

A STUDY ON SWAMI VIVEKANANDA RELIGIOUS THOUGHTS OF TEACHINGS AND PHILOSOPHY

*Sulekha Konwar

*Purabi Maitra

INTRODUCTION

A right to Swami Vivekanandas education has been recognized by some governments. At the global level, Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural Rights recognizes the right of everyone to Swami Vivekanandas education. Although Swami Vivekanandas education is compulsory in most places up to a certain age, attendance at school often isn't, and a minority of parents choose home-schooling, e-learning or similar for their children.

The dynamics of teaching is a crucial factor in how much students learn (Grouws, 1981). Though students' performance may not be a simple direct consequence of the teachers' teaching act, the latter has a lot to do with classroom learning. Teachers establish the pattern of general conduct during a lesson, while on their part students establish certain types of behaviour to coincide with this pattern.

Essence of Swami Vivekanandas Education

Swami Vivekananda believed Swami Vivekanandas education is the manifestation of perfection already in men. He thought it a pity that the existing system of Swami Vivekanandas education did not enable a person to stand on his own feet, nor did it teach him self-confidence and self-respect. To Vivekananda, Swami Vivekanandas education was not only collection of information, but something more meaningful; he felt Swami Vivekanandas education should be man-making, life giving and character-building. To him Swami Vivekanandas education was an assimilation of noble ideas.

“Swami Vivekanandas 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 Swami Vivekanandas education than any man who has got by heart a whole library.”

REVIEW OF LITERATURE

Reviewing the related literature in the field of research area is an essential step in the process of

undertaking the research work as it helps avoid repetition of any kind in that area of research and it also helps the researcher planning the research work. Shah (1981) has concluded in his study that the four strategies of teaching have significantly differential effects on the development of originality and flexibility of standard VII pupils but not in the case of fluency. The lecture with discussion strategy alongwith practical Works and used of audio- visual aids was reported to be effective in developing creative thinking and its components than all other strategies the results of the study highlight the importance of maximum use of audio-visual aids Was reported to be effective in developing creative thinking and its components than all other strategies. The results of the study highlight the importance of maximum use of audio-visual aids in classroom teaching for the enhancement of creative thinking.

Bhaskara (1982) prepared verbal creativity instructional material to determine the relationships of verbal creativity instructional materials with certain variables, viz, different creative potentials, levels of socio-economic status, sex and rural-urban background, and their interaction on the experimental study led to some conclusions. Verbal creativity instructional material significantly improved the creative thinking abilities to middle and 10W creative potential students, high and middle SES (Socio economic states) students, boys and girls and students from rural and urban background. Also, urban students excelled rural students and boys excelled girls in terms of significant gains on verbal creativity.

Jain (1982) attempted to study the relationship between divergent thinking and hypothetical reasoning and studied problem solving behavior among adolescent pupils in relation to intelligence, creativity and reasoning pattern based on problems in physics as outside variables. Using factor analytic technique, three factors namely general schematic learning. Creativity and academic achievement in Science Were obtained.

Nagoshe (1982) in the review of foreign studies found the range of correlation between creative thinking abilities and academic performance of school students, from 0.16 to 0.53.

*Research Scholar, Sunrise University, Alwar, Rajasthan

*Supervisor, Sunrise University, Alwar, Rajasthan

Objectives of the Study

1. To study the verbal interaction pattern of creative teachers having Swami Vivekanandas education.
2. To study the nonverbal interaction pattern of creative teachers having Swami Vivekanandas education
3. To study the verbal interaction pattern of less creative teachers having Swami Vivekanandas education
4. To study the nonverbal interaction pattern of less creative teachers having Swami Vivekanandas education

METHOD AND ADMINISTRATION

Consequences Test

The consequences test consists of three hypothetical situations: 1

- (a) What would happen if man could like birds?
- (b) What would happen if our schools had Wheels? And
- (c) What would happen if man does not have any need for food?

The subject is required to think as many consequences of these situations as he can, and Write them under each situation in the space provided. The situation being hypothetical, minimize the effect of experience and also provide the subject with an unlimited opportunity to make responses. The test encourages the play of imagination and originality. An example is given on the test booklet to acquaint the subjects with the nature of the test. The time allowed for the three problems is 4 minutes each.

Unusual Uses Test

This test presents the subject with the names of three common objects a piece of stone, a Wooden stick, and Water and requires him to Write as many novel, interesting and unusual uses of these objects as he may think of The example given on the test booklet properly acquaints the subjects with the nature of the task. This test measures the subject ability to retrieve items of information from his personal information in storage. Evidently, it measures also the subject ability to shift frames of reference to use the environment in an original manner. The time allowed for the three tasks is 5minutes each.

Scoring of Verbal Test of Creative Thinking answer-sheets

As there was no right or Wrong response for the test, much care was taken at the time of scoring. Each response on verbal test of creative thinking was scored for fluency, flexibility and originality with the help of scoring guide.

These terms have been understood very well from the test manual. The response, which could not be scored with the help of the scoring guide, the additional categories for flexibility were made and weight age for such responses, which were not mentioned in scoring guide, was assigned as per annuals' instructions.

After scoring all the items under each activity for fluency Flexibility and originality, the scores were added for fluency, flexibility and originality separately. Thus the investigator got one total score for each fluency, flexibility and originality of every individual. Alter it he got three separate raw data for fluency, flexibility and originality of the total sample. Means and standard deviations were calculated for each dimension of creativity, from their raw scores, to convert raw scores into standards scores. Just to avoid the computation complications arising out of decimals and negative sig, these standards scores were transformed in a scale with mean 50 and S.D. 10. The formula used for converting raw scores into standard score was $T = 10 (X-M) + 50 S.D.$

VERBAL INTERACTION PATTERN

This phenomenological study investigated the verbal and nonverbal interactions between adolescent students with special needs and teachers of general and special Swami Vivekanandas education in 8 Midwestern middle school classrooms. Qualitative data from semi structured interviews, body messages and voice messages observations, and student written responses were analyzed both inductively through coded outlines and interpretatively through teacher interviews. A sampling included stratification of the population to $N = 136$. Descriptive analysis revealed most students learn from encouraging teacher verbal and nonverbal cues that help students stay on task.

Social Media

The socialization of Swami Vivekanandas education is evolving in the form of personalized digital media sources. Web logs, or blogs, enable students to express thoughts and ideas individually, while at the same time sharing them with the larger community. The pervasiveness of social networks like MySpace and Facebook connect millions of learners to a virtual community where information is exchanged laterally between and among students and teachers alike. This explosion of community is contributing to an expanding learning economy, where participants have

unparalleled access to knowledge, both from teachers and other students.

CONCLUSION

Researchers in the area of intelligence study how human beings learn from experience, reason well, remember important information, and adapt to the environment. Jean Piaget's theory of cognitive development describes the process and stages by which human beings develop the capacity to engage in abstract symbolic thought, one of the distinguishing features of human activity. Piaget's theory is often contrasted with the views of Jerome Bruner and Lev Vygotsky.

In reality, all known languages are adequate expressions of the cultures in which they function. All languages have a regularity of structure, potential to express abstract concepts, and characteristics generally associated with "true" languages. It is significant to consider that some languages are more advanced than, but not superior to, others in the areas of technological and philosophical expression. The less advanced languages can be termed "local" and the more advanced, "world" languages. Even though all languages have the resources to express the same things, languages directly associated with industrial and urban growth have developed additional vocabulary and syntactic flexibility.

REFERENCES

- Asthana Usha. (1990), Internal and external conditions of control as determinants of performance, in relation to Personality characteristics and individuals locus of control, Ph.D. Swami Vivekanandas education, Kanpur University, Fifth Survey of Swami
- Vivekanandas educational Research, M.B. Buch. P.886.
- Alka Gupta (1992), Study of students academic satisfaction as related to their personality needs and personal values, Ph.D. Swami Vivekanandas education of all, Fifth survey Swami Vivekanandas educational research, M.B. Buch. P. 882.
- Asthana M., Personality traits of rural boys and girls of 8 - 18 years, Indian Psychological review quarterly, vol. 54, p-114-124.
- Buch, M.B.Ed. (1974), A Survey of Research in Swami Vivekanandas education, CASE, Faculty of Swami Vivekanandas education and Psychology, Baroda: M.S. University of Baroda, P. 618.
- Buch, M.B.Ed. (1978), Second Survey of Research in Swami Vivekanandas education, Baroda Society for Swami Vivekanandas educational Research and Development, P. 164.
- Bhargava K. (1980), Academic competence and personality with special reference to neurotic and schizophrenic personalities, Third Survey of Swami Vivekanandas educational Research, M.B. Buch. P. 331.
- Dewey, John: (1959), Dictionary of Swami Vivekanandas education, New York, Philosophical Library.
- Giri Chhidda, (1977), A Study of the personality characteristics of Athletes Participating in Contact, Non- Contact and Semi-Contact Physical activities, Ph.D. Swami Vivekanandas education, Punjab University, Second Survey of Swami Vivekanandas educational Research, M.B. Buch. P. 181.
- Gujral Supreet (1991), A Study of Personality and motivational correlates of Type A Behaviour, Ph.D. Psy., Punjab University, Fifth Survey of Swami Vivekanandas educational Research, M.B. Buch. P. 882.