators and the Aesthetic attitude questionnaire with 40 questions for collecting data for the study.

**SAMPLE:** As the study was conducted among teacher educators; The standardization of the tool aesthetic questionnaire was done with the teacher educators working at Mahatma Gandhi University and Calicut university. For the final administration of the tool, the investigator with the expert opinion selected 200 teacher educators working at University of Kerala. The teacher educators where residing and working at various colleges in four districts- Thiruvananthapuram, Kollam, Alapuzha and Pathanamthitta.

**MAJOR OBJECTIVES OF THE STUDY**

* To find out the nature of mind style of teacher educators

* To find out aesthetic attitude of teacher educators towards various aspects in their institution.

**MAJOR FINDINGS**

**A. THE NATURE OF MIND STYLE OF TEACHER EDUCATORS**

Table I revealed the frequency (Fq) and percentage (%) of Mind style among teacher educators
Table 1: Table representing the MSQ score, frequency (Fq) and percentage (%) of mind style among teacher educators

<table>
<thead>
<tr>
<th>MSQ Score</th>
<th>Fq1</th>
<th>%</th>
<th>Fq2</th>
<th>%</th>
<th>Fq3</th>
<th>%</th>
<th>Fq4</th>
<th>%</th>
<th>Fq5</th>
<th>%</th>
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<tbody>
<tr>
<td>-5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<td>3</td>
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<td>34.5</td>
<td>70</td>
<td>35</td>
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<td>7</td>
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<td>33</td>
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<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

THE NATURE OF MIND STYLE (EXTROVERTEDNESS AND INTROVERTEDNESS) OF TEACHER EDUCATORS WITH RESPECT TO ITS SCORE VARIATION: From the Table 1 it is clear that the frequency in between -1 to 1 are 111 (55.5%) that indicates the teacher educators who participated in the study had the tendency to fluctuate in their opinion and deeds. 62 (31%) teacher educators acquired +2 & -2 score, indicates that this persons will be extroverted and introverted, depending on the circumstances in which they find themselves. 21 (10.5%) teacher educators acquired +3 & +4 score which express that they will had definite high tendency to show extrovertedness. 6 (3%) teacher educators acquired -3 score which express that only they had high tendency to be introverted. In fact almost 86.5% teacher educators will be extroverted and introverted, depending upon the circumstances in which they find themselves. 13.5% teacher educators are courageous enough to show their identity and mind style whatever the circumstances may be.
THE NATURE OF TOUGH AND TENDER MINDEDNESS MIND STYLE OF
TEACHER EDUCATORS WITH RESPECT TO ITS SCORE VARIATION IN
TOTO: From the Table-1, 115(57.5%) teacher educators had the score in
between -1 to +1 which refers that they will be fluctuating their thoughts
according to the situation.66(33%) teacher educators are tough minded or
tender minded, depending on the circumstances in which they find
themselves.18(9%) teacher educators had definite high tendency to be tender
mindedness. Only 1(.5%) teacher educator is tough minded person. In short
90.5% teacher educators are tough and tender minded depending upon the
circumstances in which they find themselves. Only 9.5% teacher educators
are courageous enough to show their identity and mind style whatever the
circumstances maybe.

THE NATURE OF CONFORMING AND CREATIVE MIND STYLE OF
TEACHER EDUCATORS WITH RESPECT TO ITS SCORE VARIATION:
From the Table-1 it is clear that 124(62%) teacher educators score between +1
to -1, this shows that, they are to the situation, than they being the
situation.58(29%) teacher educators score average value, and they will be
conforming and creative depending on the circumstances in which they find
themselves.18(9%) teacher educators had definite high tendency to be
conforming a good deal of time. In short 91% teacher educators are conforming
and creative depending upon the circumstances in which they find
themselves. Only 9% teacher educators are courageous enough to show
their identity and mind style whatever the circumstances maybe.

THE NATURE OF HIGH AND LOW STRUCTURE MIND STYLE OF
TEACHER EDUCATORS WITH RESPECT TO ITS SCORE VARIATION It is
evident from the Table-1 that 105(52.5%) teacher educators varies their
thought according to the situation they are in.71(35.5%) teacher educators
are high structured and low structured, depending on the circumstances they
find themselves.23(11.5%) teacher educators representing the score above -
3 had high tendency to become high structured. Only one (0.5%) show definite
tendency of low structuredness. In fact 88% teacher educators are high and
low structured depending upon the circumstances in which they find
themselves. Only 12% teacher educators are courageous enough to show their identity and mind style whatever the circumstances may be.

THE NATURE OF CONFIDENT AND EMOTIONAL MIND STYLE OF TEACHER EDUCATORS WITH RESPECT TO ITS SCORE VARIATION:

From the table-1, 42 (21%) teacher educators varies their thought and deeds according to the situation they are in. 74 (37%) teacher educators are confident and emotional depending on the circumstances they find themselves. 83 (41.5%) teacher educators had definite tendency to be confident a good deal of the time. Only one (0.5%) teacher educator is emotional in true sense. 58% of teacher educators are confident and emotional according to the situation. 42% teacher educators are highly courageous enough to show their identity and mind style whatever the circumstances may be.

B. THE AESTHETIC ATTITUDE OF TEACHER EDUCATORS TOWARDS VARIOUS ASPECTS IN THEIR INSTITUTION

Table 2 revealed the percentage of aesthetic attitude of teacher educators towards various aspects in their institution.

Table - 2: Table expressing the percentage with respect to its score of aesthetic attitude of teacher educators towards various aspects in their institution.

<table>
<thead>
<tr>
<th>Score</th>
<th>% of (1)</th>
<th>% of (2)</th>
<th>% of (3)</th>
<th>% of (4)</th>
<th>% of (5)</th>
</tr>
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<td>26</td>
</tr>
</tbody>
</table>

(1) Aesthetic attitude of teacher educators towards the arts programmes in the college

In fact that indicates that even though more teachers had positive attitude towards the various arts programmes there are almost the same number of teacher educators who had negative and undecided attitude towards it.
(2) Aesthetic attitude of teacher educators towards creative work administered in the college

Almost 73% of teacher educators had positive attitude towards creative work administered in the college, even though 20% of teacher educators express their dissatisfaction in that along with 7% undecided teacher educators.

(3) Aesthetic attitude of teacher educators towards costumes used in the college

Majority of teacher educators are not decided to the costumes used in the college campus and few teacher educators had the negative attitude towards it, while a few are satisfied and show positive attitude towards the costumes used in the college.

(4) Aesthetic attitude of teacher educators towards beautification of the college campus

Teacher educators are highly undecided about the admiration as well as the beautification of the college campus, only few had positive attitude where else a few had negative attitude towards it.

(5) Aesthetic attitude of teacher educators towards class room arrangement in the college

All the teacher educators did not had unique attitude. The positive as well as negative attitude equalize in frequency and the undecided dominate make it clear that teacher educators like to take the class room arrangement as it comes.

RECOMMENDATIONS:

- Teacher educators should be given awareness about their nature of mind and try to rectify the bad and unimpressive style with impressive and meaningful mind style.
- Teacher educators should always avoid the nature of adopting to the circumstances, they should try to be the masters of situations than being the slaves of it.
- Teacher educators should had the aesthetic attitude to be the model to uphold the tradition of teachers, admirer of modern teachers and visionary with mission to over view the future of teachers.
To give respect and to take respect should be the policy of teacher educators to carry out their mind style and aesthetic attitude in a meaningful way to others and for themselves.

Teacher educators show tremendous change and maturity when they earn more and more education. The teacher educators should learn more to activate their mind and aesthetic appreciations.

CONCLUSION:

Mind is cordially related with almost all the aspects of aesthetics, hence it is evident that the Mind style Endeavour’s with aesthetic attitude of human beings. In all creatures there is a natural ambition to live and let live, which necessarily includes ambition to learn, but even a natural ambition will need encouragement. A Teacher is one who shows the fellow being, how to do and admire something, who imparts an active skill, and who kindles the desire to acquire this skill and to use it. Teaching is a process of acculturating students into a set of social norms and ways of working. Mind style and aesthetic attitude of teacher educator sets the foundation of a knowledge society to flourish through the development. A well balanced individual especially teacher educator seeks to attitudinal changes for a knowledge society and by that the human beings effectively and efficiently.

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New Delhi.
Professionalism in Facing the Challenges of Education
ASSESSING THE NATURE OF MIND STYLE ASPECTS AMONG TEACHER EDUCATORS

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Introduction

A Teacher is one who shows the fellow being, how to do and admire something, who imparts an active skill, and who kindles the desire to acquire this skill and to use it. In all creatures there is a natural ambition to live and let live, which necessarily includes ambition to learn, but even a natural ambition will need encouragement. In ancient India four terms were employed to denote the designations of teachers, viz; Acharya, Guru, Shikshak and Upadhyaya.

Mind is the mystery which guide one, towards eternity and bliss of life. By viewing the wholeness of mind, strength, depth and variety of nature can be evaluated. Mind refers to the collective aspects of intellect and consciousness which are manifest in some combination of thought, perception, emotion, will, memory, and imagination. All schools of Philosophy, Psychology, Sociology and other related discipline create deep and challenging impression in every human being’s mind so as to create ones own mind style depending on one’s situation, life atmosphere and desire. The study of Paul J. Silvia (2005), Powers (1993), T. Cameron Wild & Don Kuiken (1992), Goyal, J.C., (1980) reveals the importance of mind in its variation for enhancing the welfare as well as the structure of society as such.

Sample

The investigator with the expert opinion selected 200 teacher educators working at University of Kerala. The teacher educators where residing and working at various colleges in four districts-Thiruvananthapuram, Kollam, Alapuzha and Pathanamthitta.

Method of Research and Tool

Due to the nature of data to be collected and analysed Survey method was implemented. The investigator used The MSQ (Mind Style Questionnaire) with 88 questions (Standardized); which was used to find out the mind style pattern of teacher educators.
About the Tool

The MSQ (Mind Style Questionnaire) is a questionnaire to assess the Personality dimensions - Extroverted, Introverted, Tough-minded, Tender minded, Conforming, Creative, High structure, low structure, Confident, Emotional. To check the reliability of the usage of the tool, Impression control questions is also added. Tool is constructed using the latest research data’s on personality measurement.

Major Objective of the Study are,

➢ To find out the nature of mind style of teacher educators.

Major Findings

➢ To find out the nature of mind style of teacher educators

Table - 1

Table representing the MSQ score, frequency (Fq) and percentage (%) of

Mind Style among Teacher Educators

<table>
<thead>
<tr>
<th>Fq</th>
<th>M</th>
<th>-5</th>
<th>-4</th>
<th>-3</th>
<th>-2</th>
<th>-1</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
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<tbody>
<tr>
<td>Fq 1</td>
<td>-</td>
<td>6</td>
<td>20</td>
<td>46</td>
<td>16</td>
<td>49</td>
<td>42</td>
<td>12</td>
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<tr>
<td>%</td>
<td>-</td>
<td>3</td>
<td>10</td>
<td>23</td>
<td>8</td>
<td>24.</td>
<td>5</td>
<td>21</td>
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<td>4.</td>
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<td></td>
</tr>
<tr>
<td>Fq 2</td>
<td>-</td>
<td>3</td>
<td>15</td>
<td>33</td>
<td>49</td>
<td>23</td>
<td>43</td>
<td>33</td>
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<td>200</td>
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<tr>
<td>%</td>
<td>-</td>
<td>1.5</td>
<td>7.5</td>
<td>16.</td>
<td>24.</td>
<td>11.</td>
<td>21.</td>
<td>5</td>
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<tr>
<td>Fq 3</td>
<td>-</td>
<td>18</td>
<td>42</td>
<td>69</td>
<td>19</td>
<td>36</td>
<td>16</td>
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<td>200</td>
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<tr>
<td>%</td>
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<td>9</td>
<td>21</td>
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<tr>
<td>Fq 4</td>
<td>-</td>
<td>3</td>
<td>20</td>
<td>64</td>
<td>70</td>
<td>25</td>
<td>10</td>
<td>7</td>
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<td>100</td>
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<tr>
<td>Fq 5</td>
<td>1</td>
<td>5</td>
<td>23</td>
<td>45</td>
<td>68</td>
<td>32</td>
<td>3</td>
<td>7</td>
<td>6</td>
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<td>200</td>
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<tr>
<td>%</td>
<td>7.</td>
<td>5</td>
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<td>22.</td>
<td>34</td>
<td>16</td>
<td>1.5</td>
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<td>3</td>
<td>0.5</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Fq 6</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2.5</td>
<td>9</td>
<td>17</td>
<td>43.</td>
<td>2</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

M = Mind Style Questionnaire Scores

Fq = Frequency related with Various Mind Styles
(Fq 1). To find out the nature of extrovertedness and introvertedness mind style of teacher educators with respect to its score variation.

From the Table-1 its clear that the frequency in between -1 to 1 are 111 (55.5%) that indicates the teacher educators participated in the study had the tendency to fluctuate in their opinion and deeds. 62(31%) teacher educators acquired +2 & -2 score, indicates that this persons will be extroverted and introverted, depending on the circumstances in which they find themselves. 21(10.5%) teacher educators acquired +3 & +4 score which express that they will had definite high tendency to show extrovertedness. 6(3%) teacher educators acquired -3 score which express that only they had high tendency to be introverted.

In fact almost 86.5% teacher educators will be extroverted and introverted, depending upon the circumstances in which they find themselves. 13.5% teacher educators are courageous enough to show their identity and mind style what ever the circumstances may be.

(Fq 2). To find out the nature of tough and tender mindedness mind style of teacher educators with respect to its score variation.

From the Table-1, 115(57.5%) teacher educators had the score in between -1 to +1 which refers that they will be fluctuating their thoughts according to the situation. 66(33%) teacher educators are tough minded or tender minded, depending on the circumstances in which they find themselves. 18(9%) teacher educators had definite high tendency to be tender mindedness. Only 1(.5%) teacher educator is tough minded person.

In short 90.5% teacher educators are tough and tender minded depending upon the circumstances in which they find themselves. Only 9.5% teacher educators are courageous enough to show their identity and mind style what ever the circumstances may be.

(Fq 3). To find out the nature of conforming and creative mind style of teacher educators with respect to its score variation.

From the Table-1 it is clear that 124(62%) teacher educators score between +1 to -1, this shows that, they are to the situation, than they being the situation. 58(29%) teacher educators score average value, and they will be conforming and creative depending on the circumstances in which they find themselves. 18(9%) teacher educators had definite high tendency to be conforming a good deal of time.

In short 91% teacher educators are conforming and creative depending upon the circumstances in which they find themselves. Only
9% teacher educators are courageous enough to show their identity and mind style whatever the circumstances may be.

➢ **(Fq 4). To find out the nature of high and low structure mind style of teacher educators with respect to its score variation.**

It is evident from the Table-1 that 105(52.5%) teacher educators varies their thought according to the situation they are in. 71(35.5%) teacher educators are high structured and low structured depending on the circumstances they find themselves. 23(11.5%) teacher educators representing the score above -3 had high tendency to become high structured. Only one (0.5%) show definite tendency of low structuredness.

In fact 88% teacher educators are high and low structured depending upon the circumstances in which they find themselves. Only 12% teacher educators are courageous enough to show their identity and mind style whatever the circumstances may be.

➢ **(Fq 5). To find out the nature of confident and emotional mind style of teacher educators with respect to its score variation.**

From the table-1, 42(21%) teacher educators varies their thought and deeds according to the situation they are in. 74(37%) teacher educators are confident and emotional depending on the circumstances they find themselves. 83(41.5%) teacher educators had definite tendency to be confident a good deal of the time.

Only one(0.5%) teacher educator is emotional in true sense. 58% of teacher educators are confident and emotional according to the situation. 42% teacher educators are highly courageous enough to show their identity and mind style whatever the circumstances may be.

➢ **(Fq 6). To find out the nature of impression control of mind style of teacher educators with respect to its score variation.**

The total score of all teacher educators are below four hence they are honest with this questionnaire and all the expressions made by the teacher educators in the tool is valid and honest.

**Recommendations**

➢ Teacher educators should be given awareness about their nature of mind and try to rectify the bad and unimpressive style with impressive and meaningful mind style

➢ Teacher educators should always avoid the nature of adopting to the circumstances, they should try to be the masters of situations than being the slaves of it.
➢ To give respect and to take respect should be the policy of teacher educators to carry out their mind style in a meaningful way to others and for themselves.

➢ Teacher educators show tremendous change and maturity when they earn more and more education.

➢ The teacher educators should learn more to activate their mind

Conclusion

The view that style results from a set of choices is linked to the notion of what is sometimes called mind style. This term was first used by Roger Fowler in Linguistics and the Novel to designate a "distinctive linguistic presentation of an individual mental self". Later writers, such as Elena Semino and Kate Swindlehurst, define mind style as a projection of world view. Style must therefore be expected to manifest elements that lead a careful reader to unconscious views as well as to conscious attempts to convey meaning. And even the notion of choice does not, as might at first seem to be the case, necessarily focus more on conscious mental structures: choices can also be affected by unconscious thoughts, views, influences, and information. Both mind style in a text and the cognitive state of which it is a manifestation will contain both conscious and unconscious elements. Assessing the different nature of Mind Style aspects among Teacher Educators reveals the importance of enhancing the mind style aspects for a professional well being of teacher educators to achieve and exhibit a meaningful and pragmatic ethics in their profession as well as for the society.

References


REVISITING SWAMI VIVEKANANDA'S VISION
FOR FACING THE NEW EDUCATIONAL CHALLENGES

COMПENDIUM
OF PAPERS PRESENTED

at the International Seminar organised in connection
with the 150th Birth Anniversary of Swami Vivekananda
at Gandhi Bhavan, Thircaud, Thrivanasanthapuram
From 5th - 7th September 2013

Organization
Kerala Gandhi Smarak Nidhi &
Dr. K. Sivadasan Pillai Foundation for Educational Research and Development
(SPFERD)

Published by:
Dr. K. Sivadasan Pillai Foundation for Educational Research and Development (SPFERD)
& Global Health Care Publications, Thrivanasanthapuram.
VIVEKANADA’S EDUCATIONAL VIEW ON 21ST CENTURY TEACHER EDUCATION AND ACTIVE LEARNING ACTIVITIES

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INTRODUCTION

Those who were born or will be born after January 1st, 2001, will wonder how people felt during this change of the new millennium, what their thoughts were at that time and will be kind of jealous that they were not part of that special moment. Human race has made tremendous progress in science and technology in the last two centuries. These advances have brought substantial changes in the lives of people. Even when Swami Vivekananda went to America, the nation was in the thralls of scientific and technological advances. In 1892, Alexander Graham Bell transmitted the first vocal message by electricity from New York to Chicago, and George Eastman founded the Eastman Kodak Company. In 1893, Henry Ford built his first gasoline engine that ran successfully, and Nikola Tesla demonstrated his polyphase alternating current system at the Columbian Exposition in Chicago. New York City, the great metropolis, was the hub for much of this activity. On the Pearl Street Thomas Edison designed and installed the first large central power station. His electric lamps lit up the city. Change has become the order of the day. Education has to keep itself ready for such a change. To Vivekananda, education was not only collection of information, but something more meaningful; he felt education should be man-making, life giving and character-building.

VIVEKANADA’S EDUCATIONAL VIEW

Swami Vivekananda (1863 – 1902), a great thinker and reformer of India, embraces education, which for him signifies ‘man-making’, as the very mission of his life. Like a scientist, Swami Vivekananda first outlined the goal. Then he told that the same scientific methods of investigations which we apply in the external world should be applied in the inner search. After that, he gave the methods from the Bhagavad Gita to achieve this goal. In science there are methods to perform experiments in order to verify the hypothesis. Vivekananda’s method of education resembles the heuristic method of the modern educationists. In this system, the teacher invokes the spirit of inquiry in the pupil who is supposed to find out things for himself under the bias-free guidance of the teacher.

Swami Vivekananda believed education is the manifestation of perfection already in men. He thought it a pity that the existing system of education did not enable a person to stand on his own feet, nor did it teach him self-confidence and self-respect. To him education was an assimilation of noble ideas. “Education is not the amount of information that we put into your brain and runs riot there, undigested, all your life. We must have life building, man making, character making assimilation of ideas. If you have assimilated five ideas and made them your life and character, you have more education than any man who has got by heart a whole library”. Swami Vivekananda stressed on giving the public only positive education, because negative thoughts weaken

POSITIVE EDUCATION WITH RELIGIOUS METHODS

Swami Vivekananda told, if young boys and girls are encouraged and are not unnecessarily criticized all the time, they are bound to improve in time. He felt that major part of formal type of education that young boys and girls receive is very negative. He thinks they do not gain confidence or self-
respect from these education, so according to Swami Vivekananda only positive education should be given to children and religious method is important for that. According to Swami Vivekananda, all the religious methods can be classified under four categories: men.

(i) **Karma Yoga**: A way to realize one’s own divinity through unselfish actions.
(ii) **Bhakti Yoga**: A way to realize one’s own divinity through love of God
(iii) **Raja Yoga**: A way to realize one’s own divinity through self control, and
(iv) **Jnana Yoga**: A way to realize one’s own divinity through knowledge obtained by reasoning and analysis.

**21ST CENTURY**

The 21st century is the current century of the Anno Domini era or the Common Era, in accordance with the Gregorian calendar. It began on January 1, 2001, and will end on December 31, 2100. It is the 1st century of the 3rd millennium. Digital technology, in its early stages of mainstream use in the 1980s and 1990s, became widely accepted by most of the world, though concerns about stress from the overuse of mobile phones, the Internet and related technologies remains controversial. In 2013 80 percent of the world's population used mobile phones and about 35 percent used the Internet. All these demand excellence in academic and professional preparation of teachers especially teacher education.

**TEACHER EDUCATION**

The importance of powerful teaching is increasingly important in contemporary society. Teacher training/education or professional preparation of teachers are usually through formal course work and practice teaching. The amount of preparatory training, however, varies greatly worldwide. Specific training for teachers was originated in France (1685) by St. John Baptist de la Salle. Teacher training spread rapidly in Europe as a result of the work of August Hermann Francke and Johann Pestalozzi and through the influence of the monitory system. To analyse the philosophy of teacher education in the 21st century, the VŠK framework of philosophy of teacher education at National Institute of Education-Singapore, stood up as a comprehensive example. (The National Institute of Education, Singapore is one of the leading teacher preparation institutions in the world, and has been an integral part of Singapore's education system since it was first established as the Teachers’ Training College in 1950.)

Standards for learning are now higher than they have ever been before, as citizens and workers need greater knowledge and skill to survive and succeed. Teachers need not only to be able to keep order and provide useful information to students but also to be increasingly effective in enabling a diverse group of students to learn ever more complex material. In previous decades, teachers were expected to prepare only a small minority for ambitious intellectual work, whereas they are now expected to prepare virtually all students for higher order thinking and performance skills once reserved to only a few. Active learning activities is an effective pedagogical endeavour to fulfill the desire to learn of almost all students in the classroom.

**ACTIVE LEARNING ACTIVITIES**

Active Learning activities - Is the term that refers to several models of instruction that focus the responsibility of learning on learners. Such as think-pair-share, learning cell, collaborative learning group, student debate, reaction to a video, class game, short written exercise. Active learning is where students learn through any means, other than lecture based learning. This could be a hands-on approach, collaborative work, individual projects or even educational computer games. Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning, on learners. Bonwell and Eison (1991) popularized this approach to instruction (Bonwell & Eison 1991). This "buzz word" of the 1980s became their 1990s report to the Association for the Study of Higher Education (ASHE). In this report they discuss a variety of methodologies for promoting "active learning." While
there has been much enthusiasm for active learning, a variety of research studies since the 1990s, has since promoted an important principle: Guidance early, and then practice later is suggested for the best results.

**CATEGORIES OF ACTIVE LEARNING ACTIVITY STRATEGIES**

There are four broad categories of learning strategies that one might use in an active learning classroom:

- Individual activities
- Paired activities
- Informal small groups
- Cooperative student projects

**BASIC ELEMENTS OF ACTIVE LEARNING ACTIVITY**

The four basic activities through which all students learn, and specific active learning strategies use one or more of these elements.

- Talking and Listening
- Writing
- Reading
- Reflecting

**CONCLUSION**

100 years ago, people would not have thought that human beings will walk on the moon or traveling in the sky from one end of the earth to the other end will be as easy as traveling in the bus. People would not have thought that pressing a few buttons one can talk to another person anywhere in the world or with the click of a mouse one can bring a whole library of the world to one’s desk or shop for anything from a pin to a plane ticket. Not only the rate of discoveries is accelerating, but the acceleration rate itself is accelerating. Viveknanda’s educational views on 21st century teacher education and active learning activities is a dream fulfillment of the human race to be and to last long efficiently. Swami Vivekananda’s views related with education express that education is the one through which a strong nation are to be build that will lead the world towards peace and harmony, and that view of him is still a far cry. It is high time that pedagogues should serious to obey his philosophy of education and propagate his call to every-body-’ Arise, awake, and stop not till the goal is reached.’

**REFERENCES**

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