



IJRTSM

INTERNATIONAL JOURNAL OF RECENT TECHNOLOGY SCIENCE & MANAGEMENT

“MIND EDUCATION: A REVIEW”

Mahima Hirke¹, Mahima Shrivastava², Kriti Gupta³, Krishnendu Dinesh⁴, Jagruti Dhake⁵, Margi Patel⁶

**Department of computer science and engineering , Indore Institute Of Science And Technology
Indore India*

ABSTRACT

Education System plays a vital role in every individuals life. Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Our young people are missing a vital piece of education; and its called the mind. Education on the mind can help our young people develop confidence, build mental strength and help them prevent mental health issues. Education on the mind would also be a major contributor to their wellbeing; but yet – mind education is something our system places little emphasis on. This electronic document is a “live” template and already defines the component.

Keyword: Education system, Individual life, Confidence, Mental health issue.

I. INTRODUCTION

Time has come to start mind education in present education system that will empower others towards wellbeing. The mind is the most powerful tool on the planet – and can be friend or foe. The activities like suicide, attacks for minor issues, intolerance, etc are increasing day by day specially amongst young generation. To this end, we are developing a strengths based approach to mind education that will educate on achieving, coping and working towards wellbeing. Mind education will mainly emphasis on win, achieve, cope, analyse, problem solve and be happy which leads to achieving positive outcomes and to minimise stress and anxiety. Educate towards a growth mindset and one that’s open to continuous learning and development. And that thinking can help us achieve positive outcomes in career, education, employment, mental health, personal development and physical fitness. That our mind can help us become resilient, talented, intelligent and smart; once its combined with effort and focus.

And finally – the mind education to be about TIME:

Transformative – Inspiring – Motivational – Empowering To this end, one of the key aims of our education will be to design it so as its easy to understand. Well we aim to end that, and demonstriefy the science around mental strength and wellbeing.[1]

II. VISION FOR AN EDUCATION SYSTEM THAT INCLUDES THE MIND

Understanding the fact that being a better human being will not only impact the way others look at you; it will majorly impact the way you think and feel about yourself. The golden rule should be a part of everyone's mindset toward other people, because everybody should treat others how they would prefer to be treated. Following the golden rule is an easy way to be a good human from day to day. Being a good person isn't about hoping that your actions will bring good karma on yourself. It's about being selfless, even just a small thing for a small moment.

The education system should introduce the activities which increase the mental strength and morals like social and charity events include volunteering and donation, games involve teamwork, productive writing competition, classes for moral values which includes practicals, collaboration with various NGOs, etc.

You cannot control everything that comes your way, but you are in absolute control of how you react to it. Take a look at situations from the outside and try to see a different perspective. To strengthen the mind, individuals should also work on themselves. The mental strength and behaviour can also be increased by Educate Yourself, Practice Tolerating Discomfort, Replace Negative Thoughts with Productive Thoughts, reading and listening, Embracing Change, expressing thoughts.

III. THEORY OF MIND AND LEARNING

Let us transform theory of mind hypothesis to a classroom where teacher is teaching a story or a history lesson. Almost all the educationist undoubtedly emphasized that learning is efficient when child is fully engrossed in the learning process. It simply means that child should be able to feel the story i.e. develop empathy for the characters and situations depicted in the learning content. One must remember that empathy via imagination is only possible if it could be reconstructed from the available elements collected, classified and assimilated for further use. This reconstruction happens in all social as well as physical experiences for which we react strongly favorably or unfavorably. This is where author would like to differ from existing explanations for autism only in terms of social world. In fact social behavior is much more abstract and subtle compared to learning content where one needs to understand even the unsaid behaviors for which even gestures may be ambiguous. On the other hand in case of science matter behaves consistently irrespective of social context, at the same time abstract entities behind the scene are working to make the world a reality. How atomic and sub atomic particles are arranged in matter and how they behave and change with external conditions like temperature, pressure etc. and how they result in electricity needs great amount of imagination to understand. Many of the theories of science (e.g. theory of relativity, theory of aromaticity etc.) have been put forward by sheer empathy about nature of the particles involved rather than empirical experiments.

IV. CONCLUSION

A scientific understanding of learning includes understanding about learning processes, learning environments, teaching, sociocultural processes, and the many other factors that contribute to learning. Research on all of these topics, both in the field and in laboratories, provides the fundamental knowledge base for understanding and implementing changes in education. The mind education system gives the positive outcomes to individuals and enhance the values like resilience, empathy, patience, sacrifice, politeness, humour, self-awareness, forgiveness, hope and confidence for the betterment of the society.

REFERENCES

- [1] <http://winningminds.ie/what-is-mind-education/>
- [2] <http://winningminds.ie/vision-education-system-includes-mind/>
- [3] <https://www.nap.edu/read/9853/chapter/15>
- [4] Immordino-Yang, M.H. 2008. "The Stories of Nico and Brooke Revisited: Toward a Cross-disciplinary Dialogue about Teaching and Learning in Mind, Brain, and Education." *Mind, Brain, and Education*. Vol. 2, No. 2.
- [5] Gardner, H. 2004. "How Education Changes." In M. SuárezOrozco & D.B. Qin-Hilliard, eds. *Globalization, Culture, and Education in the New Millennium*. Berkley, CA: University of California Press.
- [6] Dr. Vijay Kumar Grover 2015. "Theory of mind: concept and application for classroom learning." In *European academic research*, Vol. II, Issue 10/ January 2015.