

## **A Study on Exercise of a State of Being Sensitive Mind to Focus the Curiosity that Directly Configures the Information Search Process**

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### **Abstract:**

*A conscious attention in a state of high awareness in Mindfulness which can be used to strengthen productivity, learning and creativity. This has been attributed to enhanced positive personal qualities such as empathy, consciousness, insight, wisdom, and calmness. Preparedness, honesty, and sensitivity to different context are the potentials of a mindful state. This focus of one's attention in a non-judgmental way but accepting with purpose of the experience fall out in the contemporary setting. It can be compared with other behaviour such as focusing on pre occupational memories, worries and fantasies. It includes action of observing and attending to both internal stimuli and external stimuli. High Cognition and emotions are origin to intensity the mindful consideration, understanding and acceptance. Tactic of explaining the subject on which curiosity is stimulated is the main skill of telling the substance or situation. Curiosity depends on memory that one possesses.*

*The paper is based on hypothetical testing with selective objectives.*

*The paper concludes with findings that High Cognition and emotions are origin to intensity the mindful consideration, understanding and acceptance. Tactic of explaining the subject on which curiosity is stimulated is the main skill of telling the substance or situation. Curiosity depends on memory that one possesses.*

Keywords:

Cognition, Curiosity, Intensify, Intrinsic, Mindfulness.

### **Introduction:**

A conscious attention in a state of high awareness in Mindfulness which can be used to strengthen productivity, learning and creativity. This has been attributed to enhanced positive personal qualities such as empathy, consciousness, insight, wisdom, and calmness. Preparedness, honesty, and sensitivity to different context are the potentials of a mindful state. This focus of one's attention in a non-judgmental way but accepting with purpose of the experience fall out in the contemporary setting. It can be compared with other behaviour such as focusing on pre occupational memories, worries and fantasies.

The multidimensional nature of mindfulness can be illustrated by examining the four skills need to maintain a high level of mindfulness. The four skills are observing, telling, giving attention with consciousness, and considering with judgment.

### **Summary of Literature Review:**

Curiosity is focused through Mindfulness as a critical device in sensitising human thought process in different situation. The environmental stimuli provide the attention to bounded curiosity that is helpful for a distinct person. The required skills for the upkeep of a high level of mindfulness are Interest and Observation. It includes action of observing and attending to both internal stimuli and external stimuli. High Cognition and emotions are origin to intensity the mindful consideration, understanding and acceptance. Tactic of explaining the subject on which curiosity is stimulated is the main skill of telling the substance or situation. Curiosity depends on memory that one possesses. It is the process by which the brain can store and access information that plays an intrinsic role in verbalizing the level of unfamiliarity or novelties. The level of curiosity is matched to determine if the stimuli are original and fresh. A reward value is associated with a novel-stimulated memory. Mindfulness inclines to grasp more attention and interest when curiosity desire to interpret unacquainted stimuli. It is feasible that the memory may store long lasting stimuli that are simple to recall and facilitate for better learning habit as an

outcome of curiosity. It is understood that curiosity have direct effect on human memory and advance learning. The real level of stimuli acting on Curiosity eventually comes as an important determinant of memory a part of Mindfulness.

Mindfulness is the recognition of the types of stimuli and the corresponding categories or lines of the observed phenomena. Performing with awareness requires activity with undivided attention in order to actuate oneself into the experience and the retention of critical elements of the stimuli of learning. The final skill necessary for high level mindfulness is a judgmental acceptance that requires an evaluative assessment like absence of evaluative marque such as good vs bad, right vs wrong, current vs outdated and so many. On the other side outcomes of the present stimuli or information being ascribe and erudite by the individual.

Mindfulness is the thought to penetrate skills beyond consciousness to a much more focused attention or heightened sensitivity to personal and environmental stimuli. Alternate perceptions of mindfulness include enhanced awareness and attention, knowledge of current state of emotions or experiences. Therefore, Mindfulness is a critical element in moderating or governing curiosity. An individual would randomly go from one stimulus to another without internalizing the connection to learning. Mindfulness is a thought process to add clarity and intensity to experiences of curiosity, while directing the information search through indispensable data or information. Mindfulness is particularly important in the search process for gathering essential cognition for decision-making for computation of high accuracy. So Mindfulness is a thought as an essential element reducing stress, increasing creativity, depreciating burnout queries and yields higher levels of understanding and performance.

#### **Research objectives:**

- To study whether Curiosity is an opening that can be viewed as the primary element in the learning process for an individual.
- To examine Mindfulness serves to focus the curiosity that helps directly the search process to gather more information.

The following Research Propositions are derived relative to the concept of mindfulness:

Research Proposition 1: Curiosity is an opening to learning and can be viewed as the primary element in the learning process for an individual.

Research Proposition 2: There are human skills like observing, describing, performing through awareness but accepting with cognitive content of a mindfulness state which is necessary to plunge efficaciously curiosity.

Research proposition 3: Mindfulness serves to focus the curiosity that helps directly the search process to gather more information.

Hypothesis 1 (Study 1). Curiosity is an opening to learning and can be viewed as the primary element in the learning process for an individual.

Hypothesis 2 (Study 3). Mindfulness serves to focus the curiosity that helps directly the search process to gather more information.

as here  $p$  is greater than .05, we retain the null hypothesis and the  $t$  score we compute is between the upper and lower critical values, then we retain the null hypothesis.

So

$H_0$  is accepted

$H_a$  is rejected

Hypothetically it obeys the condition that Curiosity is an opening that can be viewed as the primary element in the learning process for an individual and Mindfulness serves to focus the curiosity that helps directly the search process to gather more information.

### **Theoretic content:**

Directed curiosity can form the patterns in the occurrence of new information through specific and diversified search patterns designated for salient information for individual decision making. Particularly specific exploration concerns a detailed investigation of fictional stimuli to acquire new information. Whereas diversified exploration entails a test of alternatives due to weariness. It is originated by the desire for general stimuli grounded by the need for motivation to acquire learning through overt cognition effect influenced by macro sources. A combination of specific curiosity and perceptual exploration crimps the awareness. Ultimately creates scopes for the search for knowledge from unique and novel stimuli. The sources turn to a predominant value in determining the conception of the content to trim nature and status of specific information. The types of curiosity and information gathering methods lead to obtain more general cognition on a specific context. It is important to acquire the skills of mindfulness tie to the types of exploratory behaviours like perceptual and doctrine of philosophy. This paper is an attempt to recognize better curiosity to adopt the ability of mindfulness over the search for information.

It is realized that specific curiosity and perceptual exploration are directed by known information gaps and to acquire the implied knowledge that improve individual decision-making skills. The compounding cultures that is the outcomes of different selective psychological administrations like joint ventures, strategic alliances, acquisitions etc. resulting the differences or gaps in the cultural fabric in an organisation. It can provide ideal opportunities for bossy behaviours that may be misfit to gather mindfulness attention for easy acceptance of followers. It is observed that computational operations are more structured that require utilization of an established body of knowledge and techniques for successful achievement. As it is embedded with less ambiguity in applications as it is designed by a beginning and ending point in the set of comprising complex activities. The only limitation is that it requires better technical effort and Intellectual Quotient as a personal-tasks. The condition is the greater the complexity in the job environment, the finer skilled and “intelligent” mindfulness might be addressed to the cognitively search demanding nature.

### **Learning Outcomes of Focused Curiosity (FC):**

Transformation of knowledge has continued to generate an enormous amount of interest, with some individuals contending that the knowledge-based view represents a fundamentally new theory. While acknowledging the importance of the conversion of knowledge, it is argued that the challenge is to be succeed the diffusion of knowledge as it manifests itself in a number of ways. Such knowledge might be tacit, codified or a combination of both. Codified Knowledge is a known set of systems/ processes and an integrated approach to develop individual information needs.

Methodology to reduce negative attitude through Mindfulness (Concentrating on Positive codified emotion):

Mindfulness also appears to reduce natural tendency of an individual to focus on the negative things in life. In one observation 10 participants between the age group of 21yrs to 24yrs reported on their general mindfulness levels, divided in two groups as A1, A2, A3, A4, A5 and B1, B2, B3, B4, B5. They briefly viewed photos that induced (SPE) Strong positive emotion (like image of laughing babies, blossomed flowers, blue sky on wavy seas, acknowledgments in namaskar posture etc.), and (SNE) Strong negative emotion (like images of ailing, cried face out of severe pain, brutally pose of a killer, wildly roaring lion etc.). The participants are asked to pick up 5 photos out of both categories. It is decided to put +1 mark for SPE Strong positive emotion list photo and -1 for every SNE Strong negative emotion photo and one can exchange only once the picks.

This observation is repeated for 11 times: (more than number of participants)

Sl. of Observation	Serial of participants	Series of observation	Positive emotion	Negative emotion	Final observation
1	A1	1 <sup>st</sup>	+4	-1	+3
2	B1	2 <sup>nd</sup>	+5	0	+5
3	A2	3 <sup>rd</sup>	+3	-2	+1
4	B2	4 <sup>th</sup>	+4	-1	+3
5	A3	5 <sup>th</sup>	+3	-2	+1
6	B3	6 <sup>th</sup>	+2	-3	-1
7	A4	7 <sup>th</sup>	+3	-2	+1
8	B4	8 <sup>th</sup>	+2	-3	-1
9	A5	9 <sup>th</sup>	+4	-1	+3
10	B5	10 <sup>th</sup>	+5	0	+5

Total=35                      Total= -15                      Total = 20

It is observed that more mindfulness associate with SPE have less reactive to negative photos and showed higher indications of positive feeling when seeing the positive photos. According to the authors, this supports the contention that mindfulness decreases the negativity bias.

A mere observation on mindfulnessendeavours to foster growth and change by focusing participants’ attention on successes rather than solving problems and to face challenges. Most of expectation of mental process focuses on what is wrong rather than what is right. The situations are described in terms of problem lists, but there is no defined place to describe its strength and resources. State of mind rounds to focus on analysing bad outcomes. Whereas there are many opportunities laying to explore effective and conjunctive decision-making.

**Findings:**

The researcher found that Mindfulness has been proven very helpful for many people. The combination of psychology and the practice behind mindfulness appears to be the perfect approach to help people to understand better how the mind works and how to put insights into practice to create a more balanced thought. The rise in scientific studies on the benefits of science-based mindfulness has led to many valuable insights into the underlying mechanisms and positive effect of mindfulness.

Mindfulness is unique to the situation, time and organization and has value due to the contextual nature of the information vs knowledge. It can be articulated in formal systematic language and represented through mathematical expressions, manuals, operating routine and so forth. It would seem that the challenge of learning and subsequently transferring knowledge is well defined. It is related to environmental differences while attempting to balance the organizational anomalies and need to have a sixth sense and act with deemed smartness. While the traditional understanding has to have street smartness and a self-diagnostic focus on performance. This benefits in numerous ways. The first benefit is that an expedited decision-making process in complex environmental contexts can be generated. Second, a qualitative improvement of decisions by relying on an experiential base of informal knowledge that is not generic or on past experience may be filtered easily. Additionally, it may be helpful in achieving self-efficacy as a decision maker. The final benefit is to use of intuition in the promotion of decision compatibility. This influence cultures as a result of the shared experiential insights into complex issues in new environmental contexts.

**Conclusion:**

Curiosity is a desire for acquiring new sensory experience that motivates exploratory behaviour. Mindfulness is an intrinsic motivational aspect that has great potential to enhance individual learning. Moderating curiosity is the level of mindfulness of an

individual. It is concerned with the adaptive governance of expectations in the context of the unforeseeable environment. It is related to curiosity as a means to focus the motivation of an individual to learn and absorb personal and environmental stimuli. Mindfulness alters habitual patterns of thinking and behaviour, designed to help participants to discover capacities and resources within themselves for their positive potential. The continual honing of interpersonal skills, steady development of increased intra personal and interpersonal awareness, and capacity to attend to queries with presence are also central tasks. It is directed toward the goal of practicing high quality, relationship-centred understanding. A desirable outcome of Mindfulness is the integration of personal skills into the situational compatibility. The individual expression may be the same that the understanding of relevance and situation is correlated. But as a practical postulation suggests that the physiological and psychological level of organizer become integrated into an approach to problems solving in an interactive encounter.

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