



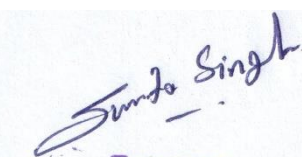
Mundeshwari College for Teacher Education

Srari-Usri Road khagaul, Patna

*Affiliated to Aryabhatta Knowledge University, Patna*

**3.2.2 E-COPIES OF OUTER JACKET/ CONTENTS PAGES OF THE BOOKS,  
CHAPTERS AND PAPERS PUBLISHED ALONG WITH ISBN NUMBER IN  
NATIONAL/ INTERNATIONAL CONFERENCE PROCEEDINGS PER  
TEACHER YEAR WISE**

- |   |         |
|---|---------|
| 35. Designing School Curriculum In Coherence With Students' Aspiration: Making RTE a Reality<br>Md. Sarfaraj Alam | 333-3   |
| 36. Right to Education (RTE) : Challenges and Issues<br>Mousumi Chaudhari   | 340-3   |
| 37. Implementation of Right to Education in India<br>Ritu Raj Sinha   | 348-3   |
| 38. Regulating Teacher Education Institutions in India: Role of Various Agencies<br>Pushkar Kumar                 | 353-36  |
| 39. Admission of 25% Disadvantaged and Deprived Children in Private Schools<br>Anil Kumar                         | 361-36  |
| 40. Implementation of Right to Education in India<br>Aarti Kumari   | 366-37  |
| 41. Impact of Right To Education Act, 2009 on Girls Education<br>Sushma Rani                                      | 371-37  |
| 42. Implementation of Right to Education (RTE) in India<br>Kumari Shikha  | 378-381 |
| 43. Provision of Pre-School Education in India : An Analytical Study<br>Shyama Nand Azad                          | 382-387 |
| 44. Role of Teachers in Fulfillment of Right to Education<br>Swarnika Pallavi                                     | 388-395 |
| 45. Pre-School Education : Prerequisite for RTE<br>Mahendra Singh   | 396-400 |
| 46. No Detention Policy Under Right to Education : Pros and Cons<br>Vikramjit Singh                               | 401-411 |
| 47. Monitoring the Child's Right to Education Commission for Protection of Child Rights<br>Anjana Kumari          | 412-418 |

  
**Sumo Singh**  
 Principal  
 Hundeshwar College for Teacher Education  
 Sarani Patna-801105

## Monitoring the Child's Right to Education Commission for Protection of Child Rights

Anjana Kumari  
Assistant professor,  
Satter Memorial College of Education  
Phulwarisharif, Patna.

### Abstract

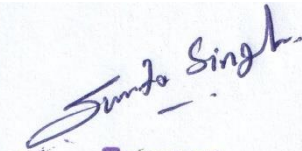
*On the 1<sup>st</sup> April 2010, The Right to Free and Compulsory Education Act (RTE) was passed by the UPA government making primary Education a fundamental right for children between the ages of six and fourteen. The Right was a breakthrough attempt to universalise primary education thereby giving thousands of children the opportunity to avail free and accessible education while the National Commission for protection of child rights(NCPCR), state commission for protection of Child Rights(SCPCR) and Right To Education protection authorities are entrusted with monitoring the implementation of the Act, the Ministry of Human Resources Development(MHRD) is the implementing agency responsible for bringing the Act into effect. This divorce between monitoring and implementing agencies governing the RTE is unique to India's manner of executing Acts passed by the parliament.*

### Key Words

♦ RTE, ♦ NCPCR, ♦ SCPCR, ♦ PQCSO

### Introduction

The most important means of Development of any nation or society is human. NO nation can prosper until it gets the best opportunity for every human being in the nation. The basis of development of mankind is Education. Through Education, the development of man's innate powers is increased in his knowledge and skills.

  
Principal  
Hundeshwar College for Teacher Education  
Sarari Patna-801105

Education transforms the behavior of the person. Through education a child becomes cultured, makes him a useful citizen of society and the nation. Education has an immense impact on the human society. One can safely assume that a person is not in the proper sense till he is educated. Through education that knowledge and information are received and spread throughout the world.

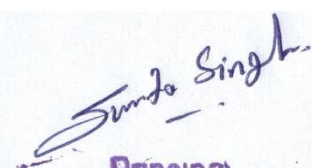
It is universally accepted that education empowers the people for the full development of human personality; it strengthens the respect for human rights and helps to overcome exploitations and traditional inequalities of caste, class, and gender.

Without knowledge you can't be informed nor can you truly understand the meaning of many topics. It is important to have the knowledge that the next generation of education open doors of brilliant career opportunities. It teaches better prospects for career and growth. It is a preparation for living in a better way with an ability to participate successfully in the modern economy and society. Education is empowerment for socio-economic inequalities, and equipment to trigger growth and development. It is through education that knowledge and information are received and spread throughout the world. There has been a paradigm shift in this sphere from education as a transcendental and value to education to cast recovery system.

The linkage of the right to Education to right is dignified life, equality, freedom and cultural and minority rights have made it highly intricate and the extent of regulations relating to it from different quite complex. The right to Education originates from the apparent motion that it is obligatory for the state to provide education to its citizens. The core of the right to Education relates to its substance, which differs from education itself effective and transformative education should be the result of the exercise of the right to education, which, is universal human right. The right is about the substance of it. It relates to the possibility of demanding the right to education and making justified.

### **Free and Compulsory Education Bill, 2009**

The free and compulsory education bill, 2009 is a bill passed by the Indian parliament in Education in 2009. Having this bill, the children have got the Fundamental Rights to free and provide compulsory education. In Article 45 of the constitution, mandatory and free education has been arranged for children from 6 to 14 years and by the 86<sup>th</sup> amendment. Primary Education in 21(a) has been made the citizenship of all the citizens. It came into effect all over India on 1<sup>st</sup> April 2010 except Jammu & Kashmir.



**Principal**

**Mundeshwar College for Teacher Education**  
Sarari Patna-801105

## Monitoring of RTE

Under section 31 of the Right of children to free and Compulsory Education (RTE) Act 2009, National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the children's Right to Education.

For the purpose of performing its function under section 13(1) of the commission for protection of a child rights act 2005, NCPCR enjoys all the powers of a civil court trying a suit under the code of civil procedure 1908 (Judgement of 1908) and in particular in respect of the following matters, namely <sup>1</sup>

- i. Summoning and enforcing the attendance of any person and examine him on oath.
- ii. Discovery and production on affidavits
- iii. Receiving evidence on affidavits
- iv. Requisitioning any public record or copy thereof from any court's office; and
- v. Issuing commissions for the examination of documents.

The states and union territories (UTs) which have not set up the commission for protection of child Rights are 1. Andhra Pradesh, 2. Arunachal Pradesh, 3. Gujarat, 4. Himachal Pradesh, 5. Jammu and Kashmir, 6. Kerala, 7. Manipur, 8. Andaman & Nicobar Islands, 9. Mizoram, 10. Nagaland, 11. UP, 12. Daman and Diu, 13. Pondicherry, 14. Chandigarh, 15. Lakshadweep, 16. Nagaland, 17. Tripura and 18. Dadra and Nagar Haveli etc. Since the CPC Act, 2005 does not extend to the state of J & K: This state is not required to constitute the state commission under the Act.

Rule 27(2) of the Rights of children to free and compulsory Education rules 2010 provides that till such time the appropriate government sets up the state commission for protection of child rights. It shall constitute an interim authority known as the Right to Education protection Authority specified in <sup>2</sup>subsection (1) of section 31 of the right to children to free and Compulsory Education Act 2009.

## Monitoring the Right to Education : Who Does What ?

In theory, the idea of different monitoring and implementing agencies allows for accountability to exist one party make sure that the other is doing its jobs and vice versa. But too many cooks spoil the broth, seems to be operative when it

comes to the NCPCRs monitoring policy and its super flowsdelegations of responsibilities.

On 1<sup>st</sup> April 2010, The Right to Free and Compulsory Education Act (RTE) was passed by the UPA Government, making primary Education a fundamental right for children between the ages of six and fourteen. The RTE was a breakthrough attempt universalizes primary education thereby giving thousands of children the opportunity to avail free and accessible education.

### **NCPCR & SCPCR**

While the National Commission for protection of Child Rights(NCPCR) And Right to Education protection authorities are entrusted with monitoring the implementation of the Act, the Ministry of Human Resources Development (MHRD) is the implementing agency responsible for bringing the Act into effect. This divorce between monitoring and implementing agencies governing is unique to India's manner of executing Acts passed by the parliament.

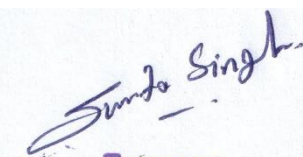
### **Responsibilities**

The NCPCR & its Arms under section 31 of the RTE Act:

NCPCR is responsible for monitoring the provisions of the Act and its functions include

- Examining and reviewing safeguards for rights provided by (or under) this Act and recommend measures for their effective implementation.
- Inquiring into Complaints relating to the child's right to free and compulsory education.
- Taking necessary steps as provided under section 15 and 24 on the said commission for protection of child right Act. <sup>3</sup>

But since 2013, a comprehensive account of the NCPCR's deliverance of it has not been made available to the public on its official website. In states that do not have an SCPCR to monitor the RTE. The respective state government sets up a Right to Education Protection Authority. The Authority is responsible for starting child helpline that addresses violations of the Act. The duties of the **state** commission including generating public awareness on child rights and **suggesting policy** and legal measures to deal with complaints arising from the poor implementation of the Act with the power and authority of a civil court under the code of civil procedure, 1908. The state also deals with legal issues related to the RTE.

  
**Principal**  
Hundeshwar College for Teacher Education  
Sarari Patna-801105

Now, in order to strengthen its monitoring position, the NCPCR formulated an expert group comprising of educationists government officials and civil society activists in 2010. Officials from NCPCR National University of Educational Planning and Administration (NUEPA), National Council for Educational Research and Training (NCERT) and representatives of Mamidipudivenkatarangaiya Foundation, Akshara Foundation, and Aman Biradaevi constitute the experts' group. The group is also a point of convergence for officials from the MHRD – the implementing agency for RTE along with their counterparts in the NCPCR, the primary monitoring agency. The involvement of the Ministry of Human Resource Development in NCPCR's lack of accountability as this complicates their otherwise exclusive relationship of monitoring and implementation. Some of the proposals of the expert group include maintaining a web-based portal for registering social activists and public hearing at regular intervals and establishing an RTE Division within the NCPCR.

### **National Commission for Protection of Child Rights (NCPCR)**

National Commission for protection of child rights (NCPCR) and the state commission for protection of child rights (SCPCRs) have been constituted under the commissions for protection of child rights (CPCR) Act 2005. The functions and powers of NCPCR and SCPCRs are enlisted in chapter III (sections 13 & 14) of the said Act entrusted with the monitoring of child's right to education under section 31 of The Right of Children to free and compulsory Education Act 2009.

As per Section of 44 and Rules of the protection of children from sexual offence Act 2012 NCPCR and SCPCRs have also been empowered for monitoring the implementation of this Act.

#### **Year wise details of complaints received by NCPCR In last five years are as under**

Year	No. of complaints
2009-10	742
2010-11	2497
2011-12	2323
2012-13	1809
2013-14	1564

Note: The information was given by the Union Minister of women and child development. Smt. Maneka Sanjay Gandhi in a written reply to the Rajya Sabha.

*Sunda Singh*  
Principal  
Hundeshwar College for Teacher Education  
Sarari Patna-801105

## **State Commission for Protection of Child Rights (SCPCR)**

State Commission for Protection of Child Rights (SCPCR) has been constituted under the commission for protection of Child Rights (CPCR) Act 2005. BSCPCR (Bihar Commission for Protection of Child Rights) has been set up in September 2010 as a statutory body under Commission for protection of child rights act 2005 (4 of 2006) to protect, promote and defend child rights in the state.

The commission visualizes rights-based perspective flowing into national policies and programmes, along with enhanced responses at the state, district and block levels, taking care of specificity and strength of each reason. In order to touch every child, it seeks a deeper penetration to communities and households and expects that the ground experiences informed the support the field receives from all the authorities at the higher level. Thus the commission sees an indispensable role for the state, sound institution building processes, respect for decentralization at the level of the local bodies at the community level and larger societal concerned for the children and their well-being.

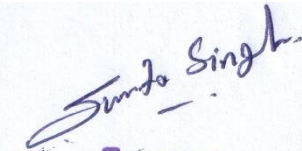
## **The Protection of Children from Sexual Offence (POCSO) Act**

The protection of children from sexual offences Act (POCSO Act) 2012 was formulated in order to effectively address sexual abuse and sexual exploitation of children. The Protection of Children from Sexual Offence Act 2012 received the president's assent and published in the Gazette of India on 20<sup>th</sup> June 2012.

## **Conclusion**

It is universally accepted that education empowers the people for the full development of human personality strengthens the respect for human rights and helps to overcome exploitations and traditional inequalities of caste, class, and gender. The Free and Compulsory Education Bill 2009 is a bill passed by the Indian parliament in Education in 2009. Having this bill the children have got the fundamental right to free and compulsory education. In Article 45 of the constitution mandatory and free education has been arranged for children from 6 to 14 years and by 86<sup>th</sup> amendment, primary education in 21(a) has been made the citizens. It came in to effect all over India except Jammu and Kashmir on 1<sup>st</sup> April 2010 under the section 31 of the RTE Act; NCPCR is responsible for monitoring the provisions of this Act. NCPCR and SCPCRs have been constituted under the commission the protection of child rights (CPCR). As per section 44 and Rule, 6 of the protection of children from sexual offence Act 2012, NCPCR and SCPCRs have also been empowered for monitoring the implementation of this act.

417

  
**Principal**  
Hundeshwar College for Teacher Education  
Sarari Patna-801105

### References

1. RTE Act (2009); Ministry of Human Resource Development, Govt. of India, New Delhi
2. NCPCR Act(2005), Ministry of Women and Child Development of India, New Delhi
3. SCPCR Act(2005), Ministry of women and Child Development of India, New Delhi
4. POCSO Act(2012); Ministry of law and Justice of India (Legislature Department), New Delhi, 20 June 2012

---

### About the Author

- Anjana Kumari has obtained M.A. (Hindi, Education, and Political Science) and M.Ed. from Rani Durgawati University, Jabalpur (M.P.). She is presently working as Assistant Professor in Sattar Memorial College of Education, Phulwarisharif, and Patna.

*Sundar Singh*

Principal

Mundeshwar College for Teacher Education  
Sarari Patna-801105

## विषय सूची

क्र.०	विषय	
1.	The Relation between Education and Psychology Kumari Shashi	1-9
2.	शिक्षा मनोविज्ञान की अध्ययन विधिगत लवनेश कुमार विश्वकर्मा	10-17
3.	वंशानुक्रम और वातावरण डा० साईल्ला बेगम	18-24
4.	Heredity And Environment: An Overview Dr. Hemant Kumar Singhal	25-31
5.	वृद्धि और विकास डॉ० धर्मेन्द्र कुमार	32-43
6.	वृद्धि एवं विकास की प्रक्रिया डॉ. सविता कुमारी	44-48
7.	Process of Growth And Development Anjana Kumari	49-55
8.	संज्ञानात्मक विकास रीता कुमारी	56-63
9.	Cognitive Development: A Conceptual Functioning Of Intellect Dr. Priya	64-70
10.	संवेगात्मक विकास (Emotional development) डॉ० कुमारी सुनीता मिह	71-77
11.	Understanding Emotional Development: From Infancy to Adulthood Shumila fatma Naqvi	78-83
12.	विकास की अवस्थाएँ, शैक्षणिक डॉ० किशन सिंह	84-88
13.	किनोरसमस्या का मनोविज्ञान डॉ०(रा)संध्या उपाध्याय	89-95
14.	शारीरिक विकास (Physical Development) कुमारी सवि	96-105
15.	शैक्षिक विकास (Moral Development) डॉ० मंजय कुमार	106-114
16.	Nature and nurture exploring the influence of genetics and environment. Pradeep Kumar	115-117
17.	अधिगम या सीखना डॉ० लोकेन्द्र सिंह और विनोद कुमार	118-121
18.	Learning (Meaning, Nature, and Modes of Learning) Dr. Jaina Pandey	122-128
19.	Learning: Planting the seeds of knowledge Ms. Prerna A. Baria	129-136
20.	संज्ञानात्मक अधिगम सिद्धान्त डॉ० विशेष श्रीवास्तव	137-140
21.	Cognitive Theories Of Learning Dr. Kavita Gupta	141-148

*Sunita Singh*

Principal

Hundeshwar College for Teacher Educator  
Saran Patna-801105

---

## The Relation between Education and Psychology

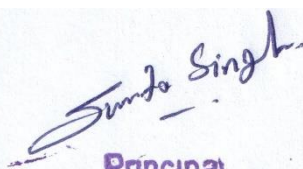
Kumari Shashi  
Assistant professor  
Mundeshwari College for Teacher Education, Patna

### Introduction

The human quest for knowledge and growth lies at the intersection of two fundamental disciplines: education and psychology. While education serves as the architect, meticulously crafting the blueprint for learning, psychology acts as the illuminator, shedding light on the intricate workings of the human mind as it absorbs, processes, and retains information. This paper delves into the profound interconnection between these fields, exploring how they inform and enrich each other, ultimately paving the way for a more holistic and effective approach to learning. Creating a positive learning environment is paramount for effective education. The paper explores how principles from behaviourism and cognitive-behavioural therapy (CBT) can be leveraged for classroom management and behaviour modification. Positive reinforcement and extinction from operant conditioning are discussed alongside CBT techniques for addressing disruptive behaviours. Building positive relationships with students is identified as another crucial aspect, emphasizing the importance of getting to know students, fostering a safe and supportive environment, establishing clear expectations, and using positive reinforcement. The burgeoning presence of educational technology necessitates a consideration of psychological principles. Exploring cognitive load theory, advocating for using technology to present information clearly, utilize multimedia elements effectively, and provide opportunities for practice and spaced repetition is also very important. Digital literacy, encompassing critical thinking and information evaluation skills, is presented as an essential skill for students navigating the digital world. Teacher well-being and competence are critical factors influencing student success. Understanding learning theories, motivation theories, and behaviour management techniques empowers educators to create effective learning environments and foster positive relationships with students. Social-emotional learning (SEL) principles are introduced, along with strategies for recognizing and supporting students' socio-emotional well-being. The paper also acknowledges the importance of managing stress and promoting teacher well-being.

### Definitions

- **Education:** Education transcends the confines of classrooms and textbooks. Woolfolk's (2019) definition, capturing the "deliberate process of imparting knowledge, skills, or values to others" (p. 3), provides a foundational understanding. However, education encompasses a much broader spectrum. John Dewey, a prominent educational philosopher, emphasized the importance of "learning by doing" and fostering a spirit of inquiry within students (Dewey, 1938). This experiential dimension complements the traditional notion of knowledge transmission, highlighting the active role of the learner in constructing meaning and developing critical thinking skills. While John Dewey's emphasis on "learning by doing" (1938) sheds light on the experiential side of education, other educational philosophies offer valuable perspectives. Constructivism, for example, posits that learners actively construct knowledge based on their prior experiences and interactions with the world around them (Piaget, 1952). This necessitates a



**Principal**  
Mundeshwari College for Teacher Education  
Sarari Patna-801105

---

shift from teacher-centered instruction to student-centered approaches that encourage exploration, inquiry, and collaboration.

Furthermore, proponents of informal learning highlight the vast educational potential that lies outside the confines of classrooms. Learning can occur in museums, libraries, community centers, and even through everyday interactions and experiences. Embracing informal learning encourages educators to create connections between classroom instruction and the real world, fostering a sense of relevance and purpose in students' minds.

Moreover, Paulo Freire, a champion of critical pedagogy, argued that education should not be a passive transmission of preordained knowledge but a transformative dialogue that empowers individuals to question, analyze, and challenge the status quo (Freire, 2000). This perspective underscores the potential of education to foster not just intellectual growth but also social and civic responsibility.

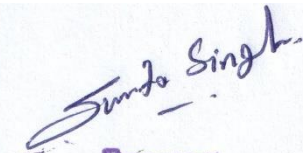
- **Psychology:** Psychology, as defined by the American Psychological Association (2015), is "the scientific study of mind and behavior" (p. 1). It delves into the complexities of human cognition, encompassing not just how we learn and think but also how emotions, motivations, and social interactions influence these processes. Educational psychology, a specialized branch, bridges the gap between these two disciplines. It leverages psychological insights to understand how individuals learn most effectively and translates this knowledge into practical strategies for educators. Psychology offers a wider lens than just cognition when examining learning. Humanistic psychology, for instance, emphasizes the importance of the whole person, including their emotions, values, and self-concept, in the learning process (Maslow, 1943). This perspective reminds educators to create a nurturing and supportive learning environment that caters to the emotional well-being of students alongside their academic needs. Social psychology delves into how social interactions and group dynamics influence learning. Understanding concepts like collaboration, peer pressure, and classroom climate empowers educators to foster positive social interactions and leverage the power of cooperative learning to enhance knowledge retention and social skills development.

### **The Relation between Education and Psychology**

The following sections explore specific areas where education and psychology intersect:

#### **1. Historical Overview: A Foundation for Educational Psychology**

The formal study of the relationship between education and psychology emerged in the late 19th and early 20th centuries. Pioneering figures like Edward Thorndike, John Dewey, and Lev Vygotsky laid the foundation for the field of educational psychology. Thorndike's work on operant conditioning (discussed later) provided insights into how learning can be reinforced through rewards and punishments. Dewey, a proponent of progressive education, emphasized the importance of active learning and student-centered approaches. Vygotsky's sociocultural theory, a cornerstone of educational psychology, highlighted the role of social interaction and culture in learning. These early contributions established the importance of psychology in understanding and optimizing educational practices.



**Principal**  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

## 2. Cognitive Development and Learning: A Journey Through Stages

Cognitive development refers to the process by which children's thinking abilities mature over time. Psychologists like Jean Piaget and Lev Vygotsky proposed theories that have significantly influenced educational approaches.

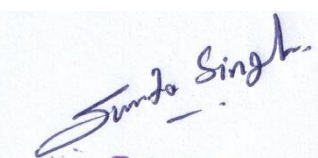
- **Piaget's Stages of Cognitive Development:** This theory proposes that children progress through distinct stages of cognitive development, from sensorimotor to formal operational. Each stage is characterized by specific cognitive abilities.
  - **Sensorimotor Stage (Birth to 2 Years):** Infants learn about the world through their senses and motor actions. Educators can create stimulating environments with age-appropriate toys and activities that encourage exploration and manipulation.
  - **Preoperational Stage (2 to 7 Years):** Children develop symbolic thought and language skills but struggle with logical reasoning and abstract concepts. Play-based learning and storytelling are effective strategies during this stage.
  - **Concrete Operational Stage (7 to 11 Years):** Children demonstrate improved logic and can manipulate concrete objects to solve problems. Hands-on activities, manipulatives, and experiments are ideal for this stage.
  - **Formal Operational Stage (11 Years and Up):** Abstract thinking and hypothetical reasoning emerge. Students can engage in complex problem-solving, critical thinking, and analysis. Open-ended discussions, debates, and research projects encourage the development of these skills.
- **Vygotsky's Sociocultural Theory:** This theory emphasizes the role of social interaction and culture in learning. Vygotsky introduced the concept of the Zone of Proximal Development (ZPD), which refers to the range of tasks that are too difficult for a learner to complete independently but can be mastered with support. Educators can utilize scaffolding, a teaching strategy that provides temporary assistance tailored to the learner's needs, to help students reach their full potential. For example, a teacher might model a problem-solving strategy before allowing students to tackle similar problems independently.

By understanding these theories, educators can tailor instruction to meet the specific cognitive abilities of students at different developmental stages.

## 3. Motivation and Learning: The Fuel for Engagement

Motivation is a crucial factor in student learning. Psychological theories offer valuable insights into what motivates students and how educators can create engaging learning environments.

- **Maslow's Hierarchy of Needs:** Abraham Maslow proposed a hierarchy of human needs, ranging from basic physiological needs (food, shelter) to self-actualization (personal growth). Educators can utilize this framework by ensuring that basic needs are met (e.g., providing healthy lunches), fostering a safe and supportive learning environment, and then creating opportunities for students to fulfill higher-order needs such as belonging, esteem, and self-actualization.

  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

- **Intrinsic vs. Extrinsic Motivation:** Intrinsic motivation refers to the desire to learn for the sake of learning itself, fueled by curiosity, enjoyment of the subject matter, and a sense of accomplishment. Extrinsic motivation, on the other hand, is driven by external rewards or punishments, such as grades, praise, or competition. While extrinsic motivation can be a useful tool in some situations, fostering intrinsic motivation is essential for long-term learning and engagement.

Educators can promote intrinsic motivation by:

- \* **Creating a Culture of Curiosity:** Encourage students to ask questions, explore different topics, and make connections between their learning and the real world.
- \* **Providing Choices and Autonomy:** Offer students some control over their learning by incorporating choice boards, allowing them to select projects or research topics that interest them, and encouraging self-directed learning.
- \* **Fostering a Growth Mindset:** Help students develop the belief that intelligence and abilities can be developed through effort and perseverance.
- \* **Providing Opportunities for Mastery:** Design learning experiences that allow students to experience success and build confidence in their abilities.
- **Self-Determination Theory:** Developed by Deci and Ryan, this theory proposes that three core psychological needs – autonomy, competence, and relatedness – are essential for motivation.
  - **Autonomy:** The need to feel in control of one's choices and actions.
  - **Competence:** The desire to feel effective and capable in completing tasks.
  - **Relatedness:** The need to feel connected to others and have a sense of belonging.

Educators can create a classroom environment that supports these needs by:

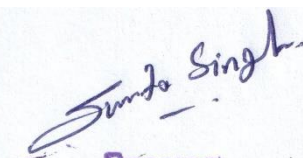
- \* **Allowing students some control over their learning:** This could involve offering choices in assignments, allowing for student-led discussions, or incorporating student interests into lesson plans.
- \* **Providing opportunities for students to demonstrate mastery:** This could involve differentiated instruction, formative assessments that provide feedback and opportunities for improvement, and celebrating student successes.
- \* **Building positive relationships with students:** Creating a safe and supportive classroom environment where students feel valued and respected is essential for fostering a sense of relatedness.

By understanding these motivational theories and implementing strategies that cater to both intrinsic and extrinsic motivators, educators can create a learning environment that ignites students' passion for learning and fuels their academic success.

#### **4. Individual Differences and Diversity: Tailoring Education for All**

Psychology emphasizes the importance of individual differences in learning styles, intelligence, and personality. Educational psychologists use this knowledge to create inclusive learning environments that cater to diverse needs.

- **Learning Styles:** Different learners have distinct preferences for how they receive and process information. Some may be visual learners, who benefit from diagrams and graphic organizers. Others may be auditory learners who learn best through



**Sumit Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

lectures and discussions. Kinesthetic learners thrive on hands-on activities and movement. Understanding these preferences allows educators to use a variety of instructional methods to cater to different learning styles.

- **Intelligence:** Intelligence is a complex construct, and there are multiple intelligences beyond traditional academic intelligence. Howard Gardner's theory of multiple intelligences proposes eight intelligences, including logical-mathematical, linguistic, musical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalist. By acknowledging these diverse intelligences, educators can create learning experiences that cater to students' strengths and allow them to showcase their intelligence in various ways.
- **Personality:** Personality traits can also influence how students learn. For example, extroverted students may thrive in collaborative learning environments, while introverted students might benefit from opportunities for independent work and reflection. Understanding students' personalities allows educators to create a learning environment that feels comfortable and supportive for all.

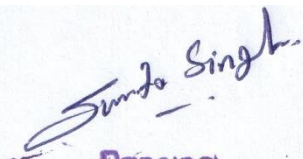
In addition to these factors, educators should also consider cultural and socioeconomic backgrounds when tailoring instruction. Culturally responsive teaching acknowledges the diverse backgrounds and experiences of students and incorporates them into the curriculum. Furthermore, understanding the challenges faced by students from low-income backgrounds allows educators to provide additional support and resources to ensure all students have an equal opportunity to succeed.

### **5. Classroom Management and Behavior Modification: Creating a Positive Learning Environment**

Maintaining a positive and productive learning environment is essential for effective teaching and learning. Psychological principles from behaviorism and cognitive-behavioral therapy (CBT) inform classroom management techniques and strategies for promoting positive behavior and addressing disruptive conduct.

- **Behaviorism:** This school of thought emphasizes the role of consequences in shaping behavior. Operant conditioning principles, such as positive reinforcement (providing rewards for desired behaviors) and extinction (allowing unwanted behaviors to diminish without reinforcement), can be used to promote positive behavior in the classroom. However, it's important to note that behaviorism should be used ethically and in conjunction with other strategies.
- **Cognitive-Behavioral Therapy (CBT):** CBT techniques can be adapted for classroom use to address disruptive behaviors. These may involve:
  - Identifying negative thought patterns that contribute to disruptive behavior.
  - Developing coping mechanisms for managing emotions that might lead to outbursts.
  - Teaching social skills and positive communication strategies.

For example, a student who acts out due to anxiety might benefit from relaxation techniques and identifying triggers for their anxiety.



**Sumta Singh**  
Principal  
Mundeshwari College for Teacher Educator  
Sarani Patna-801105

- **Building Positive Relationships:** Positive relationships between teachers and students are essential for effective classroom management. When students feel respected, valued, and supported by their teachers, they are more likely to be engaged and well-behaved. Educators can build positive relationships by:
  - **Getting to know their students:** This includes learning about their interests, strengths, and challenges.
  - **Creating a safe and supportive classroom environment:** This means fostering a climate of trust and respect where students feel comfortable taking risks and making mistakes.
  - **Providing clear expectations and routines:** Students thrive on predictability. Establishing clear expectations for behavior and routines helps students understand what is expected of them.
  - **Using positive reinforcement:** Catch students being good! Acknowledge and praise positive behaviors to encourage them.

By combining these strategies, educators can create a positive and productive learning environment where students feel safe, supported, and motivated to learn.

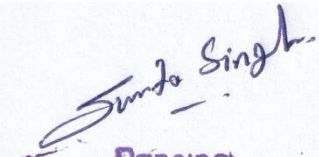
## 6. Assessment and Evaluation: Measuring Progress and Informing Instruction

Assessment is an ongoing process of gathering information about student learning. Psychological theories on measurement and psychometrics guide the development of reliable assessment tools. These tools help educators measure student learning, identify areas of strength and weakness, and inform instructional decisions.

- **Formative Assessment:** This type of assessment occurs throughout the learning process and provides ongoing feedback to students and educators. Examples include exit tickets, quizzes, observations, and class discussions. Formative assessment allows educators to adjust instruction and provide targeted support to meet individual student needs.
- **Summative Assessment:** This type of assessment occurs at the end of a unit or course to measure student learning outcomes. Examples include standardized tests, essays, and projects. Summative assessment helps educators evaluate student mastery of learning objectives and inform grading decisions.

## 7. Special Education and Inclusive Practices: Catering to Diverse Needs

Educational psychology plays a crucial role in supporting students with diverse needs. Psychologists collaborate with educators to assess students with learning disabilities, emotional and behavioral disorders, and other exceptionalities. They work together to develop Individualized Education Programs (IEPs) that outline specific learning goals, accommodations, and modifications to ensure all students have equal access to learning. Understanding psychological disorders and disabilities is crucial for creating inclusive learning environments. This means providing differentiated instruction, scaffolding support, and access to appropriate resources to ensure all students can participate and succeed in the classroom.



**Sumto Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

## 8. Educational Technology and Digital Learning: Leveraging Technology for Enhanced Learning

Digital learning tools and technology have become an integral part of the educational landscape. While these tools offer a wealth of potential benefits, it's crucial to consider the psychological principles of cognitive load theory and digital literacy to ensure effective use.

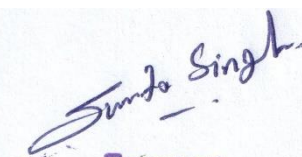
- **Cognitive Load Theory:** This theory suggests that working memory has limited capacity. Educational technology can be used to reduce cognitive load by presenting information in a clear and concise manner, using multimedia elements to enhance understanding, and providing opportunities for practice and spaced repetition.
- **Digital Literacy:** In today's digital world, it's essential for students to develop critical thinking and information evaluation skills. This allows them to navigate the online world safely and responsibly. Educators can integrate digital literacy skills into the curriculum, teaching students how to evaluate online sources, identify bias, and practice responsible online behavior.

By understanding these psychological principles, educators can leverage technology to enhance learning, personalize instruction, and create engaging learning experiences for all students.

## 9. Teacher Training and Professional Development: Empowering Educators

The well-being and competence of teachers are critical factors influencing student success. Psychology can inform teacher training and professional development programs, equipping educators with the skills and knowledge to create effective learning environments. Understanding psychological principles can empower educators in several ways:

- **Improved Pedagogical Skills and Strategies:**
  - Knowledge of learning theories (e.g., Piaget's stages, Vygotsky's ZPD) allows educators to tailor instruction to meet the developmental needs of their students.
  - Understanding motivation theory helps educators foster intrinsic motivation and create engaging learning environments.
  - Techniques from behaviorism and CBT can be used for effective classroom management.
- **Fostering Positive Teacher-Student Relationships:**
  - Social-emotional learning (SEL) principles, informed by psychology, can be used to create a classroom climate that fosters trust, respect, and positive communication between teachers and students.
  - Understanding communication styles and building rapport with students from diverse backgrounds are crucial for building strong relationships.
- **Supporting Students' Socio-Emotional Well-being:**
  - Educators can recognize signs of anxiety, depression, or other mental health challenges in students.



**Sumit Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

- Strategies from positive psychology, such as mindfulness techniques, can be integrated into the classroom to promote student well-being.
- Educators can collaborate with school psychologists and counselors to provide support for students facing emotional challenges.
- **Managing Stress and Promoting Teacher Well-being:**
  - The teaching profession can be demanding. Educators themselves benefit from understanding stress management techniques like relaxation exercises, time management, and seeking social support.
  - Creating a positive and supportive school environment that prioritizes teacher well-being is essential for educator retention and student success.

## 10. Educational Policy and Reform: A Psychological Lens on Education Systems

Psychological research plays a vital role in informing educational policy and reform. By understanding how students learn, what motivates them, and the factors that influence their success, policymakers can develop educational initiatives that promote effective teaching and learning. Here are some examples:

- **Curriculum Development:** Psychological principles can inform the development of age-appropriate curriculum that aligns with cognitive development stages and fosters critical thinking skills.
- **Assessment Practices:** Understanding measurement theory and psychometrics is crucial for developing reliable and valid assessments that accurately measure student learning.
- **Addressing Educational Disparities:** Psychological research on social-emotional learning and cultural responsiveness can inform policies and practices that address educational disparities and ensure equitable access to quality education for all students.

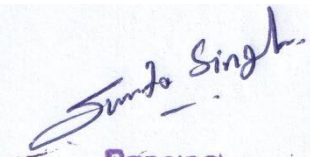
By integrating psychological insights into educational policy, policymakers can create educational systems that nurture well-rounded individuals and prepare them for success in a complex and ever-changing world.

### Conclusion: A Symbiotic Relationship

The relationship between education and psychology is multifaceted and dynamic, with each discipline informing and enriching the other. By integrating psychological principles into educational theory and practice, educators can create inclusive learning environments that foster cognitive, socio-emotional, and behavioral development. Similarly, psychologists contribute valuable insights to educational settings, guiding policies and practices that support student success and well-being. Ultimately, the interconnection of education and psychology underscores the importance of a holistic approach to promoting lifelong learning and academic achievement.

This analysis provides a comprehensive overview of the intricate relationship between education and psychology, highlighting how principles from both disciplines intersect and influence each other in theory and practice.

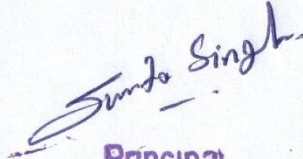
---

  
**Principal**  
 Mundeshwar College for Teacher Education  
 Sarani Patna-801105

### References:

1. Woolfolk, A. E. (2019). Educational Psychology (14th ed.). Pearson.
2. Ormrod, J. E. (2019). Educational Psychology: Developing Learners (9th ed.). Pearson.
3. Sternberg, R. J., & Zhang, L. F. (Eds.). (2014). Perspectives on Thinking, Learning, and Cognitive Styles. Routledge.
4. McLeod, S. A. (2020). Vygotsky - Simply Psychology. Retrieved from <https://www.simplypsychology.org/vygotsky.html>
5. Woolfolk, A. E., Winne, P. H., & Perry, N. E. (2016). Educational Psychology (6th Canadian ed.). Pearson.
6. Anderman, E. M., & Anderman, L. H. (Eds.). (2019). Psychology of Classroom Learning: An Encyclopedia. Macmillan Reference USA.
7. American Psychological Association. (2015). APA Handbook of Educational Psychology (Vol. 1). American Psychological Association.
8. Snowman, J., & McCown, R. (2018). Psychology Applied to Teaching (15th ed.). Cengage Learning



  
**Principal**  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

# शारीरिक विकास (Physical Development)

**कुमारी शशि**

असिस्टेंट प्रोफेसर

मुण्डेश्वरी कॉलेज फॉर टीचर एजुकेशन

पटना

## परिचय

शारीरिक विकास का अर्थ होता है शारीरिक स्वास्थ्य, शक्ति, संभावनाओं का विस्तार, और शारीरिक क्षमताओं का विकास करना। इसमें सामाजिक, आत्मिक और मानसिक पहलुओं का भी ध्यान रखा जाता है।

शारीरिक विकास शिशु अवस्था और प्रारंभिक बचपन में मस्तिष्क और शरीर दोनों की वृद्धि और विकास है।

शारीरिक विकास मस्तिष्क और शरीर दोनों की वृद्धि और विकास है और इसमें मांसपेशियों और शारीरिक समन्वय पर नियंत्रण विकसित करना शामिल है। इस नियंत्रण का उपयोग दैनिक कामकाज के कौशल की एक पूरी शृंखला में किया जाता है और इसमें बच्चों की विभिन्न प्रकार के कार्य करने की क्षमता शामिल होती है, जैसे कि बोलना, दोस्त बनाना और अपने आस-पास की दुनिया को समझना। इस नियंत्रण की ओर प्रगति बच्चे की कालानुक्रमिक आयु से परिभाषित नहीं होती है, बल्कि कौशल हासिल करने के अवसर से परिभाषित होती है। विलंबित शारीरिक विकास वाला बच्चा, विशेष रूप से उचित हस्तक्षेप के साथ, आगे बढ़ सकता है, लेकिन छोटे बच्चों को सक्रिय होने के माध्यम से अपने शारीरिक कौशल का अभ्यास करने और उन्हें निखारने के लिए नियमित अवसर और प्रोत्साहन दिए जाने की आवश्यकता होती है।

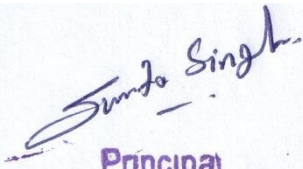
विभिन्न विषयों से संबंधित शारीरिक विकास की कुछ परिभाषाएँ दी गई हैं:

बाल विकास मनोविज्ञान (Child Development Psychology): शारीरिक विकास शरीर की वृद्धि और परिपक्वता को संदर्भित करता है, जिसमें मोटर कौशल, समन्वय, शक्ति और समग्र शारीरिक स्वास्थ्य में परिवर्तन शामिल हैं, जो आमतौर पर बचपन से किशोरावस्था तक देखा जाता है।

शिक्षा (Education): शारीरिक विकास में सकल और सूक्ष्म मोटर कौशल का अधिग्रहण और परिशोधन, शारीरिक फिटनेस का विकास और शैक्षिक सेटिंग्स के संदर्भ में व्यायाम और पोषण जैसी स्वस्थ आदतों को बढ़ावा देना शामिल है।

बाल चिकित्सा (Child Development): शारीरिक विकास में हड्डियों, मांसपेशियों और अंगों सहित शारीरिक प्रणालियों और संरचनाओं के आकार, शक्ति और समन्वय में प्रगतिशील वृद्धि शामिल है, साथ ही जन्म से बचपन और किशोरावस्था तक आंदोलन और संवेदी धारणा से संबंधित विकासात्मक मील के पत्थर की प्राप्ति भी शामिल है।

खेल विज्ञान (Sports Science): शारीरिक विकास शारीरिक विशेषताओं और क्षमताओं जैसे कि ताकत, गति, चपलता, धीरज, लचीलापन और समन्वय को लक्षित प्रशिक्षण, कंडीशनिंग और व्यायाम कार्यक्रमों के माध्यम से बढ़ाता है, जिसका उद्देश्य एथलेटिक प्रदर्शन को अनुकूलित करना और चोट के जोखिम को कम करना है।

  
**Principal**  
Mundeshwari College for Teacher Education  
Sarani Patna-801105

सार्वजनिक स्वास्थ्य (Public Health): शारीरिक विकास में स्वस्थ व्यवहार और वातावरण को बढ़ावा देना शामिल है जो इष्टतम वृद्धि और विकास का समर्थन करता है, जिसमें पौष्टिक भोजन, सुरक्षित आवास, स्वच्छ जल और मनोरंजक सुविधाओं तक पहुंच, साथ ही टीकाकरण, स्वच्छता और चोट की रोकथाम के उपायों के माध्यम से बीमारी और चोट की रोकथाम शामिल है।

#### Definitions (परिभाषाएँ)

जीन पियाजे (Jean Piaget): शारीरिक विकास शरीर में होने वाले परिवर्तनों और व्यक्ति द्वारा अपने शरीर का उपयोग करने के तरीकों को संदर्भित करता है, जिसमें सूक्ष्म मोटर कौशल, सकल मोटर कौशल और शारीरिक विकास शामिल हैं।

एरिक एरिकसन (Erik Erikson): शारीरिक विकास में बचपन से लेकर बूढ़ापे तक व्यक्ति में होने वाले जैविक परिवर्तन शामिल हैं, जिसमें विकास, मोटर कौशल और शरीर की संरचना में परिवर्तन शामिल हैं।

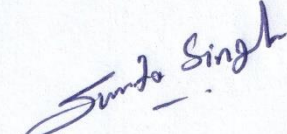
लेव वायगोत्स्की (Lev Vygotsky): शारीरिक विकास में शरीर की परिपक्वता और मोटर कौशल का विकास शामिल है, जो संज्ञानात्मक और सामाजिक विकास के लिए आधार प्रदान करता है।

यूरी ब्रॉफेनब्रेनर (Urie Bronfenbrenner): शारीरिक विकास जैविक कारकों, जैसे आनुवंशिकी और स्वास्थ्य, और पर्यावरणीय कारकों, जैसे परिवार, समुदाय और संस्कृति दोनों से प्रभावित होता है।

मारिया मोंटेसोरी (Maria Montessori): शारीरिक विकास संज्ञानात्मक और सामाजिक विकास के साथ जुड़ा हुआ है और इसमें पर्यावरण के साथ बातचीत के माध्यम से आंदोलन, समन्वय और संवेदी धारणा का परिशोधन शामिल है।

#### शारीरिक विकास की विशेषताएँ: (Characteristics of Physical Development):

- विकास (Growth): ऊँचाई, वजन और शरीर के समग्र आकार में वृद्धि।
- टीकाकरण (Immunization): उचित समय पर टीकाकरण बच्चे को बीमारियों से बचाता है। इससे बच्चे का सही तरीके से विकास होता है।
- मोटर कौशल (Motor Skills): सकल मोटर कौशल (बड़ी मांसपेशियों की हरकतें) और बढ़िया मोटर कौशल (छोटी मांसपेशियों की हरकतें) दोनों का विकास।
- समन्वय (Coordination): हाथ-आँख समन्वय और समग्र शरीर समन्वय में सुधार।
- ताकत (Strength): मांसपेशियों की ताकत और सहनशक्ति में वृद्धि।
- लचीलापन (Flexibility): जोड़ों के लचीलेपन और गति की सीमा में वृद्धि।
- धीरज (Endurance): सहनशक्ति में सुधार और समय के साथ शारीरिक गतिविधि को बनाए रखने की क्षमता।
- उचित वेंटिलेशन (Proper ventilation): सूर्य की रोशनी और शुद्ध हवा शरीर के अच्छे विकास में मदद करती है।
- अंतःक्रावी ग्रंथि (Endocrine gland) : हार्मोन बच्चे के विकास में मदद करते हैं।
- प्रसवपूर्व अवधि (Prenatal period): माँ का स्वास्थ्य, उसका पोषण, टीकाकरण, उसकी मानसिक स्थिति गर्भ में पल रहे बच्चे को प्रभावित करती है।
- संतुलन (Balance): संतुलन और स्थिरता का विकास।
- शारीरिक तंदुरुस्ती (Physical Fitness): हृदय स्वास्थ्य, मांसपेशियों की सहनशक्ति और समग्र शारीरिक तंदुरुस्ती को बढ़ावा।
- यौवन संबंधी परिवर्तन (Pubertal Changes): किशोरावस्था के दौरान, द्वितीयक यौन विशेषताओं और हार्मोनल परिवर्तनों का विकास।

  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

- स्वस्थ आदतें (Healthy Habits): नियमित व्यायाम, उचित पोषण और पर्याप्त आराम जैसी स्वस्थ आदतों का निर्माण।



### बच्चे शारीरिक विकास के लिए महत्वपूर्ण आधार:

#### Important foundations for good physical development:

- > पोषण (Nutrition): पोषक तत्वों से भरपूर संतुलित आहार वृद्धि और विकास में सहायक होता है।
- > शारीरिक गतिविधि (Physical Activity) : नियमित व्यायाम मांसपेशियों, हड्डियों और समग्र स्वास्थ्य को मजबूत बनाता है।
- > पर्याप्त नींद (Adequate Sleep): ऊतकों की मरम्मत और विकास को बढ़ावा देने के लिए पर्याप्त आराम महत्वपूर्ण है।
- > हाइड्रेशन (Hydration): समग्र शारीरिक कार्यों के लिए पर्याप्त पानी पीना आवश्यक है।
- > स्वस्थ वातावरण (Healthy Environment): स्वच्छ परिवेश और उचित स्वच्छता स्वास्थ्य जोखिमों को कम करती है।
- > सुरक्षा उपाय (Safety Measures): दुर्घटनाओं और चोटों से बचना निर्बाध विकास सुनिश्चित करता है।
- > नियमित स्वास्थ्य जांच (Regular Health Check-up): विकास की निगरानी करना और किसी भी चिंता का तुरंत समाधान करना।
- > भावनात्मक कल्याण (Emotional Well-being): मानसिक स्वास्थ्य शारीरिक स्वास्थ्य को प्रभावित करता है; सकारात्मक मानसिकता को बढ़ावा देना महत्वपूर्ण है।
- > सामाजिक संपर्क (Social Interaction): साथियों के साथ गतिविधियों में शामिल होना शारीरिक समन्वय और सामाजिक कौशल को बढ़ावा देता है।
- > स्क्रीन टाइम को सीमित करना (Limiting Screen Time): शारीरिक खेल के समय के साथ गतिहीन गतिविधियों को संतुलित करना विकास में सहायक होता है।

#### Stages of Physical Development

##### शारीरिक विकास की अवस्थाएं

शारीरिक विकास आमतौर पर सभी व्यक्ति के जीवन में चरणों में होता है:

शैशवावस्था (0-2 वर्ष) Infancy (0-2 years): ऊंचाई और वजन में तेजी से वृद्धि, रेंगने, खड़े होने और चलने जैसे बुनियादी मोटर कौशल का विकास।

*Sandeep Singh*  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

प्रारंभिक बचपन (2-6 वर्ष) Early childhood (2-6 years): ऊँचाई और वजन में निरंतर वृद्धि, मोटर कौशल का परिष्कार, जैसे दौड़ना, कूदना और चढ़ना। ड्राइंग और लेखन जैसे बहिया मोटर कौशल विकसित होने लगते हैं।

मध्य बचपन (6-11 वर्ष) Middle childhood (6-11 years): ऊँचाई और वजन में धीमी लेकिन स्थिर वृद्धि, मोटर कौशल का और अधिक परिष्कार, समन्वय और संतुलन में वृद्धि। अधिक शक्ति और सहनशक्ति का विकास।

किशोरावस्था (11-18 वर्ष) Adolescence (11-18 years): तेज़ी से विकास, विशेष रूप से यौवन के दौरान, ऊँचाई, वजन और शरीर की संरचना में महत्वपूर्ण परिवर्तन की ओर ले जाता है। द्वितीयक यौन विशेषताओं का विकास और मोटर कौशल का और अधिक परिष्कार।

वयस्कता (18+ वर्ष) Adulthood (18+ years): इस उम्र में शारीरिक विकास धीमा हो जाता है, अधिकांश व्यक्ति अपनी चरम शारीरिक शक्ति और मोटर कौशल पर पहुँच जाते हैं। नियमित व्यायाम और उचित पोषण के माध्यम से स्वास्थ्य को बनाए रखना उम्र से संबंधित गिरावट को रोकने के लिए महत्वपूर्ण हो जाता है।



शारीरिक विकास को प्रभावित करने वाले कारक (Factors Influencing Physical Development)

शारीरिक विकास को प्रभावित करने वाले मुख्य कारक निम्नलिखित हैं:—

1. वंशानुक्रम- स्वस्थ माता-पिता की सन्तान भी स्वस्थ होती है। जो माता-पिता विभिन्न रोगों से ग्रस्त होते हैं और शारीरिक दृष्टि से दुर्बल होते हैं, उनके बच्चे भी शारीरिक दृष्टि से दुर्बल ही होते हैं। अतः उनका शारीरिक विकास भी ठीक प्रकार से नहीं हो पाता।
2. वातावरण- बालक के शारीरिक विकास में वातावरण का विशेष योगदान रहता है। खुली हवा, पर्याप्त धूप और शान्त तथा स्वच्छ वातावरण शारीरिक विकास के लिए पूर्णतया अनुकूल होता है। इसके विपरीत जो बालक प्रकाशहीन, सीलन भरे तथा तंग मकानों में रहते हैं, उनका शारीरिक विकास ठीक प्रकार से नहीं हो पाता और वे प्रायः विभिन्न रोगों से ग्रस्त रहते हैं। क्रो एवं क्रो के अनुसार, बालक के प्राकृतिक विकास में वातावरण के तत्त्व सहायक या बाधक होते हैं।”
3. पौष्टिक भोजन- पौष्टिक भोजन का भी शारीरिक विकास पर विशेष प्रभाव पड़ता है। पौष्टिक भोजन से बालक के विभिन्न अंगों का उचित विकास होता है। प्रत्येक बालक का वजन, ऊँचाई तथा शारीरिक शक्ति बहुत कुछ पौष्टिक भोजन पर निर्भर करते हैं। जिन बालकों को पौष्टिक भोजन मिलता है, उनका विकास भी समुचित होता रहता है। पौष्टिक भोजन के अभाव में बालक के विभिन्न अंगों का समुचित विकास नहीं होता और अनेक रोग आक्रमण कर देते हैं।
4. नियमित दिनचर्या- यमित दिनचर्या शारीरिक विकास का प्रमुख तत्त्व है। जो बालक समय से सोते-उठते हैं, समय से भोजन करते एवं खेलते हैं, उनका शारीरिक विकास अन्य बालकों की अपेक्षा उत्तम ढंग से होता है। नियमित दिनचर्या स्वास्थ्य की आधारशिला है।

5. व्यायाम और खेलकूद- व्यायाम और खेलकूद शारीरिक विकास के लिए परम आवश्यक हैं। व्यायाम और खेलकूद से शरीर के रक्त का परिष्करण उचित ढंग से होता है तथा मांसपेशियों में दृढ़ता आती है।
6. निद्रा और विश्राम- शरीर के समुचित विकास के लिए निद्रा और विश्राम का सर्वाधिक महत्त्व है। शैशवकाल में शिशु का अधिकांश समय सोने में ही व्यतीत होता है। बालक और किशोरों को भी निद्रा के लिए पर्याप्त अवसर मिलना चाहिए। आवश्यकता से अधिक देर तक पढ़ना, बालकों और किशोरों के लिए हानिकारक सिद्ध हुआ है। विभिन्न शोध कार्यों से ज्ञात हुआ है कि यह उनके शारीरिक विकास में बाधा उत्पन्न करता है।
7. सुरक्षा की भावना- यदि बालक में सुरक्षा की भावना नहीं है तो उसका शारीरिक विकास उचित ढंग से नहीं होगा। सुरक्षा की भावना के अभाव में बालक भय और चिन्ता से ग्रस्त हो जाता है। इस प्रकार उसमें आत्मविश्वास की भावना लुप्त हो जाती है। परिणामस्वरूप उसका विकास स्वाभाविक ढंग से नहीं हो पाता।
8. सहानुभूतिपूर्ण व्यवहार- बालक की मनःस्थिति का उसके स्वास्थ्य पर विशेष प्रभाव पड़ता है। जिन बालकों को ताड़ना और उपेक्षापूर्ण व्यवहार मिलता है, उनका शारीरिक विकास उचित ढंग से नहीं हो पाता। अनाथ बालक इसके ज्वलन्त उदाहरण हैं। शिक्षक को यह बात ध्यान में रखकर बालकों के साथ यथासम्भव प्रेम और सहानुभूति का व्यवहार करना चाहिए।
9. दोषपूर्ण सामाजिक परम्पराएँ- अल्प आयु में बालकों और बालिकाओं का विवाह हो जाना शारीरिक विकास के लिए घातक है। जिन बालक-बालिकाओं का विवाह 13 या 15 वर्ष की आयु में हो जाता है, उनका स्वास्थ्य तीव्रता से नष्ट होने लगता है।
10. अन्य कारक- शारीरिक विकास को प्रभावित करने वाले कुछ अन्य कारक इस प्रकार हैं।
  - कोई दुर्घटना या आकस्मिक बीमारी।
  - दूषित और अस्वस्थ जलवायु।



### शारीरिक विकास के सिद्धांत

#### Principles of Physical Development

शारीरिक विकास से तात्पर्य किसी व्यक्ति के शरीर में होने वाली वृद्धि और परिवर्तनों से है तथा परिपक्व होने पर उसके द्वारा अर्जित की जाने वाली योग्यताओं से है। कुछ प्रमुख सिद्धांत निम्नलिखित हैं:—

- अनुक्रमिक (Sequential): विकास आमतौर पर एक पूर्वानुमेय अनुक्रम का अनुसरण करता है, जैसे चलने से पहले रेंगना, और दौड़ने से पहले चलना।
- सेफलोकोडल और प्रॉक्सिमोडिस्टल (Cephalocaudal and Proximodistal): यह सिद्धांत सिर से पैर तक (सेफलोकेडल) और शरीर के केंद्र से बाहर की ओर (प्रॉक्सिमोडिस्टल) विकास के पैटर्न का वर्णन करता है। उदाहरण के लिए, शिशु अपने हाथों और पैरों को नियंत्रित करने से पहले अपने सिर और गर्दन की मांसपेशियों पर नियंत्रण प्राप्त कर लेते हैं।
- निरंतर और असंतत (Continuous and Discontinuous): शारीरिक विकास को एक सतत प्रक्रिया के रूप में देखा जा सकता है, जिसमें समय के साथ क्रमिक परिवर्तन होते हैं, या स्पष्ट संक्रमणों के साथ अलग-अलग चरणों की एक श्रृंखला के रूप में देखा जा सकता है।

- > व्यक्तिगत अंतर (Individual Differences): जबकि शारीरिक विकास के सामान्य पैटर्न होते हैं, प्रत्येक व्यक्ति अपनी गति से विकसित होता है और विकास और मोटर कौशल में भिन्नता प्रदर्शित कर सकता है।
- > आनुवंशिकी और पर्यावरण से प्रभावित(Influenced by Genetics and Environment): शारीरिक विकास आनुवंशिक कारकों (प्रकृति) और पर्यावरणीय कारकों (पोषण) दोनों से प्रभावित होता है, जैसे पोषण, व्यायाम और विपाक्त पदार्थों के संपर्क में आना। इन सिद्धांतों को समझने से शिक्षकों, माता-पिता और देखभाल करने वालों को जीवन भर बच्चों और व्यक्तियों में स्वस्थ शारीरिक विकास का समर्थन और बढ़ावा देने में मदद मिलती है।
- > महत्वपूर्ण अवधि और संवेदनशील अवधि(Critical Periods and Sensitive Periods): विकास में कुछ अवधि विशेष रूप से विशिष्ट शारीरिक कौशल या क्षमताओं के अधिग्रहण के लिए महत्वपूर्ण होती हैं। इन्हें महत्वपूर्ण अवधि के रूप में जाना जाता है। संवेदनशील अवधि वह समय होता है जब कोई व्यक्ति विशेष रूप से कुछ पर्यावरणीय उत्तेजनाओं के प्रति प्रतिक्रियाशील होता है, जो शारीरिक विकास को प्रभावित कर सकता है।
- > विकास और परिपक्वता(Growth and Maturation): शारीरिक विकास शरीर के आकार या आयामों में वृद्धि को संदर्भित करता है, जैसे कि ऊंचाई और वजन, जबकि परिपक्वता संरचना और कार्य में गुणात्मक परिवर्तनों को संदर्भित करती है, जैसे कि ठीक मोटर कौशल या समन्वय का विकास।
- > जैव मानोसामाजिक दृष्टिकोण( Biopsychosocial Approach): यह मानता है कि शारीरिक विकास जैविक, मनोवैज्ञानिक और सामाजिक कारकों से प्रभावित होता है। ये कारक किसी व्यक्ति की वृद्धि और विकास को आकार देने के लिए जटिल तरीकों से परस्पर क्रिया करते हैं।
- > स्वास्थ्य और कल्याण (Health and Wellness): उचित पोषण, नियमित व्यायाम और पर्याप्त नींद सहित स्वस्थ जीवन शैली को बढ़ावा देना, इष्टतम शारीरिक विकास और समग्र कल्याण के लिए आवश्यक है।

#### शारीरिक विकास के सिद्धांत:

- परिपक्वता सिद्धांत (Maturation Theory): अर्नोल्ड गेसेल (Arnold Gesell) द्वारा प्रस्तावित यह सिद्धांत बताता है कि विकास आनुवंशिकी द्वारा शासित एक पूर्व निर्धारित, अनुक्रमिक पैटर्न में होता है। इस दृष्टिकोण के अनुसार, बच्चे पर्यावरण के बहुत अधिक प्रभाव के बिना, बैठने, रेंगने और चलने जैसे शारीरिक विकास के चरणों के माध्यम से स्वाभाविक रूप से प्रगति करते हैं।
- मनोविश्लेषणात्मक सिद्धांत (Psychoanalytic Theory): फ्रायड और एरिकसन( Freud and Erikson) के मनोविश्लेषणात्मक सिद्धांत शारीरिक विकास को आकार देने में अचेतन ड्राइव और सामाजिक अनुभवों की भूमिका पर जोर देते हैं। फ्रायड के चरण (मौखिक, गुदा, लिंग, विलंबता, जननांग) जैविक ड्राइव और सामाजिक मांगों के बीच बातचीत पर ध्यान केंद्रित करते हैं। एरिकसन के मनोसामाजिक चरण जीवन के प्रत्येक चरण में संघर्षों को हल करने के महत्व पर जोर देते हैं, जो शारीरिक विकास को प्रभावित करता है।
- व्यवहारवादी सिद्धांत (Behavioural Theory ): व्यवहार सिद्धांत, जैसे कि वाटसन और स्किनर (Watson and Skinner) द्वारा प्रस्तावित, शारीरिक विकास पर सीखने और पर्यावरणीय प्रभावों की भूमिका पर जोर देते हैं। व्यवहारवाद के अनुसार, व्यवहार सुदृढीकरण, दंड और अवलोकन के माध्यम से सीखा जाता है। उदाहरण के लिए, ऑपरेटिव कंडीशनिंग

सिद्धांत यह समझा सकते हैं कि बच्चे अभ्यास और प्रतिक्रिया के माध्यम से मोटर कौशल कैसे प्राप्त करते हैं।

- **संज्ञानात्मक विकास सिद्धांत (Cognitive Developmental Theory):** पियाजे (Piaget) के संज्ञानात्मक विकास सिद्धांत से पता चलता है कि शारीरिक विकास संज्ञानात्मक विकास के साथ घनिष्ठ रूप से जुड़ा हुआ है। पियाजे ने प्रस्तावित किया कि बच्चे अनुभवों और अंतःक्रियाओं के माध्यम से दुनिया के बारे में अपनी समझ का सक्रिय रूप से निर्माण करते हैं। उनके सिद्धांत के अनुसार, आत्मसात और समायोजन जैसी संज्ञानात्मक प्रक्रियाएँ शारीरिक विकास को संचालित करती हैं क्योंकि बच्चे अपने पर्यावरण का पता लगाते हैं और उसमें हेरफेर करते हैं।
- **पारिस्थितिक प्रणाली सिद्धांत ( Ecological Systems Theory):** ब्रॉफेनब्रेनर (Bronfenbrenner) का पारिस्थितिक तंत्र सिद्धांत शारीरिक विकास को प्रभावित करने में विभिन्न पर्यावरणीय प्रणालियों (माइक्रोसिस्टम, मेसोसिस्टम, एक्सोसिस्टम, मैक्रोसिस्टम) की परस्पर संबद्धता पर जोर देता है। यह सिद्धांत शारीरिक विकास कैसे होता है, यह समझने के लिए परिवार, स्कूल, समुदाय और संस्कृति सहित व्यापक संदर्भ पर विचार करने के महत्व पर प्रकाश डालता है।

ये सिद्धांत शारीरिक विकास को आकार देने वाले तंत्रों और प्रभावों पर अलग-अलग दृष्टिकोण प्रदान करते हैं, जैविक, मनोवैज्ञानिक और पर्यावरणीय कारकों के बीच जटिल परस्पर क्रिया को उजागर करते हैं।



**अधिगम में शारीरिक विकास का महत्व**

Importance of physical development in learning

1. नियमित शारीरिक गतिविधि मस्तिष्क में रक्त प्रवाह को बढ़ाती है, एकाग्रता और स्मृति में सुधार करती है।
2. शारीरिक व्यायाम डोपामाइन और एंडोर्फिन जैसे न्यूरोट्रांसमीटर के स्तर को उत्तेजित करता है, मूड को बढ़ाता है और तनाव के स्तर को कम करता है, जो सीखने पर सकारात्मक प्रभाव डाल सकता है।
3. ऐसी गतिविधियाँ जिनमें समन्वय और संतुलन शामिल होता है, तंत्रिका कनेक्शन और मस्तिष्क की प्लास्टिसिटी के विकास को बढ़ावा देती हैं, जिससे सीखने और कौशल अधिग्रहण में सुविधा होती है।
4. शारीरिक खेल बच्चों को सकल और सूक्ष्म मोटर कौशल विकसित करने में मदद करता है, जो सीखने के माहौल में लेखन, ड्राइंग और वस्तुओं में हेरफेर जैसे कार्यों के लिए आवश्यक हैं।
5. खेल और बाहरी गतिविधियों में भागीदारी टीमवर्क, सहयोग और नेतृत्व कौशल को बढ़ावा देती है, जो सामाजिक और भावनात्मक विकास के लिए मूल्यवान हैं और समूह सेटिंग में सीखने को बढ़ा सकते हैं।
6. स्कूलों में शारीरिक शिक्षा कार्यक्रम न केवल शारीरिक स्वास्थ्य को बढ़ावा देते हैं बल्कि सीखने में गति और सक्रिय भागीदारी के अवसर प्रदान करके बेहतर शैक्षणिक प्रदर्शन में भी योगदान देते हैं।

*Sunda Singh*  
Principal  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

7. पाठों में गति-आधारित शिक्षण गतिविधियों को शामिल करने से छात्रों की भागीदारी, ध्यान और जानकारी को बनाए रखने में वृद्धि हो सकती है।
8. नियमित शारीरिक व्यायाम को बेहतर संज्ञानात्मक कार्य से जोड़ा गया है, जिसमें बेहतर समस्या-समाधान क्षमताएं, रचनात्मकता और कार्यकारी कार्य कौशल शामिल हैं।
9. शारीरिक गतिविधियाँ जो शरीर और मन को एक साथ चुनौती देती हैं, जैसे नृत्य या मार्शल आर्ट, संज्ञानात्मक लचीलेपन और तनाव के प्रति लचीलापन बढ़ा सकती हैं, जिससे विविध संदर्भों में सीखने में सुविधा होती है। कुल मिलाकर, विभिन्न गतिविधियों और अनुभवों के माध्यम से शारीरिक विकास को प्राथमिकता देना इष्टतम सीखने और शैक्षणिक सफलता के लिए एक मजबूत आधार तैयार कर सकता है।
10. नियमित शारीरिक गतिविधि मस्तिष्क में रक्त प्रवाह को बढ़ाती है, एकाग्रता और स्मृति में सुधार करती है। शारीरिक विकास को समझने के व्यावहारिक अनुप्रयोग (Practical applications of understanding physical development) शारीरिक विकास को समझने के व्यावहारिक अनुप्रयोग व्यक्तियों को विभिन्न तरीकों से लाभ पहुंचा



सकते हैं, जिनमें शामिल हैं:

- प्रारंभिक बचपन की शिक्षा (Early Childhood Education): शिक्षक विकास के लिए उपयुक्त गतिविधियाँ डिज़ाइन कर सकते हैं जो बच्चों के मोटर कौशल, समन्वय और शारीरिक फिटनेस का समर्थन करती हैं। शारीरिक विकास को समझने से शिक्षकों को सुरक्षित और उत्तेजक वातावरण बनाने में मदद मिलती है जो सक्रिय खेल और आंदोलन को बढ़ावा देते हैं।
- पालन-पोषण (Parenting) : माता-पिता सक्रिय खेल, बाहरी अन्वेषण और विभिन्न प्रकार के आंदोलन अनुभवों के संपर्क में आने के अवसर प्रदान करके अपने बच्चों के शारीरिक विकास का समर्थन कर सकते हैं। विकासात्मक मील के पत्थर को समझने से माता-पिता को अपने बच्चे की प्रगति को ट्रैक करने और किसी भी संभावित चिंता की पहचान करने में मदद मिल सकती है।
- स्वास्थ्य सेवा (Healthcare) : स्वास्थ्य सेवा पेशेवर बच्चों के विकास और विकास का आकलन करने, किसी भी देरी या असामान्यताओं की पहचान करने और उचित हस्तक्षेप या रेफरल प्रदान करने के लिए शारीरिक विकास के ज्ञान का उपयोग कर सकते हैं। नियमित जाँच और जाँच यह सुनिश्चित करने में मदद करती है कि बच्चे महत्वपूर्ण विकासात्मक मील के पत्थर को पूरा कर रहे हैं।
- खेल और मनोरंजन (Sports and Recreation) : कोच और प्रशिक्षक बच्चों की विकासात्मक क्षमताओं और रुचियों से मेल खाने के लिए खेल और मनोरंजक गतिविधियों को तैयार कर सकते हैं। शारीरिक विकास को समझने से कोचों को उम्र के अनुसार उपयुक्त प्रशिक्षण कार्यक्रम तैयार करने, चोटों को रोकने और शारीरिक गतिविधि में आजीवन भागीदारी को बढ़ावा देने में मदद मिल सकती है।
- भौतिक चिकित्सा और पुनर्वास (Physical Therapy and Rehabilitation): भौतिक चिकित्सक चोटों, सर्जरी या विकासात्मक देरी से उबरने वाले ग्राहकों के लिए व्यक्तिगत उपचार योजनाएँ तैयार करने के लिए शारीरिक विकास के सिद्धांतों का उपयोग करते हैं। प्रत्येक ग्राहक की अनूठी

*Sandeep Singh*  
Principal  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

ज़रूरतों के आधार पर ताकत, लचीलापन, संतुलन और समन्वय को बेहतर बनाने के लिए चिकित्सीय व्यायाम और गतिविधियों का चयन किया जाता है।

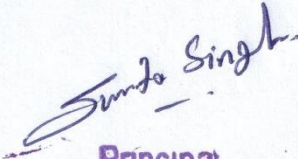
- सामुदायिक योजना और डिजाइन(Community Planning and Design) : शहरी योजनाकार और वास्तुकार ऐसी सुविधाएँ शामिल कर सकते हैं जो सभी उम्र और क्षमताओं के लोगों के लिए शारीरिक गतिविधि और पहुँच को बढ़ावा देती हैं। शारीरिक विकास को ध्यान में रखते हुए पार्क, खेल के मैदान और मनोरंजक सुविधाओं को डिजाइन करना सक्रिय जीवनशैली को प्रोत्साहित कर सकता है और सामुदायिक कल्याण को बढ़ा सकता है। विभिन्न सेटिंग्स में शारीरिक विकास के ज्ञान को लागू करके, व्यक्ति और पेशेवर सहायक वातावरण बना सकते हैं, स्वस्थ व्यवहार को सुविधाजनक बना सकते हैं और जीवन भर इष्टतम विकास और कल्याण को बढ़ावा दे सकते हैं।

#### निष्कर्ष (conclusion)

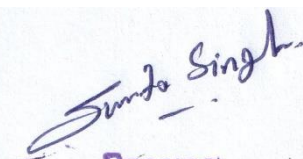
उपर्युक्त विवरण द्वारा स्पष्ट है कि बालक के शारीरिक विकास को विभिन्न कारक प्रभावित करते हैं। इन कारकों में से किसी एक या अधिक कारकों की अवहेलना हो जाने अथवा उनमें असामान्यता हो जाने की स्थिति में बालक के शारीरिक विकास पर प्रतिकूल प्रभाव पड़ सकता है। शारीरिक विकास एक प्रक्रिया है जिसमें व्यक्ति के शरीर में वृद्धि, और परिवर्तन मील के पत्थर साबित होते हैं। बचपन से लेकर वयस्कता तक और बाद के जीवन में, आनुवंशिकी, पोषण, पर्यावरण और शारीरिक गतिविधि जैसे विभिन्न कारक इस विकास को प्रभावित करते हैं। जीवन का प्रत्येक चरण अपनी अनूठी शारीरिक चुनौतियाँ और विकास के अवसर लेकर आता है, लेकिन एक स्वस्थ जीवन शैली बनाए रखने से पूरे जीवनकाल में इष्टतम शारीरिक स्वास्थ्य बनाए रखने में मदद मिल सकती है। शारीरिक विकास का घनिष्ठ सम्बन्ध बालक के विकास के अन्य सभी पक्षों से भी होता है; अतः शारीरिक विकास के अवरुद्ध हो जाने अथवा असामान्य हो जाने की दशा में बालक के सम्पूर्ण विकास पर प्रतिकूल प्रभाव पड़ सकता है। इस तथ्य को ध्यान में रखते हुए कहा जा सकता है कि शारीरिक विकास को प्रभावित करने वाले सभी कारकों का ज्ञान बाल-मनोवैज्ञानिकों के लिए आवश्यक एवं लाभकारी है। बाल-मनोवैज्ञानिक इन कारकों को सामान्य रखकर बालक के सम्पूर्ण विकास को सुचारु बना सकता है। शारीरिक विकास केवल शरीर के आकार और आकृति में परिवर्तन के बारे में नहीं है, बल्कि इसमें मोटर कौशल, समन्वय, शक्ति और संवेदी धारणा का अधिग्रहण भी शामिल है। यह आनुवंशिकी और पर्यावरणीय कारकों के बीच जटिल अंतर्क्रिया को दर्शाता है। जीवन के प्रत्येक चरण में, व्यक्ति शिशु अवस्था के तेज़ विकास से लेकर वयस्कता की चरम शारीरिक क्षमताओं और बाद के जीवन के परिवर्तनों तक, अद्वितीय शारीरिक चुनौतियों और अवसरों का सामना करता है। शारीरिक विकास को समझना और उसका समर्थन करना समग्र स्वास्थ्य और तंदुरुस्ती को बढ़ावा देने के लिए आवश्यक है। नियमित शारीरिक गतिविधि को प्रोत्साहित करना, पौष्टिक भोजन तक पहुँच प्रदान करना, अन्वेषण और खेल के लिए सुरक्षित वातावरण बनाना और कौशल विकास के अवसर प्रदान करना, ये सभी जीवन भर स्वस्थ शारीरिक विकास को बढ़ावा देने में योगदान करते हैं। शारीरिक विकास के महत्व को पहचानकर और उसका समर्थन करने के लिए रणनीतियों को लागू करके, व्यक्ति अपने जीवन की गुणवत्ता को बढ़ा सकते हैं और शिशु अवस्था से लेकर वयस्कता तक की अपनी यात्रा के दौरान इष्टतम स्वास्थ्य बनाए रख सकते हैं।

#### संदर्भ सूची (References):

1. Berk, L. E. (2013). Child Development. Pearson Education.

  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

- 
2. Papalia, D. E., Feldman, R. D., & Martorell, G. (2011). Experience Human Development. McGraw-Hill Education.
  3. Santrock, J. W. (2013). Life-Span Development. McGraw-Hill Education.
  4. Shaffer, D. R., & Kipp, K. (2013). Developmental Psychology: Childhood and Adolescence. Cengage Learning.
  5. Sigelman, C. K., & Rider, E. A. (2018). Life-Span Human Development. Cengage Learning.
  6. [https://www.sarthaks.com/3108378/#google\\_vignette](https://www.sarthaks.com/3108378/#google_vignette)
  7. <https://www.earlymovers.org.uk/about-pd>



**Sumit Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

## CONTENTS

S. no.	Title & Author	P. No
1	Present Scenario of Higher Education in India: Emerging Issues, Challenges <i>Dr. Rajesh Kumar Sharma</i>	1
2	Analysis of Educational Policies and Present scenario of Education System of India <i>Anjana Kumari</i>	7
3	Focus of New Education Policy on Higher Education <i>Mrs. Anjali Dhanraj Shirsi</i>	16
4	Focus on Salient Features of the NEP 2020 <i>Dr. Archana Shrivastava</i>	25
5	Trends and Issues in Language and Communication in the Educational Process in NEP 2020 <i>Dr. Satkala &amp; Dr. Yogendra Singh</i>	32
6	English Language Teaching through 'Blackboard-Chalk and Applications-Gadgets' and NEP-2020 <i>G.J.V. PRASAD &amp; S. Devaki Devi</i>	40
7	New NEP 2023: An Innovative Approach to Education <i>Dr. Pranav Sudhir Mulaokar</i>	52
8	Ensuring Universal Access to Education at School Level <i>Shahaji Vishnu Thombare</i>	60
9	National Education Policy 2020 & Digital Transformation for Higher Education <i>Dr. Sunil Chauhan</i>	66
10	Academic Bank of Credits: A Multi-Institutional Approach <i>Dr. Amit Kumar</i>	73

*Sandeep Singh*

Principal

Mundeshwar College for Teacher Education  
Sarari Patna-801105

---

## ANALYSIS OF EDUCATIONAL POLICIES AND PRESENT SCENARIO OF EDUCATION SYSTEM OF INDIA

Anjana Kumari  
Assistant Professor,  
Mundeshwari College for  
Teacher's Education, Patna

### ABSTRACT

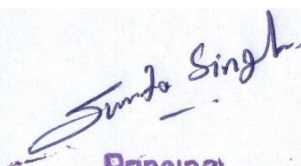
Education is an indispensable facet, representing the realization of one's true self, serving as a cornerstone for the attainment of comprehensive human potential, and standing as an instrumental force in the pursuit of a fully developed, socially equitable, and pioneering society that propels national development to new heights. This multifaceted objective of education extends beyond the mere acquisition of knowledge; it delves into the realms of fostering robust character, nurturing mental faculties, advancing moral and spiritual dimensions, and promoting an enlightened understanding of religious principles.

In the pursuit of these lofty aspirations, the Indian educational landscape has witnessed the formulation of various national policies and commissions, each playing a pivotal role in the tireless endeavour to make education universally accessible to the masses. A historical chronicle of these efforts includes the Radhakrishnan Commission of 1948, the Kothari Commission spanning the years 1964 to 1966, and subsequent policies such as the National Education Policy (NEP) of 1968, 1986, 1992, and the latest iteration in 2020. These policy frameworks have been instrumental in shaping the contours of the educational terrain, striving to bridge gaps and ensure inclusivity.

Implementation, however, has been a focal point in the narrative of educational progress, with past policies primarily concentrating on the critical issues of access and equity. The

---

**PRESENT SCENARIO OF INDIAN EDUCATION (ISBN: 978-81-19463-61-9) 7**



Principal

Mundeshwari College for Teacher Education  
Sarani Patna-801105

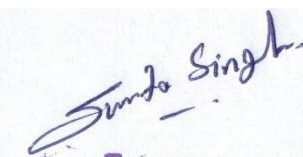
overarching goal of the educational system is to forge individuals imbued with rational thought, compassionate action, empathy, courage, resilience, and a scientific temperament, while simultaneously nurturing creativity fortified by sound ethical principles and values. This holistic approach envisions the production of engaged and contributing citizens, thereby laying the foundation for an egalitarian, inclusive, and pluralistic society, guided by an implicit constitutional ethos.

Given that India is poised to bear the mantle of the world's largest population of young individuals in the forthcoming decades, the imperative of providing high-quality educational opportunities to this demographic assumes paramount significance. It is against this backdrop that the NEP 2020 comes to the fore, emphasizing the recognition, identification, and nurturing of the distinctive capabilities inherent in each student. This ambitious policy framework endeavors to propel holistic development encompassing both the academic and non-academic spheres. The establishment of the Higher Education Commission of India (HECI) under the NEP 2020, envisioned as a comprehensive umbrella body, introduces four autonomous verticals: the National Higher Education Regulatory Council (NHERC) for regulatory purposes, the General Education Council (GEC) for setting standards, the Higher Education Grand Council (HEGC) for funding, and the National Accreditation Council (NAC) for accreditation.

However, despite the commendable objectives articulated within the NEP 2020, a significant area of concern revolves around the discernible absence of a robust and transparent implementation strategy. The policy, while aspirational and visionary, articulates ambitious goals without providing a lucid roadmap for execution, thereby posing the potential risk of engendering confusion among educational institutions, educators, and students alike.

**Keywords:** Radhakrishnan Commission, Kothari Commission, NEP 2020, Higher Education Commission of India

**PRESENT SCENARIO OF INDIAN EDUCATION (ISBN: 978-81-19463-61-9) 8**

  
Sumda Singh

Principal  
Mundeshwar College for Teacher Education  
Sarai Patna-801105

(HECI), GEC, NHERC

**Introduction:**

Education, a venerable institution, ought to transcend the mere imparting of knowledge and skill acquisition; it should metamorphose into a crucible where individuals are not merely recipients of information but active participants in their moral, intellectual, and socio-economic ascendancy. The sagacious words of Swami Vivekananda echo through time, underscoring the essence of character formation, intellectual expansiveness, and the fortitude to stand tall on the platform of one's convictions.

**Methodology:**

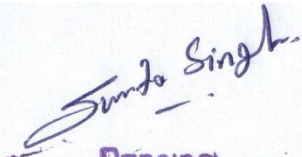
In the pursuit of scholarly inquiry, this research leans on the formidable bedrock of secondary data, meticulously gleaned from an assortment of erudite tomes, exhaustive research reports, peer-reviewed journals, and meticulously crafted research papers.

**Objectives of the Study:**

- To discern and elucidate the labyrinthine network of policies and commissions that have left an indelible imprint on the canvas of the Indian education system.
- To unravel the intricate tapestry of features woven into the fabric of Indian educational policies, examining the nuanced contours that define their essence.
- To undertake a judicious and incisive evaluation of the foundational tenets underpinning Indian education policies, parsing through the layers to include the quintessence of their impact.

**Education Policies in India:**

Education policies, like the multifaceted kaleidoscope of human experience, manifest in diverse forms and institutions, exerting their influence across the spectrum of human life. This pervasive influence encompasses early childhood centres, kindergartens, the expansive corridors of 12th-grade institutions, the hallowed precincts of 2 and 4-year colleges or universities, and the rarified air of graduate and professional education

  
**Principal**  
Mundeshwar College for Teacher Education  
Saran Patna-801105

institutes, all the way to adult education establishments and the labyrinthine networks of vocational training schemes. Thus, the tendrils of education policy intertwine with the diverse education engagements of individuals across their lifespan, a multifaceted tapestry of influence spanning elementary education to college, both in rural hinterlands and bustling urban landscapes.

In its most elemental essence, education unfurls as a gradual metamorphosis, a continuous process whereby individuals adapt to the variegated nuances of their physical, social, and spiritual milieu. The post-independence epoch in India witnessed a concerted effort by the government to elevate the standard of education, a narrative punctuated by the establishment of myriad committees and commissions. The inaugural Minister of Education, Maulana Abul Kalam Azad, vociferously championed the central government's need to assert control over education, propagating the imperative of a uniform educational system permeating the length and breadth of the nation.

The edifice of Indian education policies comprises a mosaic of principles, governmental decrees, and legal frameworks directing the operation of the educational apparatus. Since gaining independence, India has navigated through three distinctive education policies. The seminal policy, formalized in 1968, was instrumental in accentuating the significance of compulsory education for children up to the age of 14, concurrently instating the three-language formula to promote Hindi across the nation. While this policy succeeded in creating a structural framework for the national education system, it grappled with impediments such as a dearth of motivation, inadequate resources, and a lack of awareness among parents.

The year 1986 witnessed a paradigmatic shift with the introduction of the next education policy, which sought to redress disparities and equalize educational opportunities, particularly for marginalized groups such as women, Scheduled Tribes (ST), and Scheduled Castes (SC). This epochal policy envisioned social integration through the expansion of scholarships, adult education

*Sunanda Singh*

**Principal**

**Mundeshwari College for Teacher Education  
Sarani Patna-801105**

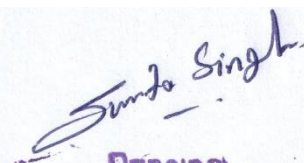
initiatives, the recruitment of major teachers from SC communities, and incentives for economically disadvantaged families to ensure regular school attendance for their children. A child-centred approach was adopted for primary education, accompanied by the launch of Operation Blackboard to enhance primary schools nationwide. Simultaneously, the policy facilitated the expansion of the open university system, exemplified by the establishment of the Indira Gandhi National Open University.

However, amid these commendable strides, critiques emerged, highlighting shortcomings such as the neglect of the neighbourhood school concept and inconsistencies in the functioning of primary, secondary, and higher secondary education. The foundational fabric of basic education appeared to be fraying at the edges.

This 2020 invasion policy and India's centered education system take into account the country's traditions, cultures, values, and ethics to directly help to the transformation of the nation into a just, sustainable, and vibrantly educated society. By referencing its extensive and lengthy historical legacy and taking into account the achievements of numerous international academics in a variety of fields, including mathematics, astronomy, medical science, surgery, navigation, yoga, fine arts, chess, etc. should be the focus of civil engineering and architecture—the foundations and construction of the entire educational system. The present announcement and NPE 2020 aim to increase the existing gross enrolment ratio to 50% by 2035 by offering a multidisciplinary and enterprising liberal education to all spheres.

### **PRESENT SCENARIO**

Although the Indian government has educational policies, it is now challenging to put them into practice. In some ways, the education of today leads us astray towards materialism, which distorts people's perceptions of right and wrong while the education of ancient India established humanity and oneness. The goal of our current educational system is for students to graduate with honours in order to pursue careers as doctors, lawyers,



**Principal**

**Mundeshwar College for Teacher Education  
Saran Patna-801105**

engineers, or other professionals. The primary goal is to make as much money as you can. Human values are not instilled in education. As you are aware, the primary function of the modern educational system is to produce competent individuals who are equipped to face the problems of everyday life.

India, home to an extensive education system comprising over 1.5 million schools, 8.7 million primary and secondary teachers, and a staggering 260 million enrolments, stands as a testament to the largest and most intricate educational ecosystem globally. This article aims to shed light on the recent accomplishments and persistent challenges in the Indian education sector, offering valuable insights into its evolution since independence and the trajectory that lies ahead.

In the aftermath of gaining independence from British rule in 1947, the Department of Education was established under the Ministry of Human Resource Development (MHRD). Its primary mandate was to enhance both access to education and its quality, culminating in the formulation of the first National Policy on Education in 1968. Despite the initial constraints posed by India's economic growth, the expansion of the education sector steadily progressed until the close of the 20th century.

Since committing to the Millennium Development Goals in 2000, India has made commendable strides toward achieving universal primary education. The World Bank reports a noteworthy increase in elementary school enrolment, surging by over 33 million between 2000 and 2017, reaching 189.9 million in the latter year. While two-thirds of India's states and seven union territories claim to have attained universal primary enrolment, regional variations persist.

However, despite these achievements, the Indian education system grapples with several pressing challenges that demand attention and reform. Here, we explore the top five issues confronting the system and propose potential avenues for progress.

#### **1. Lack of Resources:**

*Sunda Singh*

**Principal**

Mundeshwar College for Teacher Education  
Saran Patna-801105

The economic status of the country plays a pivotal role in shaping the progress of educational systems. Despite India's standing as the sixth-largest economy globally by nominal GDP, a significant deficit in resources plagues the educational sector. With a population exceeding 1.2 billion, prioritizing resources becomes a daunting task, resulting in inadequate learning materials, scarce school libraries, and a dearth of cutting-edge equipment for scientific projects.

**Professional View:** Efficient allocation of resources and strategic planning are imperative to bridge this gap. Public-private partnerships and international collaborations can offer viable solutions to bolster the availability of resources in the education sector.

## **2. Focus on English Language:**

The disproportionate emphasis on improving proficiency in English, a non-native language, has led to a decline in numerical skills and local literacy among Indian students. The overreliance on English also restricts students from engaging in activities like essay writing in their native language.

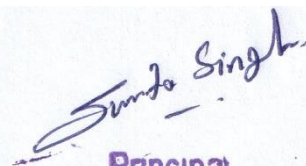
**Professional View:** A balanced bilingual approach that values proficiency in both English and regional languages can enhance cognitive development. Encouraging multilingualism can open avenues for better communication and cultural understanding.

## **3. Neglect of Practical Experience:**

Indian educational institutions often prioritize theoretical knowledge over practical experiences, hindering students' ability to apply acquired skills. This approach, centered around exam scores, leads to a superficial understanding of subjects.

**Professional View:** Incorporating hands-on learning experiences, internships, and practical assessments can foster a holistic understanding of subjects, preparing students for real-world challenges.

## **4. Pressure on Students:**



**Principal**

Mundeshwar College for Teacher Education  
Sarari Patna-801105

Educators in India tend to exert excessive pressure on students, leading to heightened stress levels, academic anxiety, and, tragically, incidents of self-harm. The relentless pursuit of high scores has detrimental effects on students' overall well-being.

**Professional View:** Implementing student-centric teaching methodologies, promoting a supportive learning environment, and emphasizing holistic development can mitigate academic stress and contribute to a healthier education system.

#### **5. Questionable Quality of Teachers:**

The shortage of qualified and skilled educators in India poses a significant challenge. Teachers often find themselves burdened with non-teaching administrative duties, diverting their focus from core educational responsibilities.

**Professional View:** Addressing teacher training and professional development, coupled with reducing administrative burdens, is crucial. Establishing a framework for continuous improvement and accountability can enhance the quality of education imparted by teachers.

In conclusion, while India has made commendable progress in education, addressing these challenges requires a concerted effort from policymakers, educators, and the community at large. A comprehensive approach that encompasses resource optimization, language inclusivity, practical learning, student well-being, and teacher quality can pave the way for a transformative and equitable education system in India.

#### **Conclusion:**

In the current landscape of Indian education, the New Education Policy (NEP) 2020 stands as a visionary document, aligning with the nation's cultural richness and global aspirations. However, the challenge lies in bridging the gap between policy intent and effective implementation. The educational scenario grapples with the dual objectives of equipping the youth for a dynamic global future and instilling core values.

As India navigates its demographic dividend, the importance of the education system cannot be overstated. It is

*Sundar Singh*

**Principal**

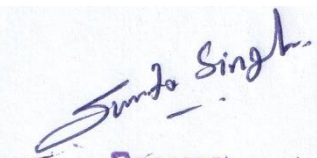
Mundeshwar College for Teacher Education  
Sarari Patna-801105

crucial to translate policy aspirations into tangible outcomes, addressing challenges in resource allocation, teacher training, and community awareness. The present moment necessitates a strategic blend of pragmatism and idealism to ensure that education becomes a catalyst for individual and societal upliftment.

In essence, the current scenario prompts introspection and a resolute commitment to shaping an educational landscape that empowers learners and contributes meaningfully to the nation's collective progress. The challenges are substantial, but so too are the opportunities for transformative change.

#### References:

- Mukerjee S.N. (1976) Education in India: Today and Tomorrow, Vadodra Acharaya Book Depot
- Kerekehoff A.C. (2001) Education and Social stratification process in comparative perspectives.
- The Education Commission (1964-66) report, Ministry of Education, GOI, New Delhi
- The National Policy on Education (1986). Ministry of Human Resources & Development, GOI, New Delhi, India
- Aithal, P.S. & Aithal S (2020). Analysis of The Indian Education Policy, 2020 towards Achieving its objectives
- Hooda B.K. (2020) Higher Education NEP 2020, Impact & Implication
- [https://www.google.com/url?q=https://www.education.gov.in/site/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf&sa=U&ved=2ahUKEwi6873097mDAXXfTGwGHWa5AfAQFnoECAMQAg&usg=AOvVaw2RxpKdJILBQEBOhVIZfrX](https://www.google.com/url?q=https://www.education.gov.in/site/upload_files/mhrd/files/NEP_Final_English_0.pdf&sa=U&ved=2ahUKEwi6873097mDAXXfTGwGHWa5AfAQFnoECAMQAg&usg=AOvVaw2RxpKdJILBQEBOhVIZfrX)

  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

## विषय सूची

क्र०	विषय	
1.	The Relation between Education and Psychology Kumari Shashi	1-9
2.	शिक्षा मनोविज्ञान की अवयव विधियाँ लवनेश कुमार विश्वकर्मा	10-17
3.	वंशानुक्रम और वातावरण डा० साईरता बेगम	18-24
4.	Heredity And Environment: An Overview Dr. Hemant Kumar Singhal	25-31
5.	बुद्धि और विकास डॉ० धर्मेश कुमार	32-43
6.	बुद्धि एवं विकास की प्रक्रिया डॉ० सविता कुमारी	44-48
7.	Process of Growth And Development Anjana Kumari	49-55
8.	संज्ञानात्मक विकास रिमा कुमारी	56-63
9.	Cognitive Development: A Conceptual Functioning Of Intellect Dr. Priya	64-70
10.	संवेगात्मक विकास (Emotional development) डॉ० कुमारी सुनीता सिंह	71-77
11.	Understanding Emotional Development: From Infancy to Adulthood Shumila fatma Naqvi	78-83
12.	विकास की अवस्थाएं, संसाधनस्थ डॉ० किरन सिंह	84-88
13.	क्रिजोगन्यता का मनोविज्ञान डॉ० साजिदा उपाध्याय	89-95
14.	भारीरिक विकास (Physical Development) कुमारी जति	96-105
15.	नैतिक विकास (Moral Development) डॉ० संजय कुमार	106-114
16.	Nature and nurture exploring the influence of genetics and environment. Pradeep Kumar	115-117
17.	अधिगम या सीखना डॉ० लोकेन्द्र सिंह और विनोद कुमार	118-121
18.	Learning (Meaning, Nature, and Modes of Learning) Dr. Juna Pandey	122-128
19.	Learning: Planting the seeds of knowledge Ms. Purna A. Baria	129-136
20.	संज्ञानात्मक अधिगम सिद्धान्त डॉ० विशेष श्रीवास्तव	137-140
21.	Cognitive Theories Of Learning Dr. Kavita Gupta	141-148

22. Transfer Of Learning Noushia Tabassum	149-158
23. Intelligence Mr. Ashish Srivastava	159-167
24. व्यक्तित्व डॉ. मुरीम कुमार मिश्र	168-171
25. Measurement of Personality Dr. Vinay Kumar Singh	172-179
26. Measurement of Motivation Dr. Kumari Sunita singh	180-187
27. समावेशी शिक्षा लवलेश कुमार विश्वकर्मा	188-199
28. Exceptional Children Dr. Reena Rai	200-210
29. मानसिक स्वास्थ्य एवं अस्वीकृता डॉ. अरुण कुमार मिश्र	211-217
30. Measurement Of Mental Health And Hygiene Noushia Tabassum	218-226
31. मूत्रनाल्यकता डॉ. जयदीप कुमार	227-231
32. Creativity Dr. Nikhat Afroz	232-236
33. निर्देशन मनोविज्ञान Manisha Singhal	237-257
34. शक्ति, अभिधमता, अभिवृत्ति तथा मूल्य डॉ. रीना राय	258-265
35. Minimising Academic Stress for Higher Secondary Students in the light of NEP 2020 Abha Kumari	266-270

## संवेगात्मक विकास (Emotional development)

डॉ० कुमारी सुनीता सिंह  
प्रिंसिपल

मुण्डेश्वरी कॉलेज फॉर टीचर एजुकेशन, पटना

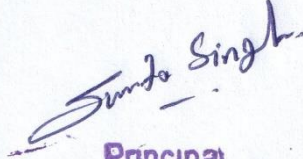
### परिचय (Introduction)

संवेग" शब्द को 19वीं शताब्दी से ही एक मनोवैज्ञानिक श्रेणी और व्यवस्थित जांच के लिए एक विषय का नाम दिया गया है। इससे पहले, प्रासंगिक मानसिक अवस्थाओं को "भूख," "जुनून," "खेह," या "भावनाओं" के रूप में वर्गीकृत किया गया था। अंग्रेजी शब्द "Emotion" 17वीं शताब्दी से अंग्रेजी में मौजूद है, इसकी उत्पत्ति फ्रांसीसी इमोशन के अनुवाद के रूप में हुई है, जिसका अर्थ शारीरिक गड़बड़ी है। यह 18वीं शताब्दी से अंग्रेजी में बहुत व्यापक उपयोग में आया, अक्सर मानसिक अनुभवों को संदर्भित करने के लिए, निम्नलिखित शताब्दी में एक पूर्ण सैद्धांतिक शब्द बन गया, विशेष रूप से दो स्कॉटिश दार्शनिक-चिकित्सकों, थॉमस ब्राउन और चार्ल्स बेल के प्रभाव के माध्यम से। यह लेख इस बौद्धिक और अर्थ संबंधी इतिहास को एक वैज्ञानिक शब्द के रूप में "भावना" की उपयोगिता और अर्थ के बारे में समकालीन बहस से जोड़ता है। मनुष्य अपनी रोजाना की जिन्दगी में सुख, दुःख, भय, क्रोध, प्रेम, घृणा आदि का अनुभव करता है। वह ऐसा व्यवहार किसी उत्तेजनावश करता है। यही अवस्था संवेग कहलाती है। संवेग व्यक्ति की उत्तेजित दशा है। उत्तेजना, उथल, पुथल आदि संवेग के प्रकार हैं। संवेग एक व्यक्तिपरक अनुभव है। यह एक सचेत मानसिक प्रतिक्रिया है।

**संवेग का अर्थ (Meaning of emotion)** - संवेग शब्द का वास्तविक अर्थ है वेग से युक्त अर्थात् जब व्यक्ति वेगवान होकर कार्य करता है तो उसे संवेग कहते हैं। अंग्रेजी भाषा में संवेग को (emotion) कहते हैं। "ए" का अर्थ अंदर से है तथा (Motion) का अर्थ गति है। Emotion शब्द 'Emovere' से बना है, जिसका अर्थ है-उत्तेजित होना। इस प्रकार संवेग की स्थिति में व्यक्ति उत्तेजित हो जाता है और उसका व्यवहार असामान्य हो जाता है। संवेग व्यक्ति के वैयक्तिक तथा आन्तरिक अनुभव हैं। प्रत्येक व्यक्ति सुख, दुःख, पीड़ा तथा क्रोध का अनुभव करता है। जब तक ये अनुभव अपने साधारण रूप में रहते हैं, तब इन्हें राग या भाव (feeling) कहा जाता है, परन्तु जब किसी विशेष कारण या घटना से राग या भाव उग्र रूप धारण कर लेते हैं, तो उन्हें संवेग (Emotion) कहा जाता है। अतः अंग्रेजी के इमोशन शब्द का अर्थ आंतरिक भावों को बाहर की ओर गति देने से है। हिन्दी शब्द में संवेग का तात्पर्य भी वेग के साथ कार्य करने से है।

**संवेग की परिभाषाएँ (Definitions of Emotion)** - विभिन्न मनोवैज्ञानिकों ने संवेगों को निम्नलिखित रूप में परिभाषित किया है -

1. **किम्बाल यंग के अनुसार**, "संवेग प्राणी की उत्तेजित, मनोवैज्ञानिक तथा शारीरिक दशा है, जिसमें शारीरिक क्रियाएँ तथा भावनाएँ एक निश्चित उद्देश्य को प्राप्त करने के लिए स्पष्ट रूप से बड़ जाती हैं।"
2. **टी० पी० नन के अनुसार**, संवेग सम्पूर्ण प्राणी का वह मूलतः मनोवैज्ञानिक तीव्र विभ्र डालने वाला व्यवहार है, जिसमें चेतना, अनुभूति, व्यवहार तथा अन्तरावयव की क्रियाएँ शामिल रहती हैं।"
3. **बुडवर्थ के अनुसार**, "संवेग, प्राणी की उत्तेजित अथवा उद्वेग अवस्था है। यह अनुभूति की उस रूप में उत्तेजित अवस्था है, जिसमें व्यक्ति स्वयं अनुभव करता है। यह पेशीय तथा ग्रन्थीय क्रिया की गड़बड़ी है, जैसा कि बाहर से प्रतीत होता है।"

  
Principal  
Mundeshwari College for Teacher Education  
Sarani Patna-801105

4. **जेम्स ईवर के अनुसार**, “संवेग शरीर की जटिल अवस्था है, जिसमें श्वास लेना नाड़ी, ग्रन्थियाँ, उत्तेजना, मानसिक दशा तथा अवरोध आदि का अनुभूति पर प्रभाव पड़ता है एवं मांसपेशियाँ एक विशेष व्यवहार करने लगती हैं।”

5. **अर्सिल के अनुसार**, “संवेग शब्द किसी भी प्रकार से आवेग में आने, भड़क उठने अथवा उत्तेजित होने की दशा को सूचित करता है।”

#### संवेगों के प्रकार (Types of Emotions)

1. **सकारात्मक संवेग (Positive Emotion)** – ये सुखकर होते हैं जैसे-प्रेम, हर्ष, आनन्द, स्नेह, उल्लास आदि।

2. **नकारात्मक संवेग (Negative Emotion)** – ये कष्टकर या दुखदायी होते हैं। जैसे-भय, क्रोध, चिन्ता, कष्ट, ईर्ष्या आदि।

#### मूल प्रवृत्ति का संवेग से सम्बन्ध -

संवेग के तुरन्त बाद में होने वाली क्रिया ही मूल प्रवृत्ति (Instinct) कहलाती है अर्थात् पहले संवेग तथा बाद में मूल प्रवृत्ति होती है। मूल प्रवृत्ति के जन्मदाता **मैकडूगल** हैं।

प्रसिद्ध मनोवैज्ञानिक **विलियम मैकडूगल एवं गिलफोर्ड (William McDougall and Guildford)** ने सर्वाधिक महत्वपूर्ण संवेग भय को बताया है, एक बालक में कुल 14 संवेग बताए हैं, जो निम्न हैं-

संवेग (Emotion)	मूल प्रवृत्ति (Instinct)	संवेग (Emotion)	मूल प्रवृत्ति (Instinct)
भय (Fear)	पलायन (Escape)	क्रोध (Anger)	युयुत्सा (Combat)
वात्सल्य (Tenderness)	सन्तान कामना (Parental)	अधिकार (Ownership)	संग्रहण (Acquisition)
आत्महीनता (Negative self-Feeling)	सन्तान (Submission)	आमोद (Amusement)	हास्य (Laughter)
भूख (Hunger)	भोजनान्वेषण (Food seeking)	कृति भाव (Creativeness)	रचनात्मकता (Construction)
घृणा (Disgust)	निवृत्ति (Repulsion)	कामुकता (Lust)	कामवृत्ति (Sex)
आत्माभिमान (Positive self-Feeling)	आत्मगौरव (Self Assertion)	एकाकीपन (Loneliness)	सामूहिकता (Gregariousness)
आश्चर्य (Wonder)	विज्ञानासा (Curiosity)	कष्टकरणा (Distress)	संवेदना/शरणार्थिता (Appeal)

प्रसिद्ध मनोवैज्ञानिक **त्रिवेच** के अनुसार बालक का संवेगात्मक विकास-



#### संवेग की विशेषताएँ (Characteristics of Emotion) -

संवेग की विभिन्न परिभाषाओं का विश्लेषण करने पर संवेग की निम्नांकित विशेषताओं पर प्रकाश पड़ता है-

*Sundar Singh*  
Principal  
Hundeshwar College for Teacher Education  
Sarani Patna-801105

1. **भावनाओं से सम्बन्धित (Related to emotion)**- डॉ० जायसवाल के अनुसार, “संवेगों का सम्बन्ध भावनाओं और वृत्तियों से होता है। बिना भावना के संवेग सम्भव नहीं है। भावनाएँ एक प्रकार से संवेगों की पृष्ठभूमि है अथवा संवेगों के गर्भ में भावनाओं का ही बल है। वास्तव में भावात्मक प्रवृत्ति का बढ़ा हुआ रूप ही संवेग है।
2. **वैयक्तिकता (Individuality)**- संवेग की अन्य विशेषता उसका वैयक्तिक होना है। एक ही परिवेश में दो व्यक्ति भिन्न-भिन्न संवेगों का अनुभव करते हैं और उनकी प्रतिक्रियाएँ भी भिन्न-भिन्न होती हैं। उदाहरण के लिए-एक रोती हुई महिला को देखकर एक व्यक्ति दया से द्रवित हो जाता है, तो दूसरा व्यक्ति उसे डोंगी समझकर उससे घृणा करने लगता है।
3. **तीव्रता (Intensity)** - संवेग की अनुभूति अत्यन्त तीव्र होती है। संवेग को यदि एक प्रकार का उद्वेग कहा जाए तो अनुचित नहीं है। वे व्यक्ति की मनःस्थिति को तीव्रता के कारण अस्त-व्यस्त कर देते हैं, परन्तु इनकी तीव्रता में अन्तर भी होता है। एक शिक्षित व्यक्ति में अशिक्षित व्यक्ति की अपेक्षा संवेग की तीव्रता कम होती है, क्योंकि शिक्षित व्यक्ति अपने संवेगों पर नियन्त्रण करना सीख जाता है।
4. **व्यापकता (Prevalence)** - संवेग वैयक्तिक होते हुए भी सर्वानुभूति और सर्वव्यापक होते हैं। संवेगों का अनुभव समस्त प्राणी करते हैं। स्टाउट के अनुसार, “निम्न श्रेणी के प्राणियों से लेकर उच्चतर प्राणियों तक एक ही प्रकार के संवेग पाये जाते हैं।” अन्तर केवल मात्रा का होता है। किसी को क्रोध अधिक आता है और किसी को कम।
5. **स्थानान्तरण (Transfer)** - प्रायः संवेग स्थानान्तरित हो जाते हैं। यदि कोई अधिकारी अपने अधीनस्थ कर्मचारी पर क्रोधित हो जाता है और उसी दशा में यदि कर्मचारी का कोई साथी उसे छेड़ दे तो वह अपने साथी पर क्रोधित होने लगता है।
6. **संवेगात्मक सम्बन्ध (Emotional Connection)** - संवेग का सम्बन्ध किसी व्यक्ति, वस्तु या विचार से सम्बद्ध होता है। हम किसी व्यक्ति या विचार के प्रति ही क्रोध या घृणा करते हैं। दूसरे शब्दों में, संवेग का कोई-न-कोई आधार अवश्य होता है।
7. **सुख और दुःख की भावना (Feeling of Happiness and sadness)** - संवेग में किसी-न-किसी रूप में सुख या दुःख का भाव निहित रहता है। जब हम किसी वस्तु को देखकर भयभीत होते हैं तो उसमें दुःख का भाव निहित होता है। जब हम आशा करते हैं तो उसमें सुख की अनुभूति रहती है। स्टाउट के अनुसार, “अपनी विशेष भावना के अतिरिक्त संवेग में निःसन्देह रूप से सुख या दुःख की भाँषना होती है।”
8. **बाह्यशारीरिक परिवर्तन (External Physical Changes)** - संवेगात्मक अवस्था में हमारे शरीर में जो बाह्य परिवर्तन होते हैं, वे इस प्रकार हैं-भय या क्रोध में शरीर का काँपना, पसीना आना, रोंगटे खड़े होना, आँखों में लाली छाना या आँसू निकलना, प्रसन्नता में मुस्कुराना या हैसना आश्चर्य के समय आँखों का खुला रह जाना।
9. **आन्तरिक शारीरिक परिवर्तन (Internal Physical Changes)** - संवेगात्मक अनुभूति के समय शरीर में आन्तरिक परिवर्तन भी होते हैं; जैसे-हृदय की धड़कन तीव्र होना, क्रोध की दशा में, पेट में पाचक रस निकलना बन्द होना तथा भोजन की पाचन की सम्पूर्ण प्रक्रिया का अस्त-व्यस्त हो जाना।
10. **व्यवहार में परिवर्तन (Change in Behaviour)** - संवेगात्मक दशा में व्यक्ति के सम्पूर्ण व्यवहार में परिवर्तन आ जाता है। क्रोध से ओत-प्रोत व्यक्ति का व्यवहार उसके सामान्य व्यवहार से पूर्णतया भिन्न हो जाता है।
11. **मानसिक तनाव (Mental Tension)** - संवेग की अवस्था में हम एक प्रकार की उत्तेजना, आवेग और मानसिक तनाव का अनुभव करते हैं।
12. **शक्ति का लोप (Loss of Power)** - संवेग के कारण हमारी चिन्तन-शक्ति का लोप हो जाता है और संवेगात्मक अवस्था में अच्छे-बुरे का ज्ञान नहीं रहता। उदाहरण के लिए-क्रोध के वशीभूत होकर व्यक्ति हत्या तक कर देता है।
13. **स्थिरता की प्रवृत्ति (The Trend of Stability)** - संवेग की प्रवृत्ति में स्थिरता होती है। अपने प्रिय की मृत्यु का दुःख पर्याप्त काल तक हमारे मन में रहता है। इसी प्रकार जब हम किसी पर क्रोधित होते हैं तो पर्याप्त काल तक उसका प्रभाव हमारे मन पर छाया रहता है। उसके सामने आने पर हमारा क्रोध फिर भड़क उठता है।
14. **क्रियात्मक प्रवृत्ति का होना (Active Nature)**- जिस समय हम संवेग का अनुभव करते हैं, तो उस समय कुछ-न-कुछ क्रिया अवश्य होती है। उदाहरण के लिए-जब हम कोई घृणास्पद वस्तु को देखते हैं तो तुरंत ही हम अपना मुख उसकी ओर से फेर लेते हैं। इसी प्रकार क्रोधित होने पर हम अपने हाथ मलते या दाँत किटकिटाने लगते हैं।
  - **संवेगात्मक विकास (Emotional development)** -संवेगात्मक विकास मानव जीवन के विकास व उन्नति के लिए आवश्यक है। यह विकास मानव जीवन को बहुत प्रभावित करता है व उसी से उसके

*Sundar Singh*

Principal

Mundeshwar College for Teacher Education  
Saran Patna-801105

व्यक्तित्व निर्माण में सहायता मिलती है। जब व्यक्ति अपने संवेगों जैसे भय, क्रोध, प्रेम आदि का सही प्रकाशन करना सीख लेता है, तो उसे संवेगात्मक विकास कहते हैं।

जीवन में संवेगों की महत्वपूर्ण भूमिका होती है तथा व्यक्ति के वैयक्तिक एवं सामाजिक विकास में संवेगों का योगदान होता है। लगातार संवेगात्मक असन्तुलन/अस्थिरता व्यक्ति के वृद्धि एवं विकास को प्रभावित करती है तथा अनेक प्रकार की शारीरिक, मानसिक और समाजिक समस्याओं को उत्पन्न करती है।

दूसरी ओर संवेगात्मक रूप से स्थिर व्यक्ति खुशहाल, स्वस्थ एवं शान्तिपूर्ण जीवन व्यतीत करता है। अतः संवेग व्यक्ति के व्यक्तित्व के सभी पक्षों को प्रभावित करते हैं।

**संवेगात्मक विकास का सिद्धांत (Principle of emotional development)** - बालकों में संवेगात्मक विकास की प्रक्रिया महत्वपूर्ण होती है। संवेगों के द्वारा बालक अपने जीवन में समायोजित ढंग से व्यवहार करता है। किन्तु संवेगात्मक अस्थिरता के कारण बालक का समायोजन दोषपूर्ण हो जाता है। किन्तु इस तथ्य पर मनोवैज्ञानिकों में मतभेद है कि बालक में संवेगों की उत्पत्ति किस आयु में होती है, और इनके विकास की प्रक्रिया किस प्रकार की है अर्थात् बालक में संवेग की उत्पत्ति कब होती है? तथा किस प्रकार बालक को किसी संवेग की अनुभूति होती है? उक्त तथ्यों की व्याख्या करने के लिए मनोवैज्ञानिकों ने अपने-अपने विचारों का वर्णन सैद्धांतिक रूप से किया है। संवेगात्मक उद्भव एवं विकास के सिद्धांतों का वर्णन निम्नलिखित है--

#### 1. संवेग का दैहिक सिद्धांत (Somatic Principle of Emotion) -

संवेग के दैहिक सिद्धांत का प्रतिपादन मनोवैज्ञानिक जेम्स लैंग द्वारा किया गया है। इस सिद्धांत को मुख्य रूप से दैहिक परिवर्तन का सिद्धांत भी कहा जाता है। दैहिक सिद्धांत वास्तव में अमेरिकी मनोविज्ञानिक जेम्स एवं डेनमार्क के मनोवैज्ञानिक लैंग के विचारों का समन्वित स्वरूप है। इस सिद्धांत के अनुसार संवेगात्मक अवस्था में बालक के शरीर में परिवर्तन होता है। भौतिक वातावरण में उपस्थित उद्दीपक बालक में एक प्रकार की भावात्मक मानसिक दशा उत्पन्न करते हैं जिसके परिणामस्वरूप बालक की दैहिक संरचना में परिवर्तन उत्पन्न हो जाता है। इस प्रकार उत्पन्न दैहिक परिवर्तन से संवेगात्मक अवस्था की उत्पत्ति होती है।

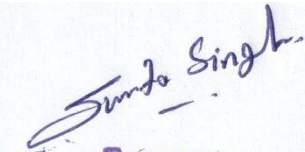
**संवेग के दैहिक सिद्धांत के अनुसार-** संवेगावस्था उत्पन्न होने के पहले बालक में दैहिक (शारीरिक) परिवर्तन का घटित होना स्वाभाविक है। उदाहरणार्थ जब बालक किसी भयावह उद्दीपक (जैसे-साँप, शेर, आग) को देखता है, तो इस उद्दीपक को देखने से बालक में एक विशिष्ट भावात्मक दशा का जन्म होता है जो उस भयावह उद्दीपक से बालक को दूर भागने की क्रिया करवाती है। बालक द्वारा भागने की क्रिया एक प्रकार का शारीरिक परिवर्तन है जिसके कारण बालक में भयपूर्ण या डरावनी स्थिति उत्पन्न हो जाती है जो 'भय' नामक संवेग की उत्पत्ति में आधार प्रदान करती है।

#### 2. संवेग का केन्द्रीय सिद्धांत ( Central Principle of Emotion) -

संवेग के केन्द्रीय सिद्धांत का प्रतिपादन दो मनोवैज्ञानिकों केनन एवं बार्ड द्वारा किया गया है। इस सिद्धांत के अनुसार संवेग उत्पत्ति का कारण मस्तिष्क का हाइपोथैलेमस भाग होता है जो कि केन्द्रीय तंत्रिका तंत्र में अवस्थित होता है। इस सिद्धांत को हाइपोथैलेमिक या थैलेमिक सिद्धांत के नाम से भी जाना जाता है। इस सिद्धांत के अनुसार सांवेगिक परिवर्तन तथा सांवेगिक अनुभूति दोनों बालकों में या प्राणी में एक साथ घटित होते हैं न कि सांवेगिक परिवर्तन (व्यवहार) पर सांवेगिक अनुभूति निर्भर करती है।

संवेग के केन्द्रीय सिद्धांत के संदर्भ में मनोवैज्ञानिक **मार्गन, किंग एवं स्कोपलर का कथन है कि,** "संवेग के केन्द्रीय सिद्धांत के अनुसार संवेग में होने वाली शारीरिक प्रतिक्रियाएं एवं अनुभव किया गया संवेग दोनों एक-दूसरे से स्वतंत्र होते हैं और दोनों की उत्पत्ति एक साथ होती है। इस सिद्धांत के अनुसार प्राणी में संवेगों की उत्पत्ति निम्न प्रक्रियाओं का परिणाम होता है--

1. संवेग की उत्पत्ति के लिए किसी उद्दीपक एवं ज्ञानेन्द्रिय उत्तेजन आवश्यक है।
2. ज्ञानेन्द्रियों से स्नायु आवेग हाइपोथैलेमस से होता हुआ प्रमस्तिष्क बल्क में पहुँचता है।
3. प्रमस्तिष्क बल्क हाइपोथैलेमस पर से अपना नियंत्रण काम कर देता है और कुछ विशेष परिस्थिति में ऐसे स्नायु आवेग को भी हाइपोथैलेमस में भेजता है जिसकी उत्पत्ति विकल्प रूप में हुई होती है। इस प्रकार हाइपोथैलेमस पूर्णरूप से सक्रिय हो जाता है।
4. हाइपोथैलेमस के सक्रिय होने पर स्नायु आवेग दोनों दिशाओं अर्थात् ऊपर प्रमस्तिष्क बल्क एवं नीचे आंतरिक अंगों व बाहरी शारीरिक अंगों की ओर एक साथ जाते हैं। स्नायु आवेग के प्रमस्तिष्क बल्क में पहुँचने से संवेग की उत्पत्ति होती है और जब स्नायु आवेग आंतरिक अंगों एवं मांसपेशियों में पहुँचता है तो संवेगात्मक व्यवहार या शारीरिक परिवर्तन होता है।

  
Principal  
Hundeshwar College for Teacher Education  
Saran Patna-801105

अतः संवेगात्मक व्यवहार एवं संवेगों की उत्पत्ति विषयक यह सिद्धांत अधुनिक समय में संवेग का प्रमुख सिद्धांत माना जाता है। इस सिद्धांत का सारभूत तथ्य यह है कि मस्तिष्क का हाइपोथैलमस या थैलमस भाग ही संवेगों की उत्पत्ति का केंद्र बिन्दु है।

### 3. संवेग का वैविकीय सिद्धांत (Biological Principle of Emotion) -

संवेग के वैविकीय सिद्धांत का प्रतिपादन प्रसिद्ध व्यवहारवादी मनोवैज्ञानिक जे. बी. वाटसन के द्वारा किया गया है। इस सिद्धांत के अंतर्गत प्रसिद्ध मनोवैज्ञानिक वाटसन ने अपने प्रायोगिक अध्ययनों से स्पष्ट किया है कि जन्म के समय शिशुओं में भय, क्रोध एवं प्रेम नामक तीन मौलिक संवेग पाये जाते हैं। इन्हीं तीन मौलिक संवेगों से अन्य संवेगों की उत्पत्ति व विकास होता है। वाटसन ने अपना प्रयोग कुछ नवजात शिशुओं एवं कुछ माह के बच्चों पर प्रयोग करके अपने उक्त तथ्य की पुष्टि की। भय, संवेग के प्रगटीकरण के लिए भयावह उद्दीपकों यथा तीव्र आवाज, डरावनी वस्तुओं का प्रयोग वाटसन ने किया। परिणामतः निरीक्षण किया गया कि तीव्र आवाज होने से शिशु का सांस लेना, रोना, चिल्लाना, हाथ-पैर पटकना आदि सभी शिशुओं में नहीं पायी जाती, जिसकी पुष्टि इन्होंने अपने अध्ययन परिणामों से की है। इराविन्द ने अपने अध्ययनों से स्पष्ट की कि सभी शिशुओं में भयावह उद्दीपक के प्रति भयपूर्ण प्रतिक्रिया नहीं पायी जाती है। मैलजैक ने अपने अध्ययन से स्पष्ट किया कि शिशुओं में मौलिक संवेग जन्म से नहीं पाये जाते बल्कि शिशुओं में जन्म के समय एक प्रकार की सामान्य उत्तेजना विद्यमान रहती है।

### 4. संवेग का विकासवादी सिद्धांत (Principle of Emotion)-

संवेग के विकासवादी सिद्धांत के अंतर्गत मुख्य रूप से मनोवैज्ञानिक ब्रिजेज एवं बनहम द्वारा शिशुओं पर किये गये प्रयोग उल्लेखनीय हैं। इन सिद्धांतवादियों के अनुसार जन्म के समय बालक (शिशु) में किसी प्रकार का संवेग उपस्थित नहीं होता बल्कि शिशु में केवल सामान्य उत्तेजना ही विद्यमान रहती है। शिशु में संवेगात्मक प्रतिक्रियाएं तीन माह की अवधि से विकसित होती हैं। इस समय शिशु को कष्ट एवं आनन्द की अनुभूति होती है जिसके कारण बालक द्वारा की गयी प्रतिक्रियाओं रोने, चिल्लाने आदि से मौसमेशीय तनाव की उत्पत्ति होती है। शिशु अपनी पेशीय लोचकता के कारण मुस्कराने की प्रतिक्रिया करता है। 6 माह की अवधि में कष्ट नामक संवेग से भय, घृणा एवं क्रोध संवेगों की उत्पत्ति होती है। एक वर्ष की अवस्था के शिशुओं में उल्लास एवं वयस्कों के प्रति अनुराग उत्पन्न होता है। डेढ़ वर्ष की आयु में ब्रिजेज के अनुसार बालक में अन्य बालकों के प्रति प्रेम एवं घृणा की उत्पत्ति होती है और दो वर्ष की अवधि में बालक में खुशी (आनन्द) संवेग की उत्पत्ति हो जाती है। इस प्रकार सभी महत्वपूर्ण संवेगों की उत्पत्ति बालक में 2 वर्ष की आयु तक हो जाती है। सभी संवेगों की उत्पत्ति एवं विकास परिपक्वता एवं अभिगम का परिणाम होता है। इन्हीं के आधार पर संवेगों एवं संवेगात्मक व्यवहारों में परिवर्तन परिवर्द्धन एवं परिमार्जन होता रहता है।

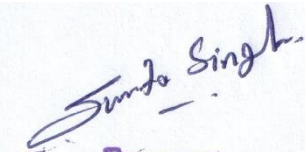
- **संवेगात्मक विकास की अवस्थाएँ ( Stages of Emotional development)-** संवेगात्मक विकास मानव जीवन के विकास व उन्नति के लिए आवश्यक है। यह विकास मानव जीवन को बहुत प्रभावित करता है व उसी से उसके व्यक्तित्व निर्माण में सहायता मिलती है। जब व्यक्ति अपने संवेगों जैसे भय, क्रोध, प्रेम आदि का सही प्रकाशन करना सीख लेता है, तो उसे संवेगात्मक विकास कहते हैं।

#### शैशवावस्था में संवेगात्मक विकास (Emotional Development in Infancy)-

- शिशुओं का संवेगात्मक विकास धीरे-धीरे अस्पष्टता की ओर होता है।
- विशिष्ट संवेग मन्द गति के स्वाभाव के साथ जुड़ता है।
- शारीरिक आयु के साथ-साथ संवेगात्मक विकास में तीव्रता होती है।
- शैशवावस्था में मुख्यतया भय, क्रोध व प्रेम आदि तीन ही संवेगों का विकास होता है।
- शिशु थोड़ी-थोड़ी देर में अपने संवेगों को बदलते रहते हैं। वो कभी रोता है, कभी हंसता है और कभी-कभी दोनों का प्रकटीकरण साथ-साथ ही करने लगता है।
- शैशवावस्था के अन्तिम चरण में वातावरण संवेगात्मक विकास को प्रभावित करने लगता है।

#### बाल्यावस्था में संवेगात्मक विकास (Emotional Development in Childhood )-

- इस अवस्था में संवेगों में स्थायित्व आना प्रारम्भ हो जाता है।
- बालक संवेग व समाज के नियमों में समायोजन करने लगता है।
- वह प्रत्येक क्रिया के प्रति प्रेम, ईर्ष्या, घृणा व प्रतिस्पर्धा की भावना प्रकट करने लगता है।
- माता-पिता द्वारा बताये कार्य के प्रति वह हां या न कहकर चुप रहता और बाद में अपने को उपेक्षा से बचाता है।
- इस अवस्था के अन्तिम चरणों में वह संवेगों पर नियन्त्रण करना सीख जाता है।

  
Principal  
Hundeshwar College for Teacher Education  
Saran Patna-801105

### **किशोरावस्था में संवेगात्मक विकास (Emotional Development in Adolescence)**

किशोरावस्था में प्रवेश करने पर किशोर / किशोरी से अनुशासित जीवन व्यतीत करने की आशा की जाती है, पर परिणाम ठीक इसके विपरीत होता है। हम उन्हें न तो बालकों की कोटि में रखते हैं न बड़ों की कोटि में। इस अवस्था में सबसे अधिक संवेगात्मक अस्थिरता पाई जाती है।

● किशोर / किशोरी में प्रेम, दया, क्रोध, सहानुभूति आदि संवेग स्थायी रूप धारण कर लेते हैं। वह इन पर नियन्त्रण नहीं रख पाता। अतः सामान्यतः अन्यायी व्यक्ति के प्रति क्रोध व दुखी व्यक्ति के प्रति दया की अभिव्यक्ति करता है।

● किशोर / किशोरी की शारीरिक शक्ति की उनके संवेगों पर छाप होती है। जैसे सबल व स्वस्थ किशोर में संवेगात्मक स्थिरता व निर्बल व अस्वस्थ किशोर में संवेगात्मक अस्थिरता पाई जाती है

● किशोर / किशोरी अनेको बातों के बारे में चिन्तित रहते हैं। उदाहरणार्थ- अपनी आकृति, स्वास्थ्य, सम्मान, धन प्राप्ति, शैक्षिक प्रगति, सामाजिक सफलता आदि।

● किशोर न तो बालक समझा जाता है न प्रौढ़। अतः उसे अपने संवेगात्मक जीवन में वातावरण से अनुकूलन में बहुत कठिनाई होती है। यदि वह अपने प्रयास में असफल रहता है, तो उसे घोर निराशा होती है। ऐसी स्थिति में वो कभी-कभी घर से भाग जाता है या आत्महत्या तक का शिकार हो जाता है।

● किशोरावस्था में असाधारण रूप से शारीरिक व मानसिक परिवर्तन होते हैं। किशोर और किशोरी दोनों में काम प्रवृत्ति इतनी तीव्र होती है जो कि उसके संवेगात्मक व्यवहार पर बहुत अधिक प्रभाव डालती है।

● किशोरावस्था में संवेगात्मक विकास इतना विचित्र होता है कि किशोर / किशोरी एक ही परिस्थिति में विभिन्न अवसरों पर विभिन्न प्रकार का व्यवहार करते हैं। जो परिस्थिति एक अवसर पर उन्हें उल्लास से भर देती है, वही परिस्थिति दूसरे अवसर पर उसे खिन्न कर देती है।

**संवेगात्मक विकास को प्रभावित करने वाले कारक (Factors influencing emotional development) -** बालक के संवेगात्मक विकास को निम्नलिखित कारक प्रभावित करते हैं।

1. **शारीरिक स्वास्थ्य (Physical Health)** - शारीरिक स्वास्थ्य का संवेगों पर विशेष प्रभाव पड़ता है। जो बालक सबल और स्वस्थ होते हैं, उनमें संवेगात्मक स्थिरता निर्बल और अस्वस्थ बालकों की अपेक्षा अधिक होती है। क्रो एवं क्रो के अनुसार, "बालक के स्वास्थ्य का उसकी संवेगात्मक प्रतिक्रियाओं से घनिष्ठ सम्बन्ध होता है।"

2. **मानसिक विकास (Mental Health)** - जिन बालकों का मानसिक विकास पर्याप्त हो जाता है, उनमें संवेगात्मक स्थिरता पायी जाती है। निम्न मानसिक विकास विकास के बालक की अपेक्षा प्रतिभाशाली बालक अपने संवेगों पर सफलता से नियन्त्रण स्थापित कर लेता है।

3. **थकान (Fatigue)** - थकान का संवेगात्मक विकास पर विशेष प्रभाव पड़ता है। जब बालक थका हुआ होता है तो वह शीघ्र क्रोध और चिड़चिड़ेपन का शिकार हो जाता है।

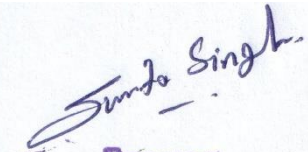
4. **परिवार का वातावरण (Environment of Family)** - जिस परिवार के सदस्य अत्यधिक, आर्थिक संवेदनशील होते हैं, उस परिवार के बालक भी उसी प्रकार से, संवेदनशील हो जाते हैं। इसी प्रकार यदि परिवार का वातावरण उल्लासमय, सुखद तथा शान्तिपूर्ण रहता है, तो बालक पूर्ण सुरक्षा का अनुभव करता है और उसका संवेगात्मक विकास सन्तुलित रूप से होता है।

5. **माता-पिता के आचरण और व्यवहार (Behaviour and conduct of Parents)** - माता-पिता के आचरण तथा व्यवहार का बालक के संवेगात्मक विकास पर पर्याप्त प्रभाव पड़ता है। जो माता-पिता अपने बालकों की उपेक्षा करते हैं या आवश्यकता से अधिक उनको लाड़-प्यार करते हैं तथा उन्हें इच्छानुसार कार्य करने की स्वतन्त्रता नहीं देते, उनका यह आचरण बालकों के अवांछनीय संवेगात्मक विकास में योग प्रदान करता है।

6. **सामाजिक मान्यता (Social Beliefs)** - क्रो एवं क्रो के अनुसार, "यदि बालक को अपने कार्यों की सामाजिक मान्यता प्राप्त नहीं होती तो उनके संवेगात्मक व्यवहार में उत्तेजना या शिथिलता आ जाती है। उदाहरण के लिए- यदि एक बालक स्वयं करि बनाता है, परन्तु उस कविता को जन-समुदाय पसन्द नहीं करता तो बालक निराशा और कुण्ठा से ग्रसित हो जाता है।

7. **आर्थिक स्थिति (Economic Status)** - आर्थिक स्थिति बालकों के संवेगों को प्रभावित करती है। एक निर्धन बालक में अनेक अवांछनीय संवेग स्थायी हो जाते हैं। धनी परिवारों के बालक की वेशभूषा तथा रहन-सहन देखकर निर्धन परिवार के बालक में द्वेष और ईर्ष्या के संवेग प्रबल रूप धारण कर लेते हैं।

8. **अभिलाषा (Ambition)** - प्रत्येक बालक कोई-न-कोई अभिलाषा रखता है। कोई महान् कवि बनना चाहता है तो कोई डॉक्टर या इंजीनियर परन्तु, जब परिस्थितियाँ प्रतिकूल होती हैं और बालक की अभिलाषाएँ पूरी नहीं हो पाती हैं, तो वह निराशा में डूब जाता है। यह निराशा संवेगात्मक तनाव की जनक होती है।

  
Principal  
Hundeshwar College for Teacher Education  
Saran Patna-801105

**9. विद्यालय का वातावरण (Environment of School)** - परिवार के पश्चात् विद्यालय ही वह स्थान है, जो बालकों की भावनाओं को सबसे अधिक प्रभावित करता है। बालक विभिन्न क्रियाओं के माध्यम से संवेगों की अभिव्यंजना करता है। यदि विद्यालय में विभिन्न क्रियाओं का आयोजन इस ढंग से किया जाता है कि बालक अपनी अभिव्यक्ति, इच्छा और रुचियों के अनुकूल कर सके, तो उन्हें आनन्द और उल्लास का अनुभव होता है। परिणामस्वरूप उनके संवेगों का स्वस्थ विकास होता है। इसके विपरीत यदि विद्यालय में आतंक, भय तथा पक्षपात का वातावरण होता है, तो बालक उत्तेजना, क्रोध तथा घृणा से ग्रसित हो जाते हैं।

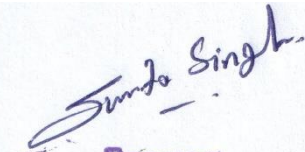
**निष्कर्ष (Conclusion)-**

संवेग व्यक्ति के आवेश को प्रदर्शित करता है। भय, क्रोध, घृणा, वात्सल्य, करुणा, आश्चर्य कुछ प्रमुख संवेग है। संवेगों का मानव जीवन में महत्वपूर्ण स्थान है। घनात्मक संवेग व्यक्ति के व्यवहार को परिपूर्ण बनाते है। संवेग की स्थिति में विचार प्रक्रिया में शिथिलता आ जाती है। संवेग मूलप्रवृत्तियों से सम्बन्धित होते है। शैथवावस्था में संवेगात्मक व्यवहार प्रायः अस्थिर होता है, जो बाल्यावस्था में स्थिरता की ओर अग्रसर होने लगता है। किशोरावस्था में संवेग प्रायः अधिक उग्र होते है। वंशानुक्रम, स्वास्थ्य, मानसिक योग्यता, पारिवारिक वातावरण आदि कारक संवेगात्मक विकास को प्रभावित करते है। शिक्षा के द्वारा संवेगों का परिमार्जन किया जा सकता है। अध्यापकगण तथा अभिभावकगण उचित सावधानी पूर्वक बालक - बालिकाओं के संवेगात्मक विकास को सही दिशा दे सकते है। संवेगात्मक विकास मानव विकास का एक मूलभूत पहलू है जिसमें भावनाओं को पहचानने, समझने, व्यक्त करने और नियंत्रित करने की क्षमता शामिल है। बचपन से लेकर वयस्कता तक, व्यक्ति संवेगात्मक विकास के विभिन्न चरणों से गुजरता है, जो आनुवंशिक, जैविक, सामाजिक और सांस्कृतिक कारकों से प्रभावित होता है। सुरक्षित लगाव, प्रभावी संचार और सहायक वातावरण स्वस्थ संवेगात्मक विकास को बढ़ावा देने में महत्वपूर्ण भूमिका निभाते हैं। भावनात्मक विकास को समझकर और उसका पोषण करके, माता-पिता, शिक्षक, स्वास्थ्य सेवा पेशेवर और समुदाय व्यक्तियों को जीवन की चुनौतियों का सामना करने, सार्थक संबंध बनाने और भावनात्मक और सामाजिक रूप से पनपने के लिए सशक्त बना सकते हैं। अंततः, भावनात्मक कल्याण को प्राथमिकता देना जीवन भर लचीलापन, सहानुभूति और समग्र मानसिक स्वास्थ्य को बढ़ावा देने के लिए आवश्यक है।

**संदर्भ (Reference)**

- <https://www.sarthaks.com/3108668/>
- Eisenberg, N., & Damon, W. (Eds.). (2006). Handbook of child psychology: Vol. 3. Social, emotional, and personality development (6th ed.). Wiley.
- Thompson, R. A. (2015). Social-emotional development in early childhood: What every policymaker should know. National Center for Children in Poverty.
- Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? Early Education and Development, 17(1), 57-89.
- Gottman, J. M., Katz, L. F., & Hooven, C. (1996). Meta-emotion: How families communicate emotionally. Lawrence Erlbaum Associates, Inc.
- Shonkoff, J. P., & Phillips, D. A. (Eds.). (2000). From neurons to neighborhoods: The science of early childhood development. National Academies Press.



  
**Principal**  
Hundeshwar College for Teacher Education  
Sarani Patna-801105

## Measurement of Motivation

**Dr. Kumari Sunita Singh**

Principal

Mundeshwari College For Teacher Education

Patna

### Introduction:

Motivation and Learning are interconnected concepts in the field of Psychology and Education. Motivation refers to the internal processes that energize, direct, and sustain behaviour towards achieving specific goals. In the context of education, motivation influences students' willingness to engage in learning activities, persist in the face of challenges, and strive for academic success. Measurement is the process of quantifying or qualifying attributes, abilities, or behaviours, such as intelligence, personality, attitudes, or academic achievement. Measurement tools include tests, scales, surveys, and observations. It is a driving force that initiates and sustains behaviour, such as interest, desire, or need. Motivation can be intrinsic (e.g., personal satisfaction) or extrinsic (e.g., rewards). Learning is the process of acquiring new knowledge, skills, or attitudes through experience, practice, or instruction. Learning theories include behavioural, cognitive, and constructivist approaches.

Motivation and learning are connected to each other. Motivation can impact learning, as a motivated individual is more likely to engage in the learning process and persist in the face of challenges. Understanding these interconnected concepts is essential in fields like education, training, and development, as well as in organizational settings, where the goal is to promote learning, motivation, and growth.

### Motivation:

Motivation can be defined as the driving force that energizes, directs, and sustains behaviour towards achieving specific goals or fulfilling needs. It plays a crucial role in influencing individuals' decisions, actions, and persistence in pursuing desired outcomes. Understanding and measuring motivation is essential in various contexts, such as education, work, sports, and personal development.

According to W.G.Scott -

"Motivation means a process of stimulating people to action to desired goals"

According to E.F.L. Brech-

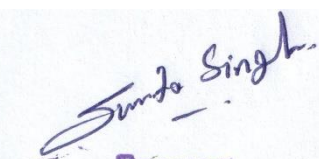
"Motivation is a general inspiration process which gets the members of the team to pull their loyalty to the group to carry out properly the task that they accepted and generally to play an effective part in the job that the group has undertaken."

According to Michal, j. Jucius-

"Motivation is the act of stimulating someone or oneself to get a desired course of action or to push the right button to get a desired reaction."

There are several theories of motivation that provide insights into the different factors that influence and shape individuals' motivation levels. Some of the key theories include:

- ✓ Maslow's Hierarchy of Needs: Abraham Maslow proposed a hierarchy of needs theory, suggesting that individuals are motivated by a hierarchical sequence of needs, starting from basic physiological needs (e.g., food, water) to higher-order needs such as self-esteem and self-actualization.



**Principal**  
Mundeshwari College for Teacher Education  
Sarani Patna-801105

- ✓ Self-Determination Theory (SDT): SDT emphasizes the importance of autonomy, competence, and relatedness in driving intrinsic motivation. It posits that individuals have innate psychological needs for autonomy, competence, and social connection, which support motivation and well-being.
- ✓ Expectancy Theory: Expectancy theory suggests that individuals are motivated by their beliefs about the likelihood of achieving desired outcomes based on effort and performance expectations. The theory emphasizes the importance of perceived effort-performance relationships, performance-outcome expectations, and outcome valence in motivating individuals.
- ✓ Goal-Setting Theory: Goal-setting theory posits that setting specific, challenging, and achievable goals can enhance motivation and performance. Goals provide a clear direction for action, enhance focus and persistence, and foster a sense of accomplishment when achieved.

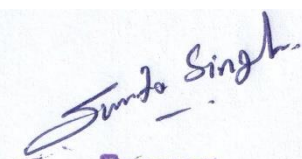
A common area where we see the need to apply motivation is in the work place. In the work place, we can see motivation play a key role, for example in leadership success. A person unable to grasp motivation or apply it in the work situation will not become a leader or stay as a leader for much time. Salary, benefits, working situations, supervision, coverage, safety, protection, affiliation, and relationships are all externally prompted desires. Achievement, advancement, reputation, growth, obligation, and activity nature are inner motivators. They occur when the individual motivates themselves after external motivation desires are met.

Another place motivation plays a key function is in education. A teacher who implements motivational techniques will see an increased participation, effort, and higher grades. Part of the teacher's job is to provide an environment that is motivationally charged. This environment accounts for students who lack their own internal motivation. One of the first places people begin to set goals for themselves is in school. School is where we are most likely to learn the correlation between goals, and the definition of motivation. That relationship between these factors leads to success.

#### **Characteristics of Motivation:**

Following are the characteristics of motivation-

- **Direction:** Motivation provides a sense of direction or purpose towards a specific goal, task, or outcome. It directs behaviour and effort towards achieving desired objectives.
- **Intensity:** Motivation varies in intensity, reflecting the level of effort, energy, and persistence individuals invest in pursuing their goals. Higher motivation often results in greater effort and determination.
- **Persistence:** Motivation influences the duration and consistency of effort towards a goal. Individuals with high motivation are more likely to persevere in the face of challenges, setbacks, or obstacles.
- **Variability:** Motivation can fluctuate over time and across different situations or contexts. External factors, personal experiences, and individual differences can influence the level and nature of motivation.
- **Intrinsic and Extrinsic Factors:** Motivation can be driven by internal factors such as personal interests, values, and enjoyment (intrinsic motivation), as well as

  
**Sumto Singh**  
 Principal  
 Mundeshwar College for Teacher Education  
 Sarani Patna-801105

external factors such as rewards, recognition, or social approval (extrinsic motivation).

- **Individual Differences:** Motivation varies among individuals based on factors such as personality traits, beliefs, past experiences, and cultural background. What motivates one person may not necessarily motivate another.
- **Self-Regulation:** Motivation involves self-regulatory processes that enable individuals to set goals, monitor progress, and adjust their behaviour to achieve desired outcomes. Self-regulation includes aspects such as goal-setting, planning, self-monitoring, and self-control.
- **Positive and Negative Motivation:** Motivation can be driven by the pursuit of positive outcomes (e.g., rewards, success) or the avoidance of negative outcomes (e.g., punishment, failure). Both types of motivation influence behaviour and decision-making.
- **Dynamic Nature:** Motivation is dynamic and can change over time in response to shifting goals, priorities, and circumstances. It requires ongoing attention and nurturing to maintain and enhance.

### **Types of Motivation**

Motivation is mainly are of two types:

#### **1. Intrinsic motivation:**

Intrinsic motivation refers to engaging in an activity for its inherent satisfaction rather than for external rewards or pressures. It's the drive that comes from within, curiosity, or a sense of fulfilment. It is the motivation which comes from the self of an individual through our own thoughts, our beliefs in our own abilities, intensity of our need and our attitude towards goal achievement.

Those people who are self motivated/ self geared that don't require any push or accelerator from outside. People driven by intrinsic motivation are more likely to persist in their efforts, take on challenges, and experience a deeper sense of satisfaction with their accomplishments. This type of motivation fosters creativity, innovation, and a genuine passion for learning. It's often associated with activities that align with personal interests, values, or long-term goals.

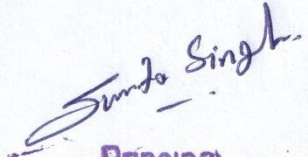
Nurturing intrinsic motivation involves providing opportunities for autonomy, mastery, and purpose. Allowing individuals to have a sense of control over their tasks, encouraging skill development, and connecting activities to meaningful outcomes can enhance intrinsic motivation.

#### **2. Extrinsic Motivation:**

Extrinsic motivation involves engaging in an activity for external rewards or to avoid punishment, rather than for the inherent enjoyment or satisfaction it brings. This type of motivation relies on incentives such as money, praise, grades, or recognition from others to drive behaviour.

While extrinsic motivation can be effective in prompting action, especially for tasks that might otherwise lack inherent appeal, it may not foster genuine interest or long-term commitment. Individuals motivated primarily by external rewards may experience fluctuations in motivation when the rewards are removed or when they become less compelling over time.

Extrinsic motivation can sometimes undermine intrinsic motivation, particularly if the external rewards overshadow the inherent satisfaction of the activity itself. This can lead to a decrease in creativity, autonomy, and overall enjoyment. However, extrinsic motivation isn't inherently negative. It can be a useful tool in



**Sumto Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

certain contexts, such as encouraging initial engagement or shaping behaviour in specific situations. For example, offering bonuses for meeting sales targets or giving students grades for completing assignments can provide tangible incentives to drive performance.

Balancing extrinsic and intrinsic motivators is essential for fostering sustainable motivation and promoting both short-term compliance and long-term commitment to goals and activities.

**How to Motivate Ourselves:**

In today's fierce competition era, nobody has time to push other person. One has to be self motivated on one needs to be intrinsically motivated. In an organization if you are not performing you will be fired from the job.

Lucky are the students or employees who have their teachers, parents, siblings or bosses who motivate them otherwise motivational talks and motivational speeches have price tagged with them. In business world, motivational speakers charge huge money to motivate us. Anyhow this is profession now because this is need of the hour as everybody is in mad race of minting money and cannot spare time to their employees and in personal lives to their kids etc.

Therefore, instead of relying on somebody else one should read good books, should talk to good and successful people and follow their foot prints, observe their positive behaviours and try to adapt those things in their own life and should have a firm belief on one's abilities, skills, and law of nature that hard work never goes waste, it will always fetch rich dividends sooner or later. Besides it, positive auto signal is a very powerful technique to stay motivated. Positive auto signals means doing positive self talk e.g.

- > I can do this.
- > I am very intelligent
- > I will definitely achieve my goal I am responsible

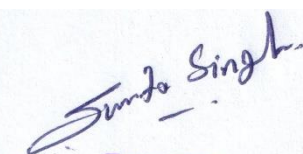
That means no negative statements and not even positive statements in negative forms e.g. I am Intelligent (Correct for self talk) I am not dull (Incorrect for self talk)

Psychologists are of the view that with this positive self talks your mind start accepting those positive aspects and start behaving in that way only. To prove this concept, many years back in USA an experiment was carried out where the whole class was divided into two groups of students with LOW IQ level students and another with high IQ level students. Students with High IQ level were being told that they have low IQ and vice versa and this thing was constantly reinforced to those group of students. To the amazement of all, at the end of year their results got reversed.

Low IQ students who were being labelled as High IQ students actually outperformed High IQ students who were being labelled as Low IQ students. This is the impact of positive talks and reinforcement

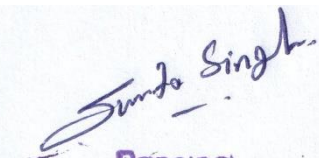
**Need of Motivation:**

- > Goal Achievement: Motivation provides the drive and energy necessary to set and pursue goals effectively. It helps individuals overcome obstacles, persevere through challenges, and ultimately achieve desired outcomes.
- > Productivity and Performance: Motivated individuals tend to be more productive and perform better in their tasks and responsibilities. Motivation enhances focus, concentration, and effort, leading to higher levels of performance and success.



**Principal**  
Hundeshwar College for Teacher Education  
Sarai Patna-801105

- **Personal Growth and Development:** Motivation fuels continuous learning, improvement, and personal development. It encourages individuals to seek new experiences, acquire new skills, and expand their knowledge and capabilities.
- **Resilience and Adaptability:** Motivation strengthens resilience and adaptability in the face of adversity or setbacks. It helps individuals bounce back from failures, learn from mistakes, and remain determined in the pursuit of their goals.
- **Positive Attitude and Well-being:** Motivation contributes to a positive attitude, sense of purpose, and overall well-being. It fosters feelings of fulfillment, satisfaction, and happiness by aligning actions with personal values and aspirations.
- **Effective Leadership and Management:** Motivation is essential for effective leadership and management in organizations. Motivated leaders inspire and empower their teams, fostering a culture of engagement, innovation, and high performance.
- **Healthy Relationships:** Motivation enhances interpersonal relationships by promoting collaboration, cooperation, and mutual support. Motivated individuals are more likely to contribute positively to their relationships and communities.
- **Overcoming Procrastination:** Motivation helps individuals overcome procrastination and take action towards their goals. It provides the momentum needed to initiate tasks, maintain momentum, and avoid unnecessary delays.
- **Adopting Healthy Habits:** Motivation plays a key role in adopting and maintaining healthy lifestyle habits. Whether it's exercising regularly, eating nutritious food, getting enough sleep, or managing stress, motivation provides the incentive to prioritize health and well-being.
- **Overcoming Fear and Doubt:** Motivation helps individuals confront and overcome fears, doubts, and insecurities that may hold them back from pursuing their goals. It instills confidence, courage, and belief in one's abilities to overcome challenges and achieve success.
- **Inspiring Others:** Motivated individuals serve as role models and sources of inspiration for others. Their enthusiasm, determination, and achievements can motivate and uplift those around them, fostering a supportive and empowering environment.
- **Creating Positive Change:** Motivation drives individuals to make positive changes in themselves, their communities, and the world at large. Whether it's advocating for social justice, volunteering for a cause, or leading initiatives for environmental sustainability, motivation fuels action towards creating a better future.
- **Enhancing Creativity and Innovation:** Motivation stimulates creativity and innovation by encouraging individuals to explore new ideas, take risks, and think outside the box. Motivated individuals are more likely to seek novel solutions, experiment with different approaches, and push the boundaries of what's possible.
- **Fulfilling Potential:** Motivation empowers individuals to strive for excellence and reach their full potential. It encourages them to pursue their passions, follow their dreams, and make the most of their talents and abilities, leading to a sense of fulfillment and satisfaction in life.

  
**Sumto Singh**  
**Principal**  
**Mundeshwari College for Teacher Education**  
**Sarari Patna-801105**

- **Building Resilient Communities:** Motivation fosters resilience and empowerment at the community level, enabling individuals to come together, support each other, and overcome shared challenges. Motivated communities are better equipped to adapt, thrive, and create positive change collectively.
- **Measuring motivation in psychology** is a multifaceted endeavor that involves various theories, assessment methods, and research techniques aimed at understanding the underlying factors that drive behaviour. In this comprehensive exploration, we will delve into the theoretical frameworks, assessment tools, and empirical approaches used in the measurement of motivation within the field of psychology.

**Theoretical frameworks of Motivation:**

✓ **Drive Theory:**

Drive theory, proposed by psychologists such as Clark Hull and Kenneth Spence, suggests that motivation arises from the need to satisfy biological drives, such as hunger, thirst, and sex. According to this theory, motivation is influenced by internal physiological states and the drive to reduce tension or discomfort.

✓ **Incentive Theory:**

In contrast to drive theory, incentive theory emphasizes the role of external stimuli or rewards in motivating behavior. Psychologists like B.F. Skinner and Edward Thorndike proposed that behavior is driven by the anticipation of positive rewards or the avoidance of negative consequences.

✓ **Cognitive Theories:**

Cognitive theories of motivation, including expectancy-value theory and achievement motivation theory, emphasize the role of cognitive processes such as beliefs, expectations, and goals in driving behavior. Expectancy-value theory, developed by psychologists like Atkinson and McClelland, posits that motivation is influenced by the expectation of success and the subjective value of the outcome. Achievement motivation theory, proposed by researchers like David McClelland, focuses on individuals' need for achievement, affiliation, and power as motivational factors.

✓ **Self-Determination Theory (SDT):**

Self-Determination Theory, developed by Edward Deci and Richard Ryan, proposes that motivation can be categorized into different types: intrinsic motivation, extrinsic motivation, and a motivation. Intrinsic motivation involves engaging in an activity for its own sake, driven by internal satisfaction or enjoyment, while extrinsic motivation involves engaging in an activity for external rewards or to avoid punishment. A motivation reflects a lack of motivation or interest in an activity.

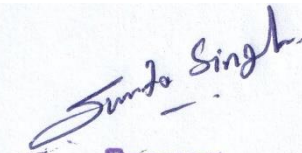
**Assessment tools for Measuring Motivation:**

Measuring motivation involves assessing both intrinsic and extrinsic factors that influence individuals' drive to pursue goals and take action. Some common methods of measuring motivation include-

✓ **Self-Report Scales:**

Self-report scales are commonly used to measure motivation in psychological research. These scales typically consist of a series of questions or statements designed to assess individuals' motivation levels, preferences, and attitudes towards specific tasks or activities. Examples of self-report scales include the Self-Determination Scale (SDS) for assessing autonomy, competence, and relatedness, and the Academic Motivation Scale (AMS) for measuring motivation in academic contexts.

✓ **Behavioural Observations:**

  
**Principal**  
 Mundeshwari College for Teacher Education  
 Sarani Patna-801105

Behavioural measures of motivation involve observing individuals' actions, choices, and performance in tasks or situations. Researchers may assess factors such as persistence, effort, and goal-directed behaviour to infer motivational states. Behavioural observation techniques can provide valuable insights into individuals' motivation in real-world settings.

✓ **Goal-Setting Scales:**

Goal-setting theory highlights the importance of setting specific, challenging goals in motivating individuals to perform at their best. Goal-setting scales assess individuals' goal orientation, goal commitment, and goal progress, providing a quantitative measure of motivation in goal-directed activities. These scales help researchers understand how individuals' goals influence their motivation and behaviour.

✓ **Neuro-scientific Techniques:**

Neuroscience research has contributed to our understanding of the neural mechanisms underlying motivation. Neuro-imaging techniques such as functional magnetic resonance imaging (fMRI) allow researchers to examine brain activity associated with motivation, including the activation of reward-related regions like the ventral striatum and prefrontal cortex. Physiological measures such as heart rate variability and skin conductance can also provide insights into individuals' motivational states.

✓ **Empirical Approaches to Studying Motivation:**

**1. Experimental Studies:**

Experimental studies involve manipulating variables related to motivation and observing their effects on behaviour. Researchers may conduct laboratory experiments to investigate how factors such as rewards, goals, and feedback influence individuals' motivation and performance in tasks. Experimental designs allow researchers to establish causal relationships between motivational variables and behaviour.

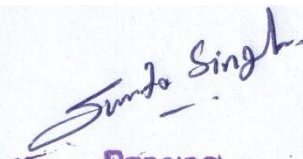
**2. Co-relational Studies:**

Co-relational studies examine the relationship between different variables related to motivation. Researchers may use surveys or questionnaires to assess individuals' motivational traits and behaviours, and then analyze the correlations between these variables. Co-relational research provides valuable insights into the associations between motivational factors and outcomes, although it cannot establish causality.

**3. Longitudinal Studies:**

Longitudinal studies follow individuals over an extended period to examine changes in motivation and behaviour over time. By collecting data at multiple time points, researchers can track the development of motivation from childhood to adulthood or investigate how life events and experiences shape individuals' motivational trajectories. Longitudinal research provides a dynamic view of motivation and its impact on various life outcomes.

- ✓ **Self-report measures:** Surveys, questionnaires, and scales can be used to assess individuals' self-reported levels of motivation, goal orientation, and intrinsic/extrinsic motivation.
- ✓ **Behavioural observations:** Observing and tracking individuals' behavior, engagement, and persistence in goal-directed activities can provide insights into their motivation levels and patterns of response.
- ✓ **Achievement assessments:** Evaluating individuals' performance, goal attainment, and task completion can serve as an indicator of their motivation and commitment to achieving desired outcomes.

  
**Principal**  
Mundeshwar College for Teacher Education  
Sarai Patna-801105

- ✓ **Motivational inventories:** Standardized tools and inventories, such as the Motivation Assessment Scale or the Self-Regulation Questionnaire, can help assess different aspects of motivation, such as self-determination, goal orientation, and persistence.

By utilizing these measurement methods and theories of motivation, educators, employers, and individuals themselves can gain valuable insights into understanding, enhancing, and sustaining motivation towards achieving their goals and fulfilling their needs.

**Conclusion:**

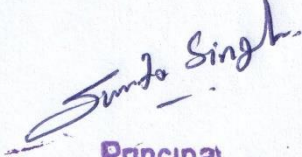
Motivation, defined as the energizing of behaviour in pursuit of a goal, is a fundamental element of our interaction with the world and with each other. Many different factors influence motivation, including the individual's internal physiological states, the current environmental conditions, as well as the individual's past history and experiences.

People need motivation to pursue their dreams and ambitions in life, whether they are related to their careers or their personal lives. As an added bonus, it may also play a significant role in deciding how much time and energy individuals invest in a certain endeavor. Motivated people are more likely to act in ways that benefit themselves and others, including putting in extra effort at work or studying for an exam. A lack of motivation, on the other hand, might result in disinterest, procrastination, and poor performance.

The measurement of motivation is a complex and multifaceted endeavour that involves assessing various psychological constructs, employing diverse methods, and considering the context of educational settings. By incorporating theoretical frameworks, assessment methods, and implications for educational practice, educators and researchers can gain a deeper understanding of students' motivation and learning processes and implement evidence-based strategies to support their academic success.

**References:**

- Deci, E. L., & Ryan, R. M. (2000). The "what" and "why" of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227-268.
- Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology*, 53(1), 109-132.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W. H. Freeman and Company.
- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. National Academies Press.
- Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. ASCD.
- Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.



**Sumda Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

22. Transfer Of Learning Nousha Tabassum	149-158
23. Intelligence Mr. Ashish Srivastava	159-167
24. व्यक्तित्व डॉ. सुनील कुमार मिश्र	168-171
25. Measurement of Personality Dr. Vinay Kumar Singh	172-179
26. Measurement of Motivation Dr. Kumari Sunita singh	180-187
27. समावेशी शिक्षा लवलेश कुमार विश्वकर्मा	188-199
28. Exceptional Children Dr. Reena Rai	200-210
29. मानसिक स्वास्थ्य एवं आरोग्यता डॉ. अरुण कुमार मिश्र	211-217
30. Measurement Of Mental Health And Hygiene Nousha Tabassum	218-226
31. सृजनशीलता डॉ. अरुण कुमार	227-231
32. Creativity Dr. Nikhat Afroz	232-236
33. निर्देशन मनोविज्ञान Manisha Singhal	237-257
34. रचि, अभिरचना, अभिवृत्ति तथा मूल्य डॉ. रीना राय	258-265
35. Minimising Academic Stress for Higher Secondary Students in the light of NEP 2020 Abha Kumari	266-270

*Sunita Singh*  
Principal  
Mundeshwar College for Teacher Educator  
Sarari Patna-801105

# TRANSFER OF LEARNING

**Noushia Tabassum**

Assistant Professor

Mundeshwari College For Teacher Education

Patna

## **Introduction:**

We learn many things and do many tasks in our day to day life, sometimes when we do a new task or learn a new thing; we feel that there is something difficult in completing or thinking about the new task. The knowledge and experience learned earlier is coming in handy. Prior knowledge acquired in the field of mathematics is very helpful in solving calculation related problems in Physics. Similarly, if someone knows how to play tennis, it becomes easier for him to learn to play badminton. In this way, knowledge learned or training received in one situation affects the acquisition of knowledge or skills in another situation.

This effect is called transfer of learning or training in psychological literature. By many scholars it has also been named as transfer of learning, and transfer of learning or training. Whatever the name, it means that the knowledge or skills available in one area or situation can be used to influence the acquisition of knowledge or skills in another situation. The knowledge gained or expertise acquired in learning one work can be used in learning or doing another work. Transfer of learning is a fundamental concept in education and psychology, playing a crucial role in how individuals acquire, retain, and apply knowledge, skills, and concepts across different contexts.

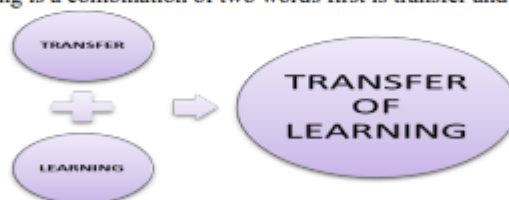
## **Definition:**

*Crow and Crow:* "The carry-over of habit of thinking, feeling or working of knowledge or of skills from one learning area to another is usually referred to as transfer of learning."

*Peterson:* "Transfer of learning is generalization, for it is extension of idea to a new field."

*Guthrie and Powers:* "Transfer of learning may be defined as a process of extending and applying behaviour."

Transfer of learning is a combination of two words first is transfer and second is learning.

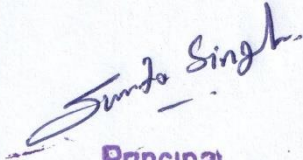


**Transfer :** Act of moving something or someone to one place to another.

**Learning :** Act of gaining knowledge, skill by experience, study, being taught and creative, etc.

**Transfer of Learning :** Transfer of learning refers to the application of knowledge, skills, or concepts learned in one situation to another situation.

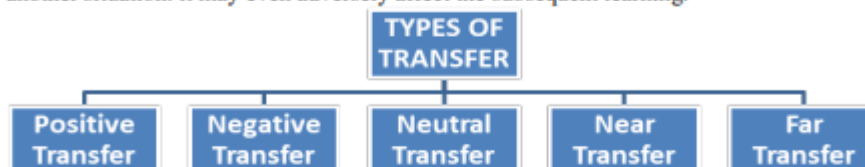
The word transfer is used to describe the effects of past learning upon present acquisition. In the laboratory and in the outside world, how well and how rapidly we learn anything depends to a large extent upon the kinds and amount of things we have learned

  
**Principal**  
Mundeshwari College for Teacher Education  
Sarani Patna-801105

previously. In simple way transfer may be defined as “the partial or total application or carryover of knowledge, skills, habits, attitudes from one situation to another situation”. Hence, carryover of skills of one learning to other learning is transfer of training or learning. Such transfer occurs when learning of one set of material influences the learning of another set of material later.

#### Types of Transfer:

When a person uses his past experience to do something new, we call it transfer of learning. It is not certain that transfer is to take place from each and every situation to other. Further, it is not certain that learning in one situation will always help positively in another situation. It may even adversely affect the subsequent learning.



#### Types of transfer

Transfer of learning can manifest in different forms-

1. **Positive Transfer:** When previously learned knowledge or skills enhance learning or performance in a new context is called positive transfer of learning. For example, a student who has mastered basic arithmetic skills may find it easier to learn algebraic concepts.
2. **Negative Transfer:** When previously learned knowledge or skills hinder learning or performance in a new context is called negative transfer of learning. For example when a person who learned to drive a manual transmission car struggles to adapt to an automatic transmission vehicle.
3. **Neutral Transfer:** When learning of one activity neither facilitates nor hinders the learning of another task, it is a case of neutral transfer. It is also called as zero transfer. For example knowledge of history has no use in learning cycle.
4. **Near Transfer:** When knowledge or skills are applied in a context similar to the one in which they were learned. Near transfer is often facilitated by the presence of shared elements or surface similarities between the learning and transfer contexts, making it easier for learners to recognize and apply relevant knowledge or skills. For instance, using problem-solving strategies learned in mathematics to solve physics problems.
5. **Far Transfer:** When knowledge or skills are applied in a context that is quite different from the one in which they were learned. Far transfer requires learners to abstract underlying principles or rules and apply them to novel situations with different surface features. An example is applying critical thinking skills developed in literature analysis to evaluate arguments in a political science course.

#### Mechanisms of Transfer:

Mechanisms can be defined as processes or events that are responsible for specific changes in learning outcomes. In learning process, mechanisms are the factors through which interventions produce change.

*Sandeep Singh*  
Principal  
Hundeshwari College for Teacher Education  
Sarani Patna-801105



### Mechanisms of transfer

Several cognitive mechanisms underlie transfer of learning:

- 1) Abstraction: Individuals abstract general principles or patterns from specific instances and apply them to new situations.
- 2) Analogical Reasoning: Drawing parallels between familiar and unfamiliar situations to guide problem-solving and decision-making.
- 3) Schema Theory: Schema theory suggests that individuals organize knowledge into mental frameworks or schemas, which they adapt and apply to new situations.
- 4) Encoding Specificity: Transfer is influenced by the similarity between the learning and application contexts. The more similar the contexts, the greater the likelihood of transfer.
- 5) Metacognition: Awareness of one's own cognitive processes and strategies facilitates transfer by enabling individuals to reflect on past experiences and apply relevant strategies in new contexts.

### Factors Influencing Transfer:

Anything that contributes to a result or has a causal relationship to a phenomenon, event, or action is called factor. There are many factors that affects transfer process of learning.



### Factors influencing transfer

Several factors influence the extent and effectiveness of transfer of learning:

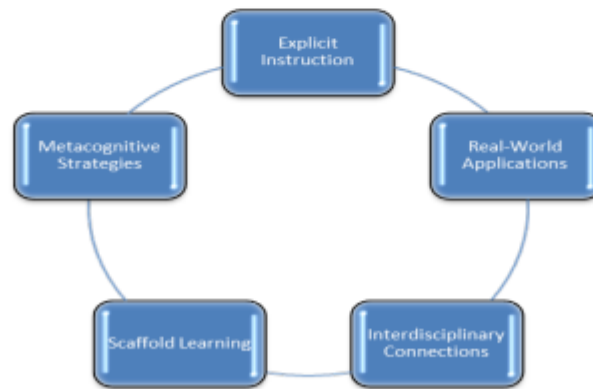
1. Similarity of Contexts: Transfer is more likely to occur when the learning and application contexts share similarities in terms of content, tasks, and environmental cues.
2. Depth of Learning: Transfer is enhanced when learners deeply understand the underlying principles or concepts rather than merely memorizing facts or procedures.

3. **Motivation and Interest:** Learners who are motivated and interested in the subject matter are more likely to engage in transfer activities and apply their knowledge creatively.
4. **Practice and Feedback:** Opportunities for practice and constructive feedback facilitate the development of transferable skills and strategies.
5. **Transfer Climate:** A supportive learning environment that encourages exploration, experimentation, and risk-taking promotes transfer of learning.

**Forms of Transfer of Learning:**

1. **Lateral transfer:** learning of one kind facilitates learning of same level in other situation or in other context. For example if a child learn addition in class room and apply it in real life situation.
2. **Sequential transfer:** positive facilitation of present learning through past learning is sequential transfer of learning. For example teaching of first day has relation with second day of teaching.
3. **Horizontal transfer:** lateral and sequential transfer is called horizontal transfer of learning because the learner stays within the same behaviour category in making the transfer.
4. **Vertical transfer:** learning at one's behavioural level facilitates learning at higher behavioural level in vertical transfer. For example teaching of addition and subtraction should facilitate the subsequent solution of problem utilising these operations.
5. **Bilateral transfer:** the human body is divided into two laterals, right and left. When training imparted to one lateral automatically transfers to another lateral, we call it bilateral transfer. For example training of right hand writing automatically transfers to left hand.
6. **General and specific transfer:** situation in which prior learning aids subsequent learning because of specific similarities between two tasks is specific transfer. Situation, in which prior learning aids subsequent learning due to use of similar cognitive strategies, is called general transfer.

**Strategies to Facilitate Transfer:**



**Strategies to facilitate transfer**

*Sunda Singh*  
**Principal**  
 Mundeshwar College for Teacher Educator  
 Sarani Patna-801105

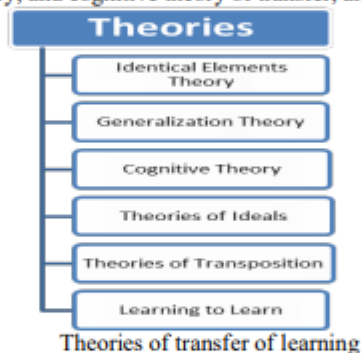
Educators can employ various strategies to enhance transfer of learning:

Explicit Instruction: Clearly articulating the connections between prior learning and new situations helps learners recognize transfer opportunities.

- I. Real-World Applications: Providing opportunities for authentic, real-world problem-solving tasks that mirror the challenges learners may encounter outside the classroom.
- II. Interdisciplinary Connections: Integrating multiple disciplines or subject areas encourages learners to apply knowledge and skills across diverse contexts.
- III. Scaffold Learning: Gradually increasing the complexity and autonomy of tasks while providing support and guidance facilitates transfer by allowing learners to build on prior knowledge.
- IV. Metacognitive Strategies: Teaching learners metacognitive strategies such as self-monitoring, reflection, and goal setting promotes transfer by enhancing awareness of one's own learning processes.

#### THEORIES OF TRANSFER OF LEARNING:

Theories of transfer of learning provide frameworks for understanding how knowledge, skills, and concepts acquired in one context can be applied or adapted to new situations. In this essay, we explore prominent theories of transfer, including the identical elements theory, generalization theory, and cognitive theory of transfer, among others.



- 1) **Identical Elements Theory:** Identical elements theory, proposed by Thorndike in the early 20th century, suggests that transfer occurs when the elements of the original learning situation are identical or highly similar to those of the transfer situation. According to this theory, transfer is most likely to occur when there is overlap between the stimulus and response elements, as well as the cognitive processes involved in both situations. For example, a student who has learned to solve mathematical problems using a specific problem-solving strategy is more likely to transfer that strategy to similar problems in a different mathematical context. Similarly, skills acquired in one sport, such as hand-eye coordination in baseball, may transfer to another sport, such as tennis, if the motor skills and perceptual cues are similar.
- 2) **Generalization Theory:** Generalization theory, proposed by Hull and others, emphasizes the role of abstract knowledge and principles in facilitating transfer across different contexts. According to this theory, learners abstract general

*Sunda Singh*  
Principal  
Mundeshwar College for Teacher Educator  
Sarani Patna-801105

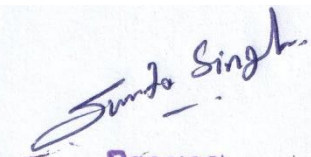
principles or rules from specific instances and apply them to new situations. Generalization occurs when learners recognize similarities or patterns across contexts and infer that the same principles or rules are applicable. For instance, a student who has learned the rules of grammar in one language can generalize those rules to learn the grammar of a different language. Similarly, problem-solving strategies learned in mathematics can be generalized and applied to solve problems in science or engineering.

- 3) **Cognitive Theory of Transfer:** The cognitive theory of transfer, influenced by cognitive psychology and schema theory, posits that transfer occurs through the activation and adaptation of existing cognitive schemas or mental frameworks. According to this theory, individuals organize knowledge into schemas, which represent generalized patterns of information. Transfer occurs when learners retrieve relevant schemas from long-term memory and adapt them to fit the requirements of new situations. For example, a student who has learned to interpret and analyze literary texts develops a schema for understanding narrative structures, character development, and thematic elements. This schema can be activated and adapted when encountering new texts, allowing the student to apply similar analytical skills and strategies.
- 4) **Theories of Ideals:** It was propounded by W.C. Bagley. When ideas are stressed is perused then transfer of learning can be taken place. Ideas like honesty, truthfulness, love etc. can be transferred in this theory. Therefore, there is a need to make proper efforts for the development of values and ideals in children. Once the foundation of ideals is laid, they continue to be transferred to every area of life. For example, if a child tries to do a task in a hygienic manner, if it happens then whatever work he does, he does it clearly.
- 5) **Theories of Transposition:** It is advocated by Gestalt psychology. Transfer starts in understanding the fact and perception of similarity by the learner. It is known as pattern of relationship. It is not the specific skills or facts or even underlying principles which are important, but the understanding of relationship between facts, process and the principles are the real basis of transfer.
- 6) **Learning to Learn:** After practicing a series of related or similar tasks then learner learns the capacity to learn the same thing. It is found that whenever learner comes in contact with various learning materials then he learns efficiently and effectively. Learning to learn means when learning starts from one method then it goes to another method.

**How to Achieve Maximum Positive Transfer:**

Promoting transfer of learning often involves designing educational experiences that encourage learners to make connections between what they already know and new situations they encounter. Considering some point we can achieve maximum positive transfer of learning in new situation.

- > In the acquisition of learning, the principle of correlation should always be followed by the learner.
- > Efforts should be made to properly identify the common elements between the knowledge and skills given in any two situations and to properly understand the relationships between them.



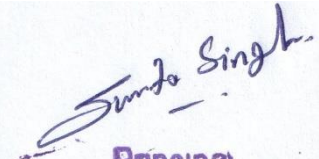
**Sumto Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

- Rote memorization without thinking should be discouraged and use of intellectual powers should be encouraged.
- The tendency to learn should be promoted after careful consideration.
- To make learning more interesting, effective and lively, the help of verbal examples and audio-visual materials should be taken.
- As far as possible, the learner should try to learn through his own efforts. He himself efforts should be made so that we can discover the facts and solve our problems.
- Full emphasis should be laid on acquiring rules, generalizations and principles instead of scattered facts. As a result of one's experiences and learning, efforts should always be made to reach some general rules and conclusions and one should practice using these generalized ideas and rules as per the opportunity.
- The learner should be fully aware of positive transfer of learning and should also have a positive attitude about it so that he can be fully active in using whatever he learns in other situations.
- Practice the skill a lot in a wide variety of conditions. Ideally, change up all of the categories above.
- When facing a new challenge, reach back to your prior experiences. Try to think of principles that might be relevant.
- Examine two problems or examples that look different, but have the same kind of solution. Work out in your mind what makes them alike.
- Study up on the new subject to gain background knowledge about it. The more you know about the topic, the easier it is to transfer what you already know to problems in that area.
- Try to come up with principles as you encounter new problems or ideas. Keep a favourite in mind, and look for new opportunities to apply it.
- Make your learning social, so that you need to justify and explain what you are learning to another. Listen for the principles that pop out of the conversation.

If some such things are kept in mind, then a learner can take help of his determination and understanding.

**Benefits of Transfer of Learning:** If learning is effectively transferred into the workplace and used in classroom, there are lots of potential benefits to be had:

- ✓ **Efficiency:** It enables learners to apply knowledge and skills across different contexts, reducing the need to relearn or duplicate efforts.
- ✓ **Flexibility:** Learners can adapt to new situations and challenges more effectively by drawing on their existing knowledge and skills.
- ✓ **Problem-solving:** Transfer allows individuals to apply principles and strategies learned in one area to solve problems in unrelated areas, fostering creative thinking and innovation.
- ✓ **Retention:** Applying knowledge in diverse contexts strengthens memory and understanding, leading to better retention of information over the long term.
- ✓ **Adaptability:** Transferable skills empower individuals to navigate changing environments and industries, enhancing their employability and career prospects.
- ✓ **Depth of Understanding:** Applying knowledge in new contexts deepens comprehension and mastery, as learners gain insights into the underlying principles and connections between different domains.

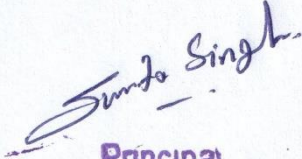
  
**Sumdo Singh**  
 Principal  
 Mundeshwar College for Teacher Education  
 Saran Patna-801105

- ✓ **Lifelong Learning:** Transferable skills promote a growth mindset and encourage continuous learning, as individuals recognize the value of their existing knowledge in acquiring new knowledge and skills.

**Educational Implications:**

The concept of transfer of learning has significant educational implications across various domains, including curriculum design, instruction, assessment, and lifelong learning. Here are some key educational implications of transfer of learning:

- **Curriculum Design:** Educators should design curricula that emphasize the development of transferable skills and concepts rather than rote memorization of facts or procedures. By focusing on fundamental principles and problem-solving strategies that can be applied across different contexts, students are better prepared to transfer their learning to real-world situations.
- **Instructional Strategies:** Teachers should employ instructional strategies that promote transfer of learning, such as explicit instruction, real-world applications, interdisciplinary connections, and metacognitive strategies. Providing opportunities for active engagement, problem-solving, and reflection encourages learners to make connections between prior knowledge and new situations.
- **Assessment Practices:** Assessments should measure not only students' mastery of content knowledge but also their ability to transfer that knowledge to novel contexts. Performance-based assessments, open-ended tasks, and real-world projects provide more authentic opportunities for demonstrating transfer of learning compared to traditional multiple-choice tests.
- **Metacognitive Development:** Educators should explicitly teach metacognitive skills, such as self-monitoring, self-regulation, and reflection, to help students become more aware of their own learning processes and strategies. By fostering metacognitive awareness, students are better equipped to transfer their learning to new situations and adapt their strategies as needed.
- **Interdisciplinary Learning:** Encouraging interdisciplinary learning fosters transfer of learning by helping students recognize connections between different subject areas and apply knowledge and skills across diverse contexts. Integrated curricula and collaborative projects that bridge multiple disciplines promote deeper understanding and transferability of learning.
- **Problem-Based Learning:** Problem-based learning (PBL) approaches engage students in authentic, real-world problems that require them to apply their knowledge and skills to find solutions. PBL encourages transfer of learning by providing opportunities for inquiry, critical thinking, and collaborative problem-solving.
- **Scaffold Learning:** Gradually increasing the complexity and autonomy of learning tasks while providing support and guidance facilitates transfer of learning. Scaffolding helps students build on their prior knowledge and develop transferable skills and strategies that they can apply independently in new situations.
- **Lifelong Learning Skills:** Recognizing the importance of transferable skills in an ever-changing world, educators should foster lifelong learning skills such as creativity, adaptability, communication, and collaboration. By equipping students



**Sumto Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

with these transferable skills, educators prepare them to navigate complex challenges and succeed in diverse personal, academic, and professional contexts.

Overall, understanding and promoting transfer of learning enhances the effectiveness and relevance of education by empowering students to apply their knowledge and skills in meaningful ways across various domains of life. By incorporating transfer-focused principles and practices into curriculum design, instruction, assessment, and metacognitive development, educators can better prepare students for success in an increasingly dynamic and interconnected world.

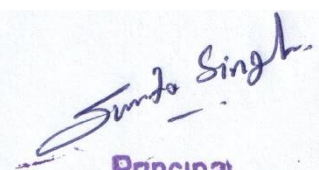
**Conclusion:**

In conclusion, transfer of learning is a dynamic and multifaceted process that underpins the acquisition, retention, and application of knowledge, skills, and concepts across diverse contexts. Understanding the mechanisms, types, and factors influencing transfer is essential for educators and learners alike to optimize learning outcomes and foster lifelong learning skills. By implementing effective strategies that promote transfer, educators can empower learners to transfer their knowledge and skills to new situations, thereby facilitating deeper understanding, problem-solving ability, and adaptability in an ever-changing world.

Theories of transfer of learning provide valuable insights into how knowledge, skills, and concepts acquired in one context can be applied or adapted to new situations. Identical elements theory emphasizes the role of stimulus-response similarity in facilitating transfer, while generalization theory underscores the importance of abstract knowledge and principles. The cognitive theory of transfer highlights the role of cognitive schemas and mental frameworks in mediating transfer processes. By understanding these theories and factors influencing transfer, educators can design instructional strategies that promote meaningful and effective transfer of learning, thereby empowering learners to apply their knowledge and skills across diverse contexts.

**References:**

1. Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (2000). *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. National Academies Press.
2. Perkins, D. N., & Salomon, G. (1992). Transfer of learning. *International Encyclopedia of Education*, 2, 6452-6457.
3. Gick, M. L., & Holyoak, K. J. (1983). Schema induction and analogical transfer. *Cognitive Psychology*, 15(1), 1-38.
4. Detterman, D. K. (1993). The case for the prosecution: Transfer as an epiphenomenon. In D. K. Detterman & R. J. Sternberg (Eds.), *Transfer on Trial: Intelligence, Cognition, and Instruction* (pp. 1-24). Ablex Publishing.
5. Perkins, D. N., & Salomon, G. (1989). Are cognitive skills context-bound? *Educational Researcher*, 18(1), 16-25.
6. Salomon, G., & Perkins, D. N. (1989). Rocky roads to transfer: Rethinking mechanisms of a neglected phenomenon. *Educational Psychologist*, 24(2), 113-142.
7. Barnett, S. M., & Ceci, S. J. (2002). When and where do we apply what we learn? A taxonomy for far transfer. *Psychological Bulletin*, 128(4), 612-637.
8. Schneider, W. (1990). *The transfer of cognitive skills: Basic research and applications*. Praeger Publishers.
9. Singley, M. K., & Anderson, J. R. (1989). *Transfer of cognitive skill*. Harvard University Press.
10. Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive Science*, 12(2), 257-285.



**Principal**  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

## Measurement of Mental Health and Hygiene

Noushia Tabassum

Assistant Professor

Mundeshwari College For Teacher Education

Patna

### INTRODUCTION:

Mental health is a person's emotional, psychological, and social well-being. It determines how people think and feel and how they make choices and handle things. Mental health is critical for a person's overall health, and problems in this aspect can adversely affect every aspect of a person's life. There are two dimensions to mental health, positive and negative; the latter dimension is the absence or lack of mental illness. Positive mental health is a valuable and objective ideal of a person's psychical state. Individuals with positive mental health generally present with positive affect and character traits, which may be viewed as resources. They often have high self-esteem, high levels of mastery, sense of coherence and self-efficacy. It can be conceptualized as a person's ability to cope with adversity, and avoid breakdown or diverse health problems when confronted with adverse experiences. Negative mental health encompasses specific symptoms and difficulties with mental disorders. As presently defined and used in diagnostic classifications, mental disorders are designated by the existence of specific collections of symptoms. However, manifestations of mental disorder and psychological issues that do not meet the criteria for clinical disorders are common. These subclinical conditions, as well as general psychological discomfort, are frequently caused by lasting or transient hardships. They may have a systemic impact and often result in consultations with primary care or other qualified practitioners.

### POSITIVE MENTAL HEALTH:

Positive mental health refers to a state of well-being in which an individual is able to cope with the normal stressors of life, work productively and effectively, maintain positive relationships, and contribute to their community. It is more than the absence of mental illness; rather, it encompasses a state of emotional, psychological, and social well-being. Positive mental health encompasses a wide range of factors that contribute to well-being and resilience. By cultivating emotional, psychological, social, physical, spiritual, occupational, and environmental well-being, individuals can enhance their overall mental health and lead fulfilling lives. There are various types of positive mental health, each of which contributes to overall well-being and resilience. Some common types of positive mental health include:

- > Emotional Well-being: Emotional well-being involves the ability to recognize and manage one's own emotions, cope with stress, and maintain a positive outlook on life. Individuals with strong emotional well-being can regulate their emotions effectively, express themselves in healthy ways, and form positive relationships with others.
- > Psychological Well-being: Psychological well-being is characterized by a sense of purpose, self-acceptance, autonomy, and personal growth. Individuals with strong psychological well-being have a high level of self-awareness, self-esteem, and resilience, allowing them to navigate life's challenges with confidence.
- > Social Well-being: Social well-being refers to the quality of an individual's relationships and social connections. It involves having strong social support

*Sandeep Singh*  
Principal  
Mundeshwari College for Teacher Education  
Sarari Patna-801105

networks, effective communication skills, and a sense of belonging and connection to others. Socially well individuals are able to build positive relationships, collaborate with others, and contribute to their communities.

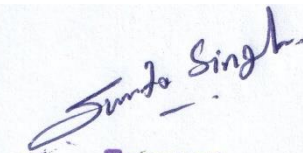
- **Physical Well-being:** Physical well-being is an essential aspect of positive mental health, as physical health and mental health are interconnected. Maintaining a healthy lifestyle through regular exercise, nutritious diet, adequate sleep, and stress management can support overall well-being and mental resilience.
- **Spiritual Well-being:** Spiritual well-being involves a sense of meaning, purpose, and connection to something greater than oneself. This may include beliefs, values, and practices that provide a sense of peace, comfort, and fulfilment. Individuals with strong spiritual well-being often report higher levels of life satisfaction and resilience.
- **Occupational Well-being:** Occupational well-being refers to satisfaction and fulfilment in one's work or chosen activities. Feeling engaged, motivated, and challenged in one's career or daily activities contributes to overall well-being and mental health. Individuals with strong occupational well-being often experience a sense of accomplishment and purpose in their work.
- **Environmental Well-being:** Environmental well-being involves the quality of one's surroundings, including physical, social, and cultural environments. Having access to safe, supportive, and nurturing environments can enhance overall well-being and mental health. Connecting with nature, promoting environmental sustainability, and advocating for social justice can also contribute to environmental well-being.

#### **Negative Mental Health:**

It's important to note that mental health disorders can vary in severity and can impact individuals differently. Seeking professional help from a mental health provider is crucial for accurate diagnosis, treatment, and management of mental health issues. Additionally, adopting healthy coping mechanisms, maintaining social connections, and practicing self-care can help promote mental well-being and resilience.

There are various types of mental health disorders, each with its own symptoms, causes, and treatment approaches. Some common types of mental health disorders include:

- ✓ **Anxiety Disorders:** Anxiety disorders are characterized by excessive worry, fear, or nervousness that can interfere with daily activities. Examples of anxiety disorders include generalized anxiety disorder, panic disorder, phobias, and obsessive-compulsive disorder.
- ✓ **Mood Disorders:** Mood disorders involve disturbances in a person's emotional state, leading to persistent feelings of sadness, hopelessness, or mood swings. Common mood disorders include major depressive disorder, bipolar disorder, and seasonal affective disorder.
- ✓ **Schizophrenia:** Schizophrenia is a severe mental health disorder that affects a person's thinking, perception, and behaviour. Symptoms may include hallucinations, delusions, disorganized thinking, and social withdrawal.
- ✓ **Personality Disorders:** Personality disorders are characterized by distorted patterns of thinking, behaviour, and emotions that affect interpersonal relationships and daily functioning. Examples of personality disorders include borderline personality disorder, narcissistic personality disorder, and antisocial personality disorder.
- ✓ **Eating Disorders:** Eating disorders are mental health conditions that involve unhealthy behaviours related to food and body image. Common eating disorders contain anorexia nervosa, bulimia nervosa, and binge eating disorder.



**Sumdo Singh**  
Principal  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

- ✓ Substance Use Disorders: Substance use disorders involve addiction or dependence on drugs or alcohol, leading to significant impairment in daily functioning and relationships.
- ✓ Post-Traumatic Stress Disorder (PTSD): PTSD is a mental health condition that can develop after experiencing a traumatic event. Symptoms may include flashbacks, nightmares and severe anxiety.
- ✓ Attention-Deficit/Hyperactivity Disorder (ADHD): ADHD is a neurodevelopment disorder characterized by difficulty focusing, impulsivity, and hyperactivity. It often begins in childhood and can persist into adulthood.

**Factors Affecting mental health:**

Mental health is influenced by a complex array of factors, there are some factors that affect individual's mental health.

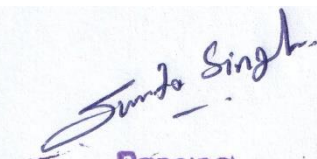
- ❖ Genetics: Family history and inherited traits.
- ❖ Early childhood experience: Experiencing or witnessing stressful or joyful events.
- ❖ Family environment: Living situation, social surroundings, and access to resources.
- ❖ Age and Developmental Stage: Life stages, like adolescence or old age.
- ❖ Nutrition and Exercise: Healthy eating habits and regular physical activity
- ❖ Social Connections: Strong relationships with family and friends.
- ❖ Social circumstance: Economic stability, education, and employment opportunities.
- ❖ Physical Health: Chronic illness, pain, or sleep disturbances.
- ❖ Education: level of education, school/college environment, competition pressure.
- ❖ Employment and work condition: Job environment, job pressure, job satisfaction and professional relationship issues.
- ❖ Cultural and Societal Expectations: Societal pressure, stigma, and cultural norms.
- ❖ Digital Technology: Social media, screen time, and cyber bullying.
- ❖ Brain Chemistry: Imbalances in neurotransmitters like serotonin and dopamine.
- ❖ Personality Traits: Coping mechanisms, resilience, and personality characteristics.
- ❖ Access to Mental Health Services: Availability and affordability of professional help.

These factors interact and influence one another, making mental health a multifaceted and dynamic aspect of our overall well-being.

**Characteristics of mentally healthy individual:**

Mentally healthy individual have some specific characteristics. Some characteristics of a mentally healthy individual are mentioned below:

- > They wake up every day and feel grateful for something.
- > They have something that they look forward to doing or experiencing.
- > They let go of anger, and they do not spend time holding grudges against others who have hurt them.
- > They enjoy the simple things in life.
- > They keep trying when the going gets tough.
- > They help others around them.
- > They take care of them self.
- > They have good boundaries in their relationships.
- > They are not envious of what others have.
- > They can be happy for others, even when they own life is challenging.
- > Mentally healthy individual have strong personality.



**Sumto Singh**  
Principal  
Hundeshwar College for Teacher Education  
Sarani Patna-801105

- > Mentally healthy individual are emotionally stable.
- > Mentally healthy individual have no any major adjustment problems.
- > They are physically healthy people.
- > They are free from mentally illness.
- > They have strong motivational power.

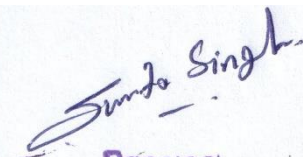
**How to measure mental Health:**

Measuring mental health is a complex process that involves assessing various aspects of an individual's emotional, psychological, and social well-being.

Mental health measurement tools can provide a multi-dimensional approach to help providers assess, diagnose and monitor patients by establishing a baseline, measuring change through treatment and intervention, and measuring outcomes longitudinally across time. This level of data will be critical for healthcare professionals to meet new requirements that fall under measurement-based care guidelines.

There are several steps involved in the measurement of mental health, which may include the following:

- I. **Screening and Assessment:** The first step in measuring mental health is to screen individuals for potential mental health issues. This may involve using standardized screening tools or questionnaires to identify symptoms of common mental health disorders. A comprehensive assessment may also be conducted by a mental health professional to gather information about the individual's mental health history, symptoms, functioning, and risk factors.
- II. **Diagnosis:** Based on the screening and assessment results, a mental health provider may make a formal diagnosis of a specific mental health disorder, if applicable. This process involves considering the individual's symptoms, duration and severity of the symptoms, impact on daily functioning, and any contributing factors.
- III. **Monitoring Progress:** Once a diagnosis is made, it is important to monitor the individual's progress over time. This may involve tracking changes in symptoms, functioning, and overall well-being through regular check-ins with a mental health provider. Monitoring progress helps ensure that the individual is receiving appropriate treatment and support.
- IV. **Outcome Measurement:** Outcome measurement involves assessing the effectiveness of treatment interventions and their impact on the individual's mental health. This may include tracking changes in symptoms, quality of life, functioning, and other relevant outcomes. Outcome measurement helps inform treatment planning and adjustment as needed.
- V. **Quality of Life Assessment:** Mental health measurement should also consider the individual's quality of life and well-being. This may involve assessing factors such as social relationships, work or school functioning, daily activities, and overall life satisfaction. Quality of life assessments provide valuable insights into the individual's overall mental health status and functioning.
- VI. **Feedback and Communication:** Effective communication between the individual and mental health provider is essential for accurate measurement of mental health. Providing feedback on assessment results, treatment progress, and goal setting helps engage the individual in their mental health care and promotes collaboration in the treatment process.
- VII. **Holistic Approach:** Mental health measurement should take a holistic approach, considering the individual's physical health, social support, lifestyle factors, and environmental influences. Taking a comprehensive view of mental health helps

  
**Principal**  
 Mundeshwar College for Teacher Education  
 Sarani Patna-801105

address the complex interactions between various aspects of well-being and promote overall mental wellness.

**Previous study:**

The World Health Organization (WHO) conceptualizes mental health as a “state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community”. Mental disorders and psychoactive substance-related disorders are highly prevalent throughout the world and are major contributors to morbidity, disability, and premature mortality. However, the resources allocated by countries to tackle this burden are insufficient, are inequitably distributed, and, at times, inefficiently used. Together, this has led to a treatment gap that, in many countries, is more than 70%. The stigma, social exclusion, and discrimination that occur around people with mental disorders compound the situation. Mental health disorders increase the risk for other diseases and contribute to unintentional and intentional injury. In the Region, depression continues to be the leading mental health disorder, and is twice as frequent in women as in men. 10% to 15% of women in industrialized countries and 20% to 40% of women in developing countries suffer from depression during pregnancy or the postpartum period. Low-income countries spend around 0.5% of their health budget in mental health services, and high-income countries, 5.1%.

In 2013, the World Health Assembly approved the Comprehensive mental health action plan 2013-2020. The development and establishment of policies and programs for mental health promotion and prevention are a necessary part of regional efforts to improve mental health in the overall population. The situation in mental health is different and significantly more complex.

Many studies have shown that mortality is higher among those suffering from mental ill-health, whether psychological distress or diagnosable disorders, than in the general population. Adverse life events, e.g. loss of spouse, have been linked to increased mortality. Over 90% of those who commit suicide suffer from a mental disorder. The negative impact of mental ill-health on survival has even been noted in community samples. Psychiatric disorders have been associated with increased levels of mortality from natural and violent causes. The mortality ratio of discharged patients has been found to be increased compared with that in the general population.

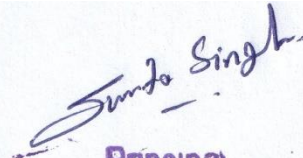
**Tools used for Measuring mental Health:**

Mental health status can relate to a wide range of patient experiences, feelings, actions and behaviours areas that aren't always easily observable. Gaining this information through lengthy interviewing can be helpful, but it's not practical with large numbers of patients to see, nor is the interviewing process consistent across care settings and over time.

For this reason, scales have long been used to provide a measurable and comparable means to capture health information. Mental health professionals have access to several scales or tools they use to diagnose, assess and monitor patient progress. There are some misconceptions about use of mental health scales. As an example, many generally assume that measurement scales are used only with adults. Yet, there are many scales specifically designed for use with children, a mental health scale questionnaire for students (ages 6-17) used to assess common disorders in pediatric mental health.

Here are some of the most common scale for measuring mental health and their area of application:

- Brown Assessment of Beliefs Scale (BABS) – Body dysmorphic disorder
- Mood Disorder Questionnaire (MDQ) – Bipolar
- Patient Health Questionnaire 9 (PHQ9) – Depression



**Sumo Singh**  
Principal  
Mundeshwar College for Teacher Education  
Saran Patna-801105

- Yale Brown Obsessive Compulsive Scale (YBOCS) – Obsessive compulsive disorder
- Sheehan-Suicidality Tracking Scale (S-STSS) – Suicide
- Cognitive Therapy Rating Scale (CTRS) – Cognitive therapy competence
- Drinking Motives Questionnaire – Addiction
- Generalized Anxiety Disorder 7-Item (GAD7) – Anxiety
- BDD Modification of the YBOCS (BDD-YBOCS) – Body dysmorphic disorder

There are several tools and assessments available that can help measure and track mental health. Some commonly used tools include:

1. **Mental Health Screening Tools:** These are self-assessment questionnaires that can help individuals identify symptoms of mental health conditions such as depression, anxiety, PTSD, and others. Examples include the PHQ-9 for depression and GAD-7 for generalized anxiety disorder.

2. **Mental Health Apps:** There are numerous mental health apps available that offer tools for self-assessment, mood tracking, journaling, and mindfulness practices. Examples include Headspace, Calm, and Mood path.

3. **Psychological Assessments:** These are conducted by mental health professionals to evaluate mental health symptoms, personality traits, and cognitive functioning. Examples include the Beck Depression Inventory (BDI) and the Minnesota Multiphasic Personality Inventory (MMPI).

4. **Online Mental Health Screening tools:** Websites such as Mental Health America and Screening for Mental Health offer free, anonymous online screenings for various mental health conditions.

5. **Wellness Trackers:** Apps and devices that track lifestyle factors such as sleep, physical activity, and nutrition can also provide insights into mental health. Examples include Fitbit and MyFitnessPal.

It's important to note that these tools are not a substitute for professional diagnosis and treatment. If you have concerns about your mental health, it's best to seek evaluation and support from a mental health professional.

### **Causes of Mental Illness:**

*Sunita Singh*  
**Principal**  
 Mundeshwar College for Teacher Education  
 Sarani Patna-801105



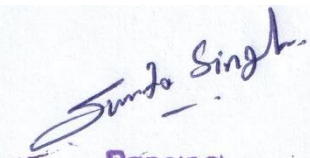
The most common causes of mental illness are:

- **Mental exhaustion:** Having to make too many decisions within a short time can be exhausting, leading to mental illness.
- **Lack of sleep:** Having little to no sleep makes us prone to mental illness
- **Poor nutrition:** Poor nutrition causes mental illness. For example, vitamin B12 deficiency can cause depression and memory loss leading to mental illness.
- **Procrastination:** Procrastination can lead to anxiety, which in turn causes mental illness.
- **Medication:** Mental illness may occur as a side effect of specific medication.
- **Cluttered work environment:** Cluttered or chaotic work environments may make it difficult to get into a productive mind frame.
- **Impostor syndrome:** The feeling that we're inadequate or incapable at work is a common cause of mental illness
- **Perfectionism:** Perfectionism can lead to procrastination, self-doubt, and mental illness
- **Pessimism:** A negative outlook causes mental illness. If we believe we have no chance of success, we may become unmotivated.

#### **How to overcome from mental depression:**

If we find our self facing a mental block at work, there are many ways to improve our focus and output. Overcoming mental depression can be a long and challenging process, but here are some tips that may help:

- **Seek professional help:** Consider seeing a therapist or counsellor who can provide us with the necessary support and guidance to overcome depression.
- **Stay connected:** Reach out to friends and family for support. Social connections can help us feel less isolated and provide a sense of belonging.
- **Practice self-care:** Engage in activities that bring us joy and relaxation, such as exercise, meditation, yoga, or hobbies.
- **Set realistic goals:** Break tasks into smaller, manageable steps and celebrate our accomplishments.
- **Take a break:** If we tried unsuccessfully to work through a mental block, the next best thing we can do is take a break. We have to try some unrelated activities like solving a crossword, washing dishes, or talking to a friend. Breaks help to reset our mind and connect the dots.

  
**Principal**  
 Mundeshwari College for Teacher Educator  
 Sarani Patna-801105

- Challenge negative thoughts: Identify and challenge negative thought patterns that contribute to our depression. Replace them with more positive and realistic thoughts.
- Improving our skills: If we feel unprepared or inadequate for a project/work, we should take time to research, learn, and practice.
- Maintain a healthy lifestyle: Eat a balanced diet, get enough sleep, and avoid excessive alcohol or drug use, as these can worsen depressive symptoms.
- Stay active: Regular physical activity has been shown to improve mood and reduce symptoms of depression.
- Engage in activities that promote mindfulness and relaxation, such as deep breathing exercises or progressive muscle relaxation.
- Resting is one of the best ways to maintain mental health and overcome blocks. Getting a regular 7-9 hours of sleep every night keeps your mind sharp and ready.

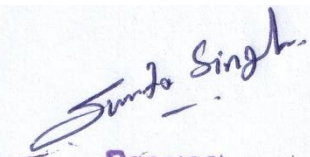
**How to maintain mental hygiene:**

Maintaining mental hygiene, also known as mental health, is essential for overall well-being and quality of life. Here are some tips to help you maintain good mental hygiene:

- Practice self-care: Make time for activities that bring you joy and relaxation, such as exercise, spending time in nature, reading, or practicing mindfulness and meditation.
- Stay connected: Nurture relationships with friends and family members, and make an effort to stay connected and engage with others for social support and companionship.
- Seek help when needed: Don't hesitate to seek help from a mental health professional if you are struggling with your mental health. Therapy and counseling can provide valuable support and strategies for coping with mental health challenges.
- Manage stress: Find healthy ways to cope with stress, such as practicing stress-relief techniques like deep breathing, journaling, or engaging in hobbies.
- Maintain a balanced lifestyle: Eat a healthy diet, get regular exercise, prioritize sleep, and avoid unhealthy habits like excessive alcohol consumption or substance abuse.
- Set boundaries: Learn to say no to things that overwhelm or drain you, and prioritize your own needs and well-being.
- Practice self-compassion: Be kind and gentle with yourself, especially during difficult times. Treat yourself with the same compassion and understanding that you would offer to a friend.
- Challenge negative thoughts: Practice cognitive behavioral techniques to challenge negative thought patterns and reframe them in a more positive and realistic way.
- Engage in activities that promote mental well-being: Engage in activities that promote mental well-being, such as volunteering, taking up a hobby, or engaging in creative pursuits.
- Stay mindful: Practice mindfulness and present-moment awareness to stay grounded and focused, and to reduce feelings of anxiety or overwhelm.

**Conclusion:**

Mental health is about how people think, feel, and behave. Mental health care professionals can help people manage conditions such as depression, anxiety, bipolar disorder, addiction, and other disorders that affect their thoughts, feelings, and behaviours. Mental health can affect a person's day-to-day life, relationships, and physical health. External factors in people's lives and relationships can also contribute to

  
**Sumto Singh**  
 Principal  
 Mundeshwari College for Teacher Education  
 Sarani Patna-801105

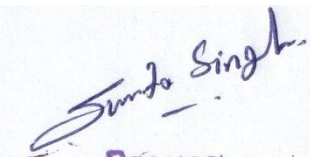
their mental well-being. Mental health problems are common and cause unnecessary human suffering. The reasons for this are the ups and downs of life that develop in conjunction with irregularities in biological and social structures. Mental health problems, like all the other health-related problems, have some negative consequences for individuals as well as for society.

Measuring mental health involves a multidimensional approach that considers various factors contributing to an individual's emotional, psychological, and social well-being. We should remember that recovery from depression takes time and effort, but with patience and persistence, we can overcome it. If we are struggling, do not hesitate to seek professional help.

**Reference:**

1. *Mental Hygiene and Mental Health*. JaypeeDigital. (n.d.). <https://www.jaypeedigital.com/book/9789350902943/chapter/ch7>
2. DomicileEducationCentre. (2024, March 7). *Class-12: Chapter-6: Mental health and hygiene: Education: Notes*. Domicile Education Centre. <https://domicileeducationcentre.com/class-12-chapter-6-mental-health-and-hygiene-education-subject-notes/>
3. <https://www.quora.com/What-are-some-methods-for-measuring-psychological-health-in-individuals-and-societies-What-is-the-current-state-of-research-on-this-topic>
4. Korkeila, J. (n.d.). MEASURING ASPECTS OF MENTAL HEALTH.



  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

## विषय सूची

क्र०	विषय	
1.	The Relation between Education and Psychology Kumari Shashi	1-9
2.	शिक्षा मनोविज्ञान की अध्ययन विधियाँ सबलेसा कुमार विश्वकर्मा	10-17
3.	बहानुक्रम और वातावरण डा० साईस्ता बेगम	18-24
4.	Heredity And Environment: An Overview Dr. Hemant Kumar Singhal	25-31
5.	वृद्धि और विकास डॉ० धर्मैन्द कुमार	32-43
6.	वृद्धि एवं विकास की प्रक्रिया डी. सविता कुमारी	44-48
7.	Process of Growth And Development Anjana Kumari	49-55
8.	संज्ञानात्मक विकास रिना कुमारी	56-63
9.	Cognitive Development: A Conceptual Functioning Of Intellect Dr. Priya	64-70
10.	संवेद्यात्मक विकास (Emotional development) टी० कुमारी मुनीना सिंह	71-77
11.	Understanding Emotional Development: From Infancy to Adulthood Shumila fatma Naqvi	78-83
12.	विकास की अवस्थाएं, सीमावाधा डॉ० विरन सिंह	84-88
13.	बिजोगरम्यता का मनोविज्ञान डॉ० सा/मध्या उपाध्याय	89-95
14.	भारतीय विकास (Physical Development) कुमारी अजि	96-105
15.	नैतिक विकास (Moral Development) डॉ० मंजय कुमार	106-114
16.	Nature and nurture exploring the influence of genetics and environment. Pradheep Kumar	115-117
17.	अधिगम या सीखना डॉ० लोकेन्द सिंह और विनोद कुमार	118-121
18.	Learning (Meaning, Nature, and Modes of Learning) Dr. Jaina Pandey	122-128
19.	Learning: Planting the seeds of knowledge Ms. Prema A. Baria	129-136
20.	संज्ञानात्मक अधिगम सिद्धान्त डॉ० विशेष श्रीवास्तव	137-140
21.	Cognitive Theories Of Learning Dr. Kavita Gupta	141-148

## संज्ञानात्मक विकास

रीना कुमारी

असिस्टेंट प्रोफेसर (बी.एड.)  
मुंडेश्वरी कॉलेज फॉर टीचर एजुकेशन

### प्रस्तावना

मनोवैज्ञानिक अवधारणाओं के अनुसार संज्ञानात्मक विकास वह विकास है जो बच्चों की सोच, कौशल, धरणा में होने वाले बदलावों से जुड़ा है। संज्ञानात्मक विकास बाल विकास एक महत्वपूर्ण हिस्सा है जिसमें भाषा सीखना, तर्क, विचार, मोटर कौशल जैसे इत्यादि कार्य शामिल होते हैं। संज्ञानात्मक विकास पूरी तरह से बच्चों के मानसिक विकास से संबंधित होता है। संज्ञानात्मक शब्द का प्रयोग बालक के बाल्यावस्था को समझने के लिए किया जाता है। संज्ञानात्मक शब्द की उत्पत्ति लैटिन भाषा के कॉग्नोसियर (cognoscere) शब्द से हुई है जिसका अर्थ है जानना या ज्ञान (getting to know or knowledge)। संज्ञानात्मक विकास की बात सबसे पहले महान दर्शन दार्शनिक अरस्तू ने की। अरस्तू ने संज्ञानात्मक क्षेत्र पर ध्यान देना शुरू किया जिसमें स्मरण, धरणा, तथा मानसिक बुद्धि सम्मिलित होते हैं। मनोवैज्ञानिकों के अनुसार संज्ञानात्मक विकास संस्कृति, अनुवांशिक और शिक्षा जैसे विभिन्न कारकों से प्रभावित होता है जो संज्ञानात्मक क्षेत्र के विकास को प्रभावित करता है।

### संज्ञानात्मक ज्ञान की परिभाषा :

ऑक्सफोर्ड डिक्शनरी के अनुसार संज्ञानात्मक की परिभाषा है-विचार, अनुभव और इंद्रियों के माध्यम से ज्ञान अर्जित करने की एक मानसिक प्रक्रिया है। संज्ञानात्मक या संज्ञान की कोई निश्चित परिभाषा नहीं हो सकती है। साधारण शब्दों में यह कहा जा सकता है कि संज्ञानात्मक विकास किसी व्यक्ति की सोच, प्रक्रिया और क्षमताओं का विकास है। यह निर्णय लेने, स्मृति, धरणा और भाषा जैसे जुड़ा बालक के विकास का एक मूलभूत पहलू है। अलग-अलग आयु और अनुभव के आधार पर बालक में दुनिया को समझने और जाने की क्षमता विकसित हो जाती है। जैसे-जैसे एक बालक की आयु बढ़ती है उनकी सोचने की प्रक्रिया में लगातार बदलाव आता है। संज्ञानात्मक विकास की प्रक्रिया यह समझने में महत्वपूर्ण भूमिका निभाती है कि बच्चे की बौद्धिक क्षमताएं समय के साथ-साथ कैसे बढ़ती है। मनोवैज्ञानिकों के अनुसार संज्ञानात्मक विकास संस्कृति, अनुवांशिकी जैसे विभिन्न कारकों से प्रभावित होता है, जो बालक के विकास को प्रभावित करता है।

### पियाजे के संज्ञानात्मक विकास के कुछ महत्वपूर्ण अवधारणा

(some important concept of piaget theory of cognitive development):

#### 1. अनुकूलन (Adaptation):

पियाजे के अनुसार बालकों में अपने वातावरण में समायोजन करने की जन्मजात प्रवृत्ति होती है। इस प्रवृत्ति को अनुकूलन की संज्ञा दी गई है, बालक शुरू से ही वातावरण के अनुकूलन कार्य करना प्रारंभ कर देता है।

अनुकूलन नई जानकारी और अनुभवों के साथ तालमेल बिठाने की क्षमता है। नयी जानकारी सीखना अनिवार्य रूप से हमारे लगातार बदलते परिवेश के अनुरूप चलता है ताकि संसार में अधिक प्रभावी ढंग से कार्य कर सके। जैसे कोई बालक पहली बार कोई वस्तु को देखा है तो वह प्रक्रिया आत्मसातकरण करता है लेकिन कोई और वस्तु को इस रूप में उसके सामने प्रकट की जाए तो बालक अपनी मानसिक अवधारणा में बदलाव लाता है। वह वस्तु की पहचान एक अलग रूप में करता है। जैसे कोई बालक पहली बार बिल्ली देखा है वह जानता है कि बिल्ली कैसी दिखती है पर जब वह कुत्ता देखेगा तो वह उसी रूप में होगा पर उसकी पहचान में गलती नहीं करेगा इस प्रक्रिया को अनुकूलन कहा जाता है।

*Sunita Singh*  
Principal  
Mundeshwari College for Teacher Education  
Sarani Patna-801105

## 2.समायोजन(Equilibration):

पियाजे के अनुसार बालक आत्मसात और आवास की प्रक्रियाओं के बीच संतुलन बनता है। जब बच्चा नयी समस्या का सामना करता है तो संज्ञानात्मक असमानता पैदा होती है और बालक उसे संज्ञानात्मक असमानता को दूर करने के लिए अपनी प्रयासों को शुरू करता है यह समायोजन की प्रक्रिया कहलाती है। जैसे बालक नहीं वस्तुओं और अनुभवों का सामना करता है तो वह नई जानकारी को अपने मौजूदा ढांचे में शामिल करने का प्रयत्न करता है यदि नहीं जानकारी उसकी पुरानी समझ के साथ तमिल नहीं बैठता है तो उसे अपने मौजूदा ज्ञान और नई जानकारी के भी समायोजन बनाने के लिए संघर्ष करना पड़ता है। जैसे एक बालक अपनी जानकारी के अनुसार एक चार पैर वाले जानवर को बिल्ली के रूप में जानता है पर जब वह अगली बार चार पैर वाले किसी और जानवर को भी बिल्ली कह सकता है। इस प्रक्रिया के दौरान बालक अपनी पुरानी जानकारी और नई जानकारी के बीच समायोजन बिठाने की कोशिश करता है।

## 3.स्कीम्स (schemes):

स्कीम्स व्यवहारों का एक ऐसा संगठन है जिसमें दोहराने की प्रक्रिया शामिल होती है। जैसे एक बालक सुबह में स्कूल जाने से पहले तैयार होने के लिए बहुत सारे कार्य करता है जैसे अपनी पुस्तक को रखना, यूनिफॉर्म पहनना , जूता पहनना, नाश्ता इत्यादि कार्य करता है। इन सारे व्यवहार के सभी संगठन पद्धति को स्कीम कहा जाता है, क्योंकि बालक यह सारा व्यवहार को रोजाना करता यानी वह व्यवहारों का संगठन होता है। स्कीम का संबंध मानसिक क्रियों का प्रस्तुतीकरण है।

## 5. स्कीमा(Schema):

स्कीम एक संज्ञानात्मक राजा या अवधारणा है जो जानकारी को व्यवस्थित और व्याख्यान करने में मदद करती है। स्कीम सोच और व्यवहार की पद्धति का वर्णन करती है जिसका उपयोग बालक अपने ज्ञान को बनाने में करता है। स्कीम एक मानसिक प्रक्रिया है जिसे सामान्य कारण किया जाता है। बुनियादी अवधारणा के रूप में स्कीम का प्रयोग सबसे पहले फ्रेडरिक बार्टलेट नामक एक ब्रिटिश मनोवैज्ञानिक ने अपने सीखने के सिद्धांत के रूप में किया था। उदाहरण एक छोटा बच्चा पहले एक गाय के लिए अपनी स्कीम विकसित करता है वह जानता है कि गाय बड़ा है जानवर जिसका एक पर , एक पूछ होते हैं। जब बालक पहली बार घोड़ा देखा है , तो वह उसे गाय कह सकता है क्योंकि गाय की विशेषताएं उसके स्कीम के साथ फिट बैठती है। यह एक बड़ा जानवर है जिसके चार पैर , बाल , पूछ होती है। एक बार जब उसे बताया गया कि यह एक अलग जानवर है जिसे घोड़ा कहा जाता है , तो वह गाय के लिए अपनी मौजूद उसकी स्किमा में संशोधित करेगा और गाय के लिए नई स्कीम बनाएगा।

## विकेंद्रीकरण(decentering):

पियाजे के अनुसार विकेंद्रीकरण। यह पियाजे के संज्ञानात्मक विकास के सिद्धांत है में तीसरे चरण में आता है जिसे कंक्रीट ऑपरेशन भी कहा जाता है। इस अवस्था में बालक तर्क , वितर्क ,अंतर करना, जोड़ करना ,गुणा करना इत्यादि चीज सीख जाता है। जो तार्किक प्रक्रियाएं विकसित होती है उनमें यह विकेंद्रीकरण कहलाता है। जैसे जब एक बालक को दो चॉकलेट में से किसी एक का चयन करने के लिए कहा जाता है तो वह इस आधार पर चयन करता है कि किसका स्वाद बेहतर होगा भले ही दूसरे का आकार यह रंग समान हो।

**पियाजे की संज्ञानात्मक विकास का सिद्धांत :** मनोवैज्ञानिक जीनपियाजे ने संज्ञानात्मक विकास के सिद्धांत को विकसित किया यह सिद्धांत बालकों के बड़े होने के साथ-साथ उनके बौद्धिक विकास पर ध्यान देने से संबंधित है बालक कैसे सोचते हैं? कैसे अनुभव करते हैं ? इन सारी बातों को जीन पियाजे ने संज्ञानात्मक विकास का सिद्धांत देकर बताया है। शैशव अवस्था से पौढ़ अवस्था तक ज्ञान का विस्तार

कैसे होता है। जैसे-जैसे बालक बड़ा होता है वह संसार को कैसे बेहतर समझने लगता है, यह सारे प्रश्न को जानने के लिए हम जीन पियाजे द्वारा दिए गए सिद्धांत के आधार पर जान सकते हैं। पियाजे का जन्म 1896 ईस्वी में स्विट्जरलैंड हुआ था, और उनकी मृत्यु 1980 वर्ष में हुई थी। पियाजे को मनोवैज्ञानिक दर्शन में विशेष रुचि थी। वह बालकों के विचार सोच, तर्क वितर्क से सारी बातों को जानने के लिए उन्होंने संज्ञानात्मक विकास की प्रक्रिया जाना और समझा और उसी के आधार पर उन्होंने संज्ञानात्मक विकास का सिद्धांत दिया पियाजे संज्ञानात्मक विकास के सिद्धांत को चार अवस्था में बांट की है।

1. इंद्रिय क्रियात्मक अवस्था(sensorimotor stage) जन्म से 2 वर्ष तक: - यह अवस्था जन्म से 2 वर्ष तक होती है इसमें बच्चा अपनी ज्ञान इंद्रियों के माध्यम से ज्ञान प्राप्त करता है जैसे-जैसे बालक की आयु बढ़ती है, बालक से जटिल शारीरिक क्रियाएं जैसे रेंगना, शरीर हिलना और बढ़बड़ाना (बोलना) क्रियाएं करने लगते हैं। इस अवस्था के अंत तक वह लक्ष्य केंद्रित क्रिया को करने में सक्षम हो जाते हैं। वे किसी का पीछा करना, बॉक्स में से अपने खिलौने को निकालना आदि कार्य करने लग जाते हैं। इस अवस्था तक निम्न विकास बच्चों में विकसित हो जाता है
  - सक्षम क्रियाओं का समायोजन (coordinating Reflex)
  - शारीरिक क्रियाओं पर नियंत्रण (greater control over body movement).
  - सामान्य चालक क्रियाओं, का समायोजन (coordinating simple motor action).

क्रियात्मक अवस्था वस्तु में स्थापित होता है। इस अवस्था के प्रारंभिक वर्ष में बालक की सोच इतनी विकसित नहीं होती कि यदि कोई वस्तु दिखाई नहीं दे रही है या अनुभव में नहीं है तो भी उसका अस्तित्व रहता है इस अवस्था में बालक को भ्रमित करना आसान होता है। जब बालक 2 वर्ष की अवस्था का हो जाता है तब उसे भ्रमित करना मुश्किल हो जाता है। जैसे जब कोई बच्चा का खिलौना छुपा लिया जाता है फिर भी वह उसे ढूंढेगा इसे ही वस्तुगत स्थापित कहते हैं।

## 2. प्राक - परिचालन अवस्था(pre- operational stage) 2 वर्ष से 7 वर्ष :-

इस अवस्था में बालक की आयु 2 वर्ष से 7 वर्ष तक रहती है। यह प्रारंभिक अवस्था होती है। पियाजे ने इस अवस्था को दो भागों में बांटा है

1. पूर्व - प्रत्ययात्मक (pre- conceptual):  
यह अवस्था दो वर्ष से 4 वर्ष तक रहता है।
2. अतः प्रज्ञाकाल (intuitive stage):  
यह अवस्था चार वर्ष से लेकर 7 वर्ष तक होता है। इस अवस्था को परिवर्तन या खोज की अवस्था कही जाती है। बालक विभिन्न घटनाओं या कार्यों संबंधित जानकारी में रुचि रखने लगता है। बालक क्यों और कैसे जाने में रुचि रखता है। बालकों में अनुकरण करने की प्रवृत्ति शामिल हो जाती है, अपने आसपास के वातावरण तथा लोगों के व्यवहार का अनुकरण करने लगते हैं। बालक इस अवस्था में तार्किक तरीके से जानकारी में हेर -फेर और परिवर्तन नहीं कर सकते हैं। जबकि बालक छवि, चिन्ह के बारे में सोच सकते हैं। इस अवस्था में

बालक काल्पनिक मित्र विकसित करते हैं या दोस्तों के साथ अलग-अलग भूमिका निभाते हैं। जैसे घर-घर खेलना, चाय पार्टी करना, गुठ्ठे गुठ्ठियों से खेलना।

इस अवस्था में बालक में आत्म केंद्रित होता है, अर्थात् बालक सिर्फ अपने विचारों को सही मानता है, जैसे वह चलता है, तो सूर्य भी चलता है जब वह गुठ्ठिया को देखते हैं, तो गुठ्ठिया भी उसे देखते हैं, इस तरह की बातें बालक सोचते हैं, और उसी को सही मानते हैं। इस अवस्था में बालक चिंतन तथा तर्क करने लगता है जिसके परिणाम स्वरूप वह साधारण मानसिक क्रियाएं जैसे जोड़, घटाव, गुणा तथा भाग आदि सम्मिलित है परंतु वह मानसिक क्रियाओं को पीछे छिपे कारणों को नहीं समझ पाता है।

3. प्रत्यक्ष परिचालक अवस्था(operational stage) 7 वर्ष से 11 वर्ष तक:-पियाजे की इस अवस्था को प्रत्यक्ष परिचालक अवस्था या ठोस परिचालन चरण भी कहा जाता है। इस अवस्था में बालक भौतिक वस्तुओं के बारे में तार्किक और तर्कसंगत रूप से सोचना शुरू करते हैं। इस अवस्था के अंत तक बच्चे अपने अनुभवों से संबंधित समस्याओं को हल करने के लिए आगनात्मक तर्क का उपयोग करते हैं, लेकिन काल्पनिक या अमूर्त समस्याओं को हल करने की क्षमता को विकसित नहीं कर पाते हैं।

इस अवस्था में बालक का मानसिक विकास इतना विकसित हो जाता है की वस्तुओं के समूह को एक क्रम में व्यवस्थित कर सकते हैं जैसे वस्तुओं को सबसे ऊंची से नीचे या सबसे पहले से सबसे चौड़ी तक व्यवस्थित कर पाएंगे।

4. औपचारिक परिचालन अवस्था(Formal stage) 12 वर्ष से किशोरावस्था तक:यह अवस्था पियाजे की अंतिम अवस्था मानी जाती है। इस अवस्था में बालक की आयु 12 वर्ष से प्रारंभ होकर किशोरावस्था तक चलती है। औपचारिक अवस्था में बच्चे अमूर्त रूप से सोचना शुरू करते हैं और समस्याओं का समाधान रचनात्मक तरीके से निकलते हैं या निगनात्मक तर्क का उपयोग करते हैं।

- बालक व्यवस्थित रूप से समस्याओं का समाधान कर सकते हैं।
- बालक तर्क और सामान सिद्धांतों का उपयोग करके समस्याओं का समाधान कर सकते हैं।
- बालक काल्पनिक वस्तुओं के बारे में सोच सकते हैं और उन्हें हल करने के लिए विभिन्न समाधान तैयार कर सकते हैं। पियाजे का मत है की औपचारिक परिचालन कि यह अवस्था अन्य अवस्थाओं की तुलना में सबसे अधिक महत्वपूर्ण होती है तथा यह किशोरावस्था की शिक्षा के स्तर से सीधा प्रभावित होती है।

**ब्रूनर का संज्ञानात्मक विकास:** जैरोम ब्रूनर अमेरिकी मनोवैज्ञानिक थे। इन्होंने संज्ञानात्मक विकास के एक नए सिद्धांत का प्रतिपादन किया। ब्रूनर का सिद्धांत संचनात्मक अधिगम सिद्धांत या अन्वेषण सिद्धांत के नाम से जाना जाता है। इन्होंने अपने अध्ययन के आधार पर यह पता लगाया कि बालक का मानसिक विकास एक क्रमिक विकास है। उन्होंने बालक की मानसिक विकास को तीन अवस्था में बाटा है।

1. सक्रिय अवस्था(Enactive stage) जन्म से 18 माह तक:- इस अवस्था में बालक अपनी अनुभूतियों को शब्दहीन क्रियाओं द्वारा व्यक्त अभिव्यक्त करता है जैसे अपनी मां को देखकर शिशु का हंसना , दूध की बोतल देखकर हाथ पैर चलना।

2. दृश्य प्रतिमा अवस्था (Iconic stage) 18 माह से 24 माह: इस अवस्था में बालक अपनी अनुभूतियों को मस्तिष्क में उनकी दृष्टि प्रतिमा बनाकर व्यक्त करते हैं जैसे -तेज रोशनी, चमकीले वस्तु, तेज आवाज से प्रभावित होना।
3. सांकेतिक अवस्था(symbolic stage) 7 वर्ष से किशोरावस्था तक: इस अवस्था में बालक अपनी अनुभूतियों को भाषा के माध्यम से व्यक्त करता है और वह प्रतिको और उनके मूल्य विकल्पों से संबद्ध स्थापित करने लगते हैं जैसे संकेत को समझ कर कार्य करना।

**ब्रूनर के सिद्धांत की विशेषता(characteristic of Bruner's cognitive development theory):**

1. ब्रूनर का सिद्धांत बालक के पूर्व ज्ञान तथा नए ज्ञान में समन्वयन के लिए अनुकूलन वातावरण करने पर बल देता है।
2. विषय वस्तु की बनावट ऐसी हो कि बच्चे आसानी पूर्वक सीख सके।
3. ब्रूनर के सिद्धांत के अनुसार विषय वस्तु जो सिखाई जानी है ऐसे अनुक्रम में प्रस्तुत की जाए जिससे बच्चे तार्किक ढंग से एवं अपनी कठिनाई स्तर के अनुसार सीख सके।
4. यह सिद्धांत सीखने के पुर्नबलन पुरस्कार व दंड आदि प्रबल देता है।
5. ब्रूनर के इस सिद्धांत के अनुसार शिक्षा बालक के व्यक्तित्व और सामाजिक दोनों गुणों का विकास करती है।

**1. ब्रूनर के सिद्धांत के शिक्षा में उपयोगिता:**

1. ब्रूनर के संज्ञानात्मक विकास के विभिन्न अवस्थाओं के अनुसार पाठ्यक्रम बनाना चाहिए।
2. मानसिक अवस्थाओं के अनुसार शिक्षण विधियां और प्रविधियां का प्रयोग करना चाहिए।
3. ब्रूनर की अन्वेषण विधि द्वारा छात्रों में समस्या समाधान की क्षमता का विकास किया जाना चाहिए।
4. ब्रूनर ने वर्तमान अनुभवों को पूर्व ज्ञान से जोड़ने पर बल दिया है। इससे छात्रों के ज्ञान का समृद्धि तथा स्थाई बताया जा सकता है ।
5. ब्रूनर की संज्ञानात्मक विकास की अवस्थाओं के अनुसार शिक्षक अपने नियोजन क्रियावन एवं मूल्यांकन प्रक्रिया से संशोधन कर बालकों के बौद्धिक विकास में सहायक हो सकते हैं।

**• ब्रूनर और पियाजे के संज्ञानात्मक विकास सिद्धांत में समानताएं और असमानताएं:**

ब्रूनर और पियाजे दोनों ने संज्ञानात्मक विकास के क्षेत्र में महत्वपूर्ण योगदान दिया है इन दोनों के संज्ञानात्मक की प्रक्रिया में समानताएं और असमानताएं हैं जो निम्न है:

समानताएं:

1. छात्र पूर्ववर्ती अनुकूलन के आधार पर अधिगम करता है।
2. बालक में स्वाभाविक रूप से भाषा विषय का जिज्ञासा होता है।
3. बालक की संज्ञानात्मक संरचनाओं समय के साथ विकसित करती है।
4. बालक अधिगम प्रक्रिया में सक्रिय रूप से भाग लेता है।
5. संज्ञानात्मक विकास का अंतिम चरण प्रतीक, संकेत चिह्न के अभिग्रहण तक चलता है जिसे इन्होंने महत्वपूर्ण प्रमुखता दी है।

असमानताएं:

क्रम संख्या	ब्रूनर	पियाजे
1.	ब्रूनर विकास को एक सतत प्रक्रिया मानते हैं	पियाजे विकास के विभिन्न चरणों की एक शृंखला मानते हैं
2.	ब्रूनर भाषा विकास को संज्ञानात्मक विकास का एक महत्वपूर्ण कारक मानते हैं	पियाजे ने भाषा विकास को संज्ञानात्मक विकास के एक परिणाम के रूप में मानते हैं
3.	ब्रूनर के अनुसार संज्ञानात्मक विकास की गति को बढ़ाया जा सकता है	पियाजे के अनुसार बच्चों में संज्ञानात्मक विकास स्तर और परिपक्वता के अनुकूल स्वगति से होता है।
4.	ब्रूनर ने विकास को एवं अधिक ज्ञान रखने वाले बालकों की अधिगम प्रक्रिया में सहभागिता को महत्व दिया है।	पियाजे ऐसे नहीं मानते हैं।
5.	ब्रूनर के अनुसार प्रतिबिंबात्मक चिंतन के पूर्व में अपनाई गई अवस्थाओं में प्रतिनिधित्व बदलते नहीं है	पियाजे के अनुसार यह बदल जाता है
6.	ब्रूनर अपने सिद्धांत में शिक्षा को महत्व दिया है	पियाजे ने अपने सिद्धांत में वातावरण को ज्यादा अधिक महत्वपूर्ण माना है
7.	ब्रूनर के सिद्धांत में बालकों के विकास की तीन अवस्थाएं होती हैं	पियाजे के संज्ञानात्मक विकास के चार सिद्धांत होते हैं।

#### वाइगोत्सकी की संज्ञानात्मक विकास का सिद्धांत:

वाइगोत्सकी की एक रूसी वैज्ञानिक थे उनका जन्म 19 नवंबर 1896 ई और मृत्यु 11 जून 1934 को 37 वर्ष की अवस्था में हुई थी। वाइगोत्सकी संज्ञानात्मक विकास के सिद्धांत का प्रस्ताव यह है कि सीखने और समस्या समाधान जैसी संज्ञानात्मक क्षमताएं बचपन के दौरान सामाजिक संपर्क के माध्यम से विकसित होती है। उनके अनुसार बालक के संज्ञानात्मक विकास में संस्कृति और पर्यावरण महत्वपूर्ण भूमिका निभाती है। उनका मानना था की संज्ञानात्मक विकास के लिए एक दूसरे के साथ सामाजिक संपर्क में आना आवश्यक है। जैसे बालक अपने शिक्षक तथा अपने से ज्यादा जाने वाले लोगों से सीखने के बाद अपने अधिगम कौशल में वृद्धि ला पाएगा। वाइगोत्सकी के सिद्धांत में कई महत्वपूर्ण घटक शामिल हैं, जो संज्ञानात्मक विकास की व्याख्या करते हैं।

- समीपस्थ विकास का क्षेत्र
- आंतरिक भाषा
- मंचान(scaffolding)

1. समीपस्थ विकास का क्षेत्र: वाइगोत्सकी ने अपने विचारों में समीपस्थ विकास क्षेत्र की अवधारणा प्रस्तुत की है। उनके अनुसार जब एक बालक कोई कार्य कर रहा होता है तो उसे समय बहुत सारे समस्या उस बालक के सामने आते हैं उस समस्या को हल करने के लिए उसे एक विशेषज्ञ की जरूरत होती है अगर विशेषज्ञ की सहायता मिल जाती है तो बच्चा अच्छे से अपने कार्य को कर सकता है। जैसे एक बालक अच्छा क्रिकेट खेलता है पर उसे एक विशेषज्ञ की सहायता मिल जाए तो वह क्रिकेट के खेल में बेहतर प्रदर्शन कर सकता है। यह समीपस्थ विकास क्षेत्र के अंतर्गत आता है।

2. भाषा: वायगोत्सकी ने भाषा को संचार के लिए आवश्यक उपकरण माना है। संस्कृति और व्यवहार को भाषा के माध्यम से समझा जाता है। उन्होंने संज्ञानात्मक विकास में भाषा की महत्वपूर्ण भूमिका पर प्रकाश डाला है। इनका सिद्धांत कहता है कि सामाजिक संपर्क से बच्चों में भाषा का उपयोग करने की क्षमता विकसित होती है वायगोत्सकी की के अनुसार विकास की प्रक्रिया में भाषा के तीन चरण होते हैं।

- सामाजिक भाषा: एक बालक के भाषा का विकास समाज में ही होता है जैसे- परिवार, स्कूल, पड़ोसी।
- निजी भाषा- निजी भाषा वह भाषा है जिसमें वह स्वयं को निर्देशित करता है लेकिन बच्चा इस उम्र में आत्मसात नहीं कर पाता है।
- मौन आंतरिक भाषा: इसके अनुसार एक बालक अपने मन में बहुत सारे भाषाओं का विकास करता है। इसे अनुकरण भाषा भी कह सकते हैं यानी बच्चे अपने आसपास के वातावरण के अनुकरण से बच्चे अपने मन में कुछ भाषा विकसित कर लेते हैं।

#### **संज्ञानात्मक विकास के सिद्धांत का शिक्षा पर प्रभाव:**

संज्ञानात्मक विकास के सिद्धांतों का शिक्षा पर बहुत महत्वपूर्ण स्थान है। इसके आधार पर शिक्षकों को अपने छात्रों के संज्ञानात्मक विकास के बारे में बेहतर समझ हो पाती है। पियाजे ने संज्ञानात्मक विकास के चार चरण के अनुसार शिक्षा देने की बात की है। संज्ञानात्मक विकास एक शिक्षक दृष्टिकोण है जो छात्रों के सक्रिय होने और सीखने की प्रक्रिया में संकलन होने के लिए प्रोत्साहित करता है। शिक्षक अपनी शिक्षण को बालकों के संज्ञानात्मक स्तर के साथ रेखांकित करें अर्थात् बालकों के आयु वर्ग के अनुसार शिक्षण विधि का प्रयोग करें। इससे बालकों के अधिगम करने की प्रक्रिया में आसानी होती है। संज्ञानात्मक विकास के सिद्धांत के अंतर्गत शिक्षक के कुछ नियम हैं जो निम्न हैं :-

- बच्चों को अपने कार्य खुद करने का अवसर दें।
- बच्चों की रुचि का ध्यान रखें।
- आसपास का वातावरण बच्चों की अनुकूल होना चाहिए।
- बालक की बुद्धि का मापन उसकी व्यावहारिक क्रियाओं के आधार पर करें।
- औपचारिक आयु वाले बच्चों को समस्या समाधान विधि से पढ़ाएं।
- संज्ञानात्मक विकास के सिद्धांत के आधार पर शिक्षक और अभिभावक बालकों की रचनात्मक और कौशल विचार शक्ति को पहचान सकते हैं।

समकालीन काल में बच्चों के भविष्य को सही आकार देने में संज्ञानात्मक विकास और उसके व्यापक कौशल को बढ़ावा देने के लिए शिक्षा प्रणाली को बहुत व्यवस्थित तरीके से किया जाता था। उदाहरण की तौर पर हम बौद्ध शिक्षा प्रणाली को ले सकते हैं। बौद्ध शिक्षा प्रणाली का विकास बुनियादी जीवन के आधार पर हुआ था। यहां शिक्षा बालकों के नैतिक, मानसिक और शारीरिक विकास पर आधारित होता था। बौद्ध शिक्षा प्रणाली का मुख्य उद्देश्य बालकों के सर्वांगीण और समग्र विकास को आसान बनाना था। इस आधार पर हम कह सकते हैं कि प्राचीन काल में भी संज्ञानात्मक विकास के आधार पर ही बालकों को शिक्षा दी जाती थी।

**पियाजे के संज्ञानात्मक विकास के सिद्धांत का शिक्षण पर प्रभाव:** पियाजे की संज्ञानात्मक विकास के सिद्धांत का शिक्षा में बहुत महत्वपूर्ण स्थान है। इसमें बालक खोज करके सीखता है। पियाजे का यह माना था कि एक बालक का सीखना तब अर्थ पूर्ण माना जाता है जब वह शिक्षा विद्यार्थी के रुचि के अनुसार होता है, इसीलिए उन्होंने कहा कि पाठ्यक्रम हमें इस प्रकार तैयार करना चाहिए कि उसमें बालक की रुचि हो और आगे जाकर शिक्षा का अपने जीवन में प्रयोग कर सके। बालक के सीखने की प्रवृत्ति प्राकृतिक रूप से होनी चाहिए। पियाजे ने अनौपचारिक शिक्षा को भी महत्वपूर्ण शिक्षा माना है।

औपचारिक शिक्षक व शिक्षण है जो विद्यालयों में दिया जाता है, यहां से बालक में तर्क वितर्क, संस्कृत, नैतिक, मानसिक विकास का ज्ञान होता है। वर्तमान शिक्षा पियाजे के संज्ञानात्मक विकास के सिद्धांत पर ही आधारित है। प्रारंभ में बालकों को खेल और खोजबीन के माध्यम से शिक्षा दी जाती है , जिसे हम प्राकृतिक शिक्षा भी कह सकते हैं, जैसे-जैसे बालक की आयु में वृद्धि होती है उसके संज्ञानात्मक स्तर को ध्यान में रखकर उसके शिक्षा के स्तर को बढ़ाया जाता है।

निष्कर्ष:- संज्ञानात्मक विकास वह विकास है जिसमें बच्चे का मानसिक तथा आंतरिक विकास शामिल होता है। मनोवैज्ञानिकों के अनुसार संज्ञानात्मक विकास एक सतत प्रक्रिया है। कोई बालक अनुवांशिकी और सीखने के कारकों के संबंधों के माध्यम से अपनी दुनिया को समझता है , सोचता है और उसी के आधार पर अपने ज्ञान प्राप्त करता है ।

संदर्भ : -

1. माथुर .एस.एस. (2013) शिक्षा मनोविज्ञान , अग्रवाल पब्लिकेशन , आगरा
2. चौहान.आर और पाठक .पी.डी . (2015) बाल्यावस्था एवं उसका विकास , अग्रवाल पब्लिकेशन , आगरा
3. माथुर .एस.एस और पाठक पी.डी (2016) शिक्षक एवं अधिगम, अग्रवाल पब्लिकेशन



**SECTION-III: Common School System & RTE**

25. **CSS and RTE for Quality School Education**  
Lalit Kumar 242 – 253
26. **Making RTE Effective: Way Forward through Common School System**  
Savita Kaushal 254 – 264
27. **Right to Education through Common School System**  
Kiran Kumari & Sonika Pal 265 – 274
28. **CSS and RTE for Universalisation of Elementary Education**  
Bina Prasad 275 – 282
29. **Linkage between universal quality school education/RTE and CSS**  
Dinesh Singh 283 – 290
30. **Common School System and Right to Education: Bureaucratic Hurdles in Bihar**  
Ved Prakash 291 – 295
31. **Linkage between Universal quality school education: RTE and CSS**  
Kshama Singh 296 – 304
32. **Common School System: A driving force for Right to Education**  
Priti Sinha 305 – 311
33. **Issues of Quality Education and Common School System in the light of Right to Education Act-2009**  
Rakhi Kumari 312 – 319
34. **Common School System and Right to Education Act in Context to Bhagalpur**  
Kumari Vineeta 320 – 327
35. **Right to Education and Common School System**  
Nageshwar Kumar 328 – 334
36. **Present Status of Schooling and Quality Education in Bihar with context to CSS and RTE**  
Anjana Kumari 335 – 343
37. **Study on Out of School Slum Children and Challenges to CSS and RTE**  
Nida Khan 344 – 356

*Sandeep Singh*

**Principal**

**Mundeshwar College for Teacher Education**  
Sarari Patna-801105

## Present Status of Schooling and Quality Education in Bihar with context to CSS and RTE

Anjana Kumari  
Assistant professor,  
Sardar Memorial college of Education,  
Phulwarisharif Patna.

### Abstract

*School Education is an important component of development of any country as school is the miniature of the society. In Bihar, there are 71,484 government schools imparting elementary education. Ever since the introduction of the Right to Education Act, majority of schools did not fulfilled the infrastructural norms required under the Right to Education Act (2009). In the last three years, a substantial number of children were enrolled and brought back to school. As a result, we have 230 million in schools today.*

### Key Words

• School Education, • CSS, • RTE, • Quality Education

### Introduction

The appreciation of the importance of education and educational practices in Bihar date back to the period of Gautam Buddha and Mahavir in the 5th century BC. During that period, the Buddhist and Jainist education started in parallel with the traditional Vedic education. The Buddhist education was based on the Ashtangic (eight-fold) Path, and its distinguishing features were : the introduction of a new curriculum, Pali & Prakrit, combining day schools with residential education and education through the medium of the language of the people. No doubt, both the Buddhists and the Jains used education to spread the teachings of their masters. However, their educational systems were not confined to religious and spiritual themes but were also closely related to life. A very important feature of these educational systems was that the door of education was open to all. During the time of Ashoka, there is evidence of widespread practice of education in the Magadh Empire. It is significant that as many as four Ashoka pillars, containing the engraving of the Emperor's message to the people, were erected at short distances in

335

*Sandeep Singh*  
Principal  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

Magadh. This shows that a good section of the population was able to read and write. It was also during the time of Ashoka that the beginning of the establishment of the Nalanda University in the form of the Nalanda Vihar was made. Subsequently three Universities flourished in Bihar : the Nalanda University itself, and universities of Vikramshila and Udantpuri, both of them established in the 8th century by the Pal Dynasty King, Dharmapala. The existence of these universities indicated that there would have been in their hinterlands institutions of elementary education from where they drew their students (CSSE, 2008).

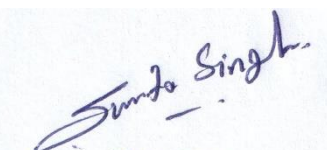
Bihar has 37 administrative districts with a total population of 10.38 crore of which 11.3 percent are urban population, 15.9 percent SC population, 1.3 percent ST population and 16.53 percent Muslim population. According to census 2001, the literacy rate of Bihar is 61.8 percent. Male literacy is 71.2 and female literacy rate is 51.5 percent. During one and half a decade many programmes were launched to achieve Universalization of Elementary Education (UEE) in Bihar. But it appears that no serious effort was made in the implementation of these programmes. For example Bihar Education Project (BEP) was launched in 1991 with the express purpose of bringing about quantitative and qualitative improvement in the elementary system of Bihar. The total project outlay for BEP is Rs.3600 million of which a substantial amount has already been spent. The DPEP launched in 1994 aimed at providing all children with access to primary education through district specific planning with emphasis on decentralized management and community mobilization. The SSA which subsumed all the previous efforts and started some new mobilization. The target to achieve universal primary education by the year 2007.

In spite of the above efforts Bihar has the lowest literacy rate in the country. Today Bihar has over 2.7 million children who do not go to school. In Bihar, 60 percent of children drop out of school at the primary level and around 75 percent at elementary level. The proportion is higher for girls and disadvantaged groups of children.

### **Types of School In Bihar**

In Bihar, elementary school education is divided into primary and upper primary school. The primary school ranges from class I to V where as upper primary school ranges from class VI to VIII. But the schools having class I to VIII is known as elementary schools. In Bihar, the elementary school is also known as middle school. Though Bihar has tried to follow the national policy recommendation on the breakup of 10 years of schooling comprising 5 year of primary, 3 years of upper primary followed by 2 year of secondary education, the position regarding the location of the Plus-Two still remains confusing.

The Madarsa Board Act was passed in 1921. Later, in 1980 another Act was passed superceding the 1921 Act. Among the Madarsas there are government aided ones numbering 1119, the Vitta-Rahit ones numbering 2459 and the so-called Azad Madarsas whose number is 55 not exactly known. Different sources have cited different numbers for the Azad Madarsas, but a figure of 4000 seems to be close to the mark. The 1119 aided Madarsas have some 8756 teaching and non-teaching staff members. The total government grant to them in 2006 was Rs.37 crores. In addition to it, a grant of Rs.25 lakhs was given for running the Board. Some 1.75 lakh students took the exams under the Madarsa Board



**Principal**

**Mundeshwari College for Teacher Education**  
Sarari Patna-801105

in 2006. The Madarsas do not expect nor do they receive any government assistance, and are completely outside the purview of the Government. They have been established by All India or All Bihar Muslim institutions like Devbandi, Barailavi, Nadavi, Imarate Sharia and Edare Sharia.

The other category of government supported schools are Sanskrit Vidyalayas, 529 in number, Madarsas, numbering 1,119 and Buniyadi Vidyalayas, numbering 391. In addition, the Department of Welfare of the Government of Bihar runs 73 residential schools for scheduled castes and scheduled tribes. Special schools for children with disabilities are also being run and managed by this Department. The Sanskrit Vidyalayas and Madarsas are under the control and management of Bihar Sanskrit Shiksha Board and Bihar Madarsas Shiksha Board respectively, established under separate Acts.

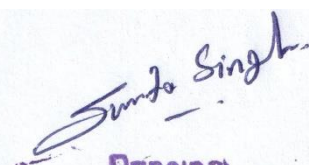
Apart from these schools there are 391 basic schools based on the basic education policies of Mahatma Gandhi. The establishment of the Buniyadi Vidyalayas started in 1938 in Bihar. The Bihar Basic Education Board was constituted in 1939 and within a few years a number of Vidyalayas were built, with a concentration in an area called Brindavan in the Champaran District. The Buniyadi Vidyalayas run classes from grade I to grade VII. They are spread all over the State. But some 5-10 years after independence, they came to be neglected. The neglect became almost complete from the beginning of the 1970s when private primary and middle schools were taken over by the government. The Buniyadi Vidyalayas were earlier run by the Bihar Basic Education Board which had its own curriculum. The Board continues to exist, but only on paper. The teachers of these schools continue to have separate recruitment and cadre rules. However, the curriculum as prescribed in other government schools has been extended to these schools.

### Physical Facilities

In Bihar, there are 71,484 schools imparting elementary education, out of which 92.09 percent schools are government schools and about 0.06 percent are tribal schools. There are average 3 class rooms in primary schools and 5 classrooms in elementary schools. There are average 57 students are reading in a classroom. 12.30 percent primary schools are single teacher schools. Over 88 percent primary and 92 percent elementary schools have water facility (DISE Flash Statistics, 2013-14).

In Bihar, majority of the schools have not fulfilled the infrastructural norms after the three years of implementation of RTE Act, 2009. Majority of the schools have missed implementing two to three norms like kitchen sheds, ramps, and pupil-teacher ratio, which schools say are difficult to follow practically. The RTE requires classrooms to be at least 400 square feet, but most schools have only 300 to 350 square feet.

In Bihar, In India, there are 71, 484 elementary schools. Total enrolment in primary schools is 1, 40, 31, 263; whereas the total enrolment upper primary school is 52, 61, 688. Out of total enrolment at elementary level 50 percent were girls. Gender Parity Index (GPI) at primary level is 0.99 where as at upper primary level the GPI is 1.01. Out of total enrolment, 19 percent of them are SC, 2 percent ST and 15 percent Muslim enrolment.



Principal

Mundeshwar College for Teacher Education  
Sarani Patna-801105

Annual average drop-out rate at primary level is 15.3. All India student classroom ratios (SCR) are 29 where as in Bihar SCR is still 65. Over 94 percent schools have drinking water facility; 70 percent schools have girls' toilet facility; 59 percent schools equipped with ramp; 33 percent schools have their own playground; 53 percent have their own boundary wall; and 51 percent schools have their own kitchen shed (MHRD, 2014).

### **Classroom Process**

The study of BEP districts reveals that Lecturing was the most preferred way of teaching in schools. Similarly keeping the learners engaged by giving some kind of assignment was equally prevalent. Use of blackboard during teaching was also prevalent. Interestingly, leaving learners to read certain part of the book or recite poem was the next most popular way of engaging learners. This took place without any guidance of the teacher concerned in most of the cases.

Any kind of demonstration or telling stories or life related examples for explaining concepts were quite infrequent. Activities were rarely seen taking place in the classes. Teachers wasted lot of time without doing anything worth related to teaching learning.

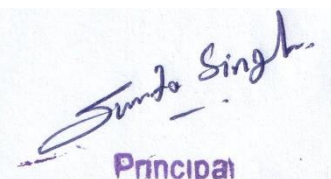
In most of the schools time tables were not prepared. In very few instances teachers were found possessing a lesson plan. From what teachers transacted in the classrooms it was quite clear that most of the classroom transactions lacked any prior planning or preparation on the part of the teachers. Nearly half of the teachers delivered lectures around certain topics with some sort of planning. This may be due to high familiarity with the topics which they taught many times. They could plan their deliberations on the spot. Nearly two third classes started abruptly without explaining the background or linking with previous knowledge of learners. In nearly one third of classes, lessons were initiated, presented and closed well.

### **Teachers**

According to MHRD report on RTE, there are 3, 46, 415 elementary teachers in Bihar. These teachers are working in primary and elementary schools. The pupil-teacher ratio (PTR) is 1:53 where as student-classroom ratio (SCR) is 65.

In order to bring the PTR to 1:40, the Government of Bihar has recruited 2.36 lakh teachers in elementary schools. The recruitment was done in a decentralized manner with the active involvement of over 9000 recruiting units, such as 8545 Gram Panchayats for primary school teachers, 534 Panchayats Samitis for middle school teachers. In first phase, the state government has recruited 1.24 lakh primary and middle school teachers and 0.12 lakh secondary school teachers.

Although appointment of teachers on this massive scale will improve the teacher-school ratio in Bihar at par with national ratio, but the poor consolidated salary structure (Rs.9000/-, 10, 000/-and 11, 000/-per month for elementary, secondary & Sr. Secondary teachers) may lead to diversion of teachers in works other than school teaching as the salary structure is quite insufficient to support teachers' normal necessities for life.

  
Sumto Singh

Principal

Mundeshwar College for Teacher Education  
Sarari Patna-801105

### **School Administration**

In Bihar, the system of schooling consists of eight years of compulsory elementary education (I-VIII), two years of secondary (IX-X) and two years of senior secondary (XI-XII) education. There is no defined scheme for pre-school education, although teachers maintain record called Bal Panji for students who are below six years of age and already in school. The eight years of elementary education has been divided into five years of primary and three years of upper primary for the age groups 6-11 and 11-14 years respectively.

### **Set-up at Secretariat Level**

In Bihar, elementary education is under the charge of Department of Education, Government of Bihar. The Principle Secretary is the head of the department.

### **Set-Up at Directorate Level**

The Directorate of Education is headed by Director. Who is assisted by a hierarchy of subordinate Directors such as Joint Directors, Deputy and Assistant Directors. The Directorate is responsible for overall planning and implementation of various programs at all levels of education including administration, higher education, secondary education, research & training, primary education, adult & non-formal education, (youth welfare, sports, culture education), technical education etc.

### **Directorate of Primary Education**

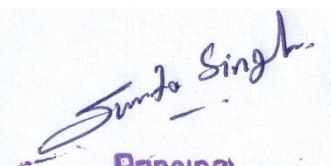
The Directorate of Primary Education is headed by a Director who is assisted by Deputy and Assistant Directors. This Directorate is concerned with pre-primary and primary education, teacher's training including pre-service and in-service for primary school teachers, DIET and DPEP.

### **Set-Up at Division, District and Block Level**

For the smooth supervision and support to the school system the division is divided into district, District into educational blocks and blocks into educational areas. The elementary education is under the charge of Regional Deputy Director of Education (RDDE) at division level. RDDE is responsible for the planning, implementation, and supervision of all the educational schemes, District Education (DEO) is the in-charge of elementary (primary and upper primary education) and secondary education at district level. There are five District Programme Officer (DPOs) working under the direct supervision of DEO. Block Education Officer (BEO) is the in charge of block level educational administration.

### **School Curriculum**

Bihar government has revised its school course curriculum on CBSE pattern which is implemented from 2007. The new format would include yoga, art education, work



Principal

Mundeshwari College for Teacher Education  
Sarari Patna-801105

experience and health education. The curriculum of grade I and II consisted of language (Mother tongue and English) and Mathematics where as that of grade III to V consisted of Language, Mathematics and Environmental Science (EVS). In addition to these subjects the students of grade VI and VII has to study Science and Social Studies. But the curriculum components of grade VIII consisted of Language (Mother tongue, English and a third language English/Urdu) Science, Social Studies, Mathematics, SUPW and Health and Hygiene.

### **Medium of Instruction**

Although there are various Hindi based dialects spoken in Bihar. Maithili has already been included in the 8th schedule of constitution and Bhojpuri is in the process of inclusion. But Hindi is the school language throughout Bihar and broadly considered as mother tongue.

### **Teaching of English**

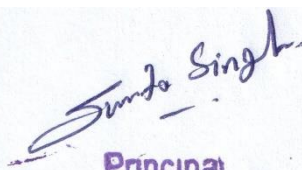
Before taking up the new CBSE curriculum English was not taught at elementary level in Bihar. Now English is a compulsory subject from the grade I.

### **Academic Session**

Normal academic session in the schools of Bihar was from January to December. Now the session will be from April to March.

### **Elementary Teacher Education Programme**

In Bihar, there are 38 District Institute of Education and Training (DIETs), 23 Primary Teacher Education Colleges (PTECs) and 8 Block Institutes of Education and Research (BIETs) that is presently running two years regular teacher training programme: Diploma in Elementary Education (D. El. Ed.). Between 1994 and 1999 around 30,000 primary teachers were recruited. Most of them were untrained teachers. The responsibility of their training was given to various DIETs for which one year compact training package was developed by the SCERT. The curriculum consisted of four theory papers and five practical papers. Theory papers included papers on Education in emerging Indian society, Educational Psychology, Educational problems and school management in the context of Bihar and Content & methodologies. The practical papers included papers on Practice teaching, SUPW, Fine arts and music, Health & physical education and Community life. The marks weightage for theory was 600 and for practical 400. There was provision for 25 percent weightage for internal evaluation in theory and 50 percent in practical. This curriculum is still followed by some private training colleges for two years programme of primary teacher training. But the state government and the examination body have raised questions on the validity of the compact curriculum developed for one year in-service training to be used for two years programme.

  
**Principal**  
Mundeshwar College for Teacher Education  
Saran Patna-801105

The earlier developed curriculum consisted of seven theory papers namely-Theory of Education and History, Educational Psychology, School Management and Community life, Adapted curriculum (class I to VI), Hindi (Pragat Hindi for Hindi speaking students and Rashtra Bhasha for non-Hindi speaking students) and study of regional language. The curriculum contained five practical papers namely-Crafts, Practice teaching, community life and extension services, Physical training and Arts and Music. In 2006-07, the SCERT has prepared curriculum for two years Diploma in Education (D.Ed.) course to provide elementary teacher training. Bihar government has reached an understanding with IGNOU for providing in-service teacher training to untrained primary teachers through open mode. Total 40,000 primary teachers were trained through ODL mode of IGNOU.

### **Elementary Teachers Empowerment Programmes**

The entire process of teacher empowerment depends on its sensitivity to changing needs of the society and inclusion of pedagogical innovations. Pre-service teacher education needs to be supplemented with regular in-service programmes in order to keep the teacher professionally up to date. The launching of in-service Ujala training on massive scale is said to water shade in the history of BEP. It is well conceived, planned and implemented. Bihar Education Project (BEP) began its exercise in empowerment of primary teachers with a 21 day in-service training package. During the course of its implementation, a visiting appraisal mission pointed out a number of deficiencies such as trainer centered training, focus on theoretical knowledge, lack of activities, little follow-up at the field level and failure in developing a team spirit. The appraisal led to the improvement in the initial training module. Two training modules, Ujala I (1998) and Ujala II (1999) with specific focus on Multi Grade Situations, were developed. Ujala I concentrated on providing skills to teachers to effectively handle grade 1 and 2 classrooms. Ujala II was developed to respond to the teachers' needs for handling grades 3, 4 and 5. The major thrust was up-gradation of skills for effective teaching in core subjects and to some extent other areas of curriculum. Child psychology and integrated education were some important issues introduced in this package. All primary teachers of the state have already been imparted in-service training through Ujala I and II. After Ujala II training teachers felt the need of solving the problems emerging from the subject matter of different subjects. After its demands, Utkarsh (2001), a five day subject specific training module was prepared which focus on the hard points of language mathematics and environmental science for class III & V. Those teachers who had been trained in Ujala II were trained in Utkarsh for subject specific training. Over 80,000 Panchayat Shikha Mitras (PSMs) now called Panchayat Shikshak were also provided in-service training by the BEP through 30 days training module Prerna (2002).

Now the BEP has developed a new five day training module called Ujala III (2006). Through this new module BEP intends to impart in-service training to teachers who teach at upper primary (grade 6 to 8) level. Besides teaching of Language, Mathematics and EVS the issues undertaken in this module are integrated education, sensitivity to girls' education, continuous evaluation, understanding changing behaviour of adolescents and ICT. In-service training through this module is currently in process.

Another new module 'Samarth' (2006)-three day teachers training module is also developed by BEP to sensitize elementary school teachers towards Children with Special

*Sundar Singh*

**Principal**

**Mundeshwar College for Teacher Education  
Sarani Patna-801105**

Needs (CWSN). It is exclusively concentrated upon Inclusive Education (IE). The issues undertaken in this module are : concept of IE, need of its training, sensitization, types and levels of disability, causes of disability, IEP, teaching techniques, rules and regulation towards I.E.

Apart from these in-service training modules, the state government has also developed Bodhi-Samvad-I and Bodhi Samvad-II module for sensitization of elementary school teachers. Four days 'Pallav' training module is meant for class teacher of Class-I and II.

### **Training Support system**

In order to provide in-service training to all primary teachers of the state an elaborate support mechanism was developed. It would be appropriate to present here a brief outline of the support mechanism developed for in-service training to primary and upper primary teachers. At the apex level, the State Level Office (SLO), SCERT, State Resource Group (SRG) consisting of experts in teacher education, a large number of teachers and pedagogues worked together to develop the training modules. The implementation is largely the responsibility of the District Level Office (DLO) of the project, District Institute of Education and Training (DIET) and the District Education Office. All the districts of the project are divided in educational blocks and each of the blocks has been provided with a Block Resource Centre(BRC), with self-sufficient facilities for training. Teachers from each block are identified and trained to function as Resource Persons (Trainees). Local Block Education Extension Officer (BEEO) or Area Education Officer (AEO) is designated as coordinator of the BRC (BRCC). The batches of 35-40 teachers drawn for 12-16 physically contiguous schools who undergo training together form a school identified as Cluster Resource Centre (CRC). The same group selects one of the teachers as coordinator (CRCC).

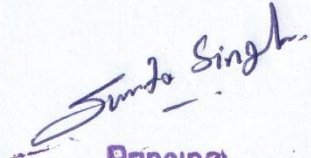
### **Training at BRC**

It was intended to offer 10-day training to each of the teacher every year. The idea was to impart various phases of Ujala modules (I, II & III) alternately till a different demand emerged from the teachers. All the districts have been able to achieve over 90 percent of training target. So far in all the districts the newly recruited teachers will be the new target for in-service Ujala training at various BRCs.

### **Recurrent One Day Monthly Training at CRC**

CRCs may be singled out as the most crucial mechanism in translating the training inputs in classroom transactions and institutionalizing the pedagogical reform processes started by recurrent Ujala training. The qualities of activities in CRC, the contributions that teacher makes and the continuity of the process combined together give a fair indication of teacher's practices in classrooms. In other words, CRC may be viewed as a mirror of quality of classroom transactions.

Realizing that a 10 day exposure in a year may not be enough to achieve the desired transformation, provisions for one day recurrent monthly training at CRC were strategically planned. The same trainers/resource persons who had trained these teachers

  
**Principal**  
Mundeshwar College for Teacher Education  
Sarai Patna-801105

were to offer academic help to these training sessions. It was expected that this arrangement would provide opportunities to teachers to address the missing links of annual training besides opening up new vistas of self-sufficiency in academic trouble shooting at the local level itself.

### **New Initiative for Universal and Equitable School Education**

Bihar has taken the lead in starting the process of adopting uniform educational system and has constituted a Common School System Commission (CSSC) to look into its long-term implementation. The three member commission set up in August 2006 is to submit a report within nine months. The CSS aimed at providing uniform education without discrimination based on one's economic condition to all boys and girls. No other state has taken such effort till date. The terms of reference of the commission would be the recommendations of the Education Commission (1966) that coined the concept of neighbourhood schools for equitable quality education to all children.

### **References**

1. Census of India 2011, Summary : Bihar State
  2. CSSC (2008), Report of Common School System Commission, Government of Bihar, Patna
  3. DISE Flash Statistics (2013-14), NUEPA, New Delhi
  4. Kumar, Khagendra & Kumar Sanjeev (2006), Common School System, Retrieved from [www.bihartimes.com](http://www.bihartimes.com)
- Kumar, Khagendra (2008), Common School System : Examining the First Initiative of Bihar,
- MHRD (2014), The Right of Children to Free and Compulsory Act, 2009, Department of School Education and Literacy, MHRD, Govt. of India, New Delhi
- MHRD (2013), Annual Report, 2013-14, Department of Elementary Education and Literacy. Department of Secondary and Higher Education, MHRD, Govt. of India.

---

**na Kumari**

Assistant Professor, Sattar Memorial College of Education, Phulwarisarif, Patna

as obtained M. A. (Hindi and Education) and M.Ed. from Rani Durgawati University, ur. Presently she is Assistant Professor in Sattar Memorial College of Education, arisarif, Patna

: [sanjaypoddar72@gmail.com](mailto:sanjaypoddar72@gmail.com)

*Sumto Singh*

**Principal**

Mundeshwar College for Teacher Education  
Sarari Patna-801105

## विषय सूची

क्र०	विषय	
1.	The Relation between Education and Psychology Kumari Shashi	1-9
2.	शिक्षा मनोविज्ञान की अध्ययन विधि लक्ष्मेश कुमार विश्वकर्मा	10-17
3.	विकास और वातावरण डॉ० साईंस्ता बेगम	18-24
4.	Hereditiy And Environment: An Overview Dr. Hemant Kumar Singhal	25-31
5.	वृद्धि और विकास डॉ० हर्षेन्द्र कुमार	32-43
6.	वृद्धि एवं विकास की प्रक्रिया डॉ० शक्तिता कुमारी	44-48
7.	Process Of Growth And Development Anjana Kumari	49-55
8.	संज्ञानात्मक विकास रीना कुमारी	56-63
9.	Cognitive Development: A Conceptual Functioning Of Intellect Dr. Priya	64-70
10.	संवेगात्मक विकास (Emotional development) डॉ० कुमारी सुनीता सिंह	71-77
11.	Understanding Emotional Development: From Infancy to Adulthood Shumila fatma Naqvi	78-83
12.	विकास की अवस्थाएँ, संज्ञाव्यवस्था डॉ० किरण सिंह	84-88
13.	किंगडोमसका का मनोविज्ञान डॉ०(डा०)मध्या उपाध्याय	89-95
14.	भारीक विकास (Physical Development) कुमारी मनि	96-105
15.	कीक वितर (Moral Development) डॉ० मजय कुमार	106-114
16.	Nature and nurture exploring the influence of genetics and environment. Pradeep Kumar	115-117
17.	अधिगम या सीखना डॉ० लोकेन्द्र सिंह और विनोद कुमार	118-121
18.	Learning (Meaning, Nature, and Modes of Learning) Dr. Jaina Pandey	122-128
19.	Learning: Planting the seeds of knowledge Ms. Prerna A. Baria	129-136
20.	संज्ञानात्मक अधिगम सिद्धान्त डॉ० विशेष श्रीवास्तव	137-140
21.	Cognitive Theories Of Learning Dr. Kavita Gupta	141-148

# Process of Growth and Development

Anjana Kumari

Assistant Professor

Mundeshwari College For Teachers Education  
Patna(Bihar).

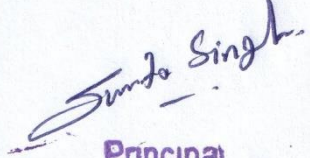
## Introduction :-

The sole aim of education is to bring an all-round development in the personality of education. Educational psychology, being a science and technology of education, should help in the realization of this aim. AS we know that human life starts from a single fertilized cell. The constant interaction with environment results in the growth and development of the innate capacities, abilities and potentialities of the child. The taste of formal as well as informal education is to help him in this path of growth and development. It is clear that the changes that occur in the size, length and weight of various organs of a person during the period from conception to infancy through adolescence to adulthood can be called growth. The growth can be measured or weighed. While development indicates the work capacity of different organs of the body. Psychologist Meridith has said some writers reserve the use of 'growth' to destinate increments in size and of development to mean differentiation. In the words of Hurlock – Development is not limited to growing larger. Instead, it consists of progressive series of changes towards the goal of maturity. Development results in new characteristics and new abilities on the part of the individual. Similarly, Munro also gave the definition of growth and development – Development is a state of change in which the creature passes, from pregnancy to maturity. In all the above sentences, growth and development have been defined in clear ways by various scholars which appear to be appropriate.

## Viewpoint of Growth and Development

An individual starting from a fertilized egg, turns into a full – fledged human adult. In this term over process, he undergoes a cycle of changes brought about by the process of growth and development in various dimensions – physical, mental, social, emotional etc. However, in the strict sense of terminology, these two terms, growth and development have different meanings that can be put in the way given below :-

GROWTH	DEVELOPMENT
The word growth is used in purely physical sense.	Development implicit over all changes in shape.
It generally refers to an increase in size, length, height and weight.	But in the procedure of development, form or structure resulting in improved working or functioning.
Growth has quantitative aspect.	But development has both qualitative and quantitative aspect.
Growth is one of the parts of development process.	Development is a wider and comprehensive term.
Growth does not continue through life. It stops when maturity has been attained.	It refers to overall changes in the individual growth is one of its parts. Development is a continuous process. It goes from womb to tomb. It doesn't end with the attainment of maturity.

  
Principal  
Mundeshwari College for Teacher Education  
Sarai Patna-801105

Individual differences exist.	Children differs in the level of development.
It is purely a physical attribute.	It implies improved adaptation and functioning.

#### **Facets of proportions of growth and development :**

Major dimensions in which a human child goes ahead for his complete development can be named in follows: -

1. Physical Development – Body growth that includes height and weight changes.
2. Intellectual or Mental Development – It includes the development of intellectual powers like the powers of reasoning and thinking, imagination, concentration, creativity, sensation, perception, memory, association, discrimination, and generalization.
3. Social Development – Refers to interactions and relationships with other people.
4. Emotional – Refers to feelings and includes dealing with love, hate, joy, fear, excitement, and other similar feelings.
5. Language Development – It includes the learning of the language for communication and the development of various skills and abilities for the effective use of language.

Factors influencing growth and development:

- Genetic factors : Parental phenotype and familiar patterns, race and nationality, sex, genetic disorder (chromosomal / gene defects).
- Parental factor : Maternal nutrition, infection, substance use illness, hormones.
- Postnatal factors : Growth potentials, nutrition, childhood illness, physical environment, psychological environment, cultural differences, social economic states, climate and season, play and exercise, birth order of the child, hormonal influence.

#### **Stages of Growth and Development :**

As we know that we start our life from the mother's womb. The nine months spent in the mother's womb are called pre-natal period. A child is considered born when it comes out of the womb and has its first contact with the external environment it is called the postnatal. And is in fact the beginning of completion of chronological age.

There are mainly five stages of human development which are as follows \_

1. **In fancy** :-Infancy is the first stage of human development from birth .Infancy is considered the most important period of life. The first 6 years after the birth of a child are called infancy. According to Psychologist the body and mind are extremely receptive in the first 5-6 years of life whatever is thought to children at this stage, it leaves an indelible impression on the child .Technically the period from zero to 3 years of age is called infancy.

#### **Development Characteristics of Infancy**

- I. Rapidity in physical development.
- II. Rapidity in mental potentialities.
- III. Rapidity in learning.
- IV. Tendency of repetition.
- V. Curiosity tendency.
- VI. Dependence on others.
- VII. Feeling of self love.
- VIII. Emotional expression.
- IX. Instinctive behaviour.
- X. Sex instinct.

**2. Early childhood** :- Early childhood covers the period from 2 to 6 years. Early childhood is a beautiful phase of life. It is a period associated with play, fantasy and innocence. In early childhood the child learns to control the expression of emotion. It is called different names as the toy age, pre-school age, trouble some age or pre-gang age.

**Some characteristics of Early childhood age\_**

- i. Excessive crying and insecurity
- ii. To learn to get along with peers.
- iii. A desire for isolation, boredom and social antagonism.
- iv. Obstinate, stubborn, disobedient, negative and hostile.

**3. Late childhood** :- Generally the period between 6 to 12 years is called late childhood.

In this stage he starts learning personal and social behaviour and his formal education starts in this stage. From an educational point of view, childhood is the most important stage of life. In this stage the child forms patterns of his habits, behaviours, interests, desires etc. which become very different to change later.

**There are some characteristics of late childhood**

- I. Stability in physical growth
- II. Increase in mental ability
- III. Forceful curiosity.
- IV. Feeling of self dependence.
- V. Interest in construction work.
- VI. Intensity of gregariousness.
- VII. Development of social and moral qualities.
- VIII. Development of extrovert personality.
- IX. Acquisition tendency.
- X. Lesser sense of sex.

**4. Adolescent stage**:- Adolescence is the 3<sup>rd</sup> stage of post Natal development which begins after the end of childhood and continues till the beginning of the adulthood. The word adolescence is derived from the Latin word *adolescere* which means growth and maturity.

Elliott and Feldman (1990) described \_\_\_\_\_

- I. Early Adolescence as 10 to 14 years.
- II. Middle Adolescence as 15 to 17 years.
- III. And late Adolescence as 18 years to the mid 20s.

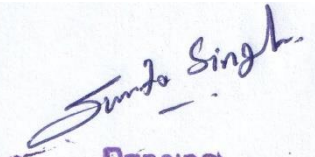
G. Stanley Hall coined the term adolescence –

He defined this as the years between puberty and adulthood. He believed that during this time adolescence goes through a period of storm and stress.

**Characteristics of adolescence stage.**

- I. Physical development and Mental development.
- II. Lack of instability.
- III. Differences in behaviour.
- IV. Fast friendship.
- V. Changes and stability in interest.
- VI. Maturity of sex instinct.
- VII. Feeling of self respect.
- VIII. Development of Delinquency.
- IX. Anxiety for vacation.
- X. Feeling of independence and revolt.

**5. Adult hood** :- The period in the human life span in which full physical and intellectual maturity have been attained adulthood is commonly thought of as beginning at the age of

  
**Principal**  
Mundeshwar College for Teacher Education  
Sarari Patna-801105

10. Turner syndrome (Genetic problems that occur in girls due to missing or partly missing x chromosomes).

#### **The role of teacher in growth and development**

There is a need for all round development of the personality of the child. He must see harmonious growth and development in all the aspects or dimension of growth and development -social, emotional, moral and spiritual.

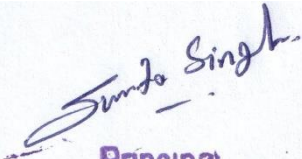
Below are some areas in which the teacher has to play a major role like\_

- **Diagnosing the potentialities-**A teacher must have try to study and investigate potentialities of his students and then decide to provide do guidance and incentives for the development like social, mental emotional, moral or spiritual.
- **Helping in proper goal settings -:**In light of diagnosed potentialities and achievement motivation the teacher must help the students in setting of proper goals and objectives for their striving.
- **Arranging needed facilities for their adequate developments-**The teacher should take care of all types of men material facilities helpful in the adequate development of students in all the dimension of their personality . In the shape of physical academic curricular and co- curricular activities as well as formal or informal direct or indirect experiences in short whatever is useful and needed for their multidimensional growth and development of students should be helped by the teacher for proper access to maximum extent possible.
- **Provide for the own example for their proper development-**It is as well as known saying that example is always better than precept . Whatever teacher wants to see in this students must try to provide model for such expectation for his students..
- **The teacher must have a proper knowledge of development psychology-**The teacher must have the knowledge of psychology and development task get further child at particular age.

#### **Education implications of the principles of growth and development**

The Knowledge of the principles of growth and development is very important for our life which we can show in the following way\_

- Development is a continuous and non stop process at all periods and stages of human life. Therefore we should never give up our efforts to achieve perfection in terms of development in the different dimensions of our personality..
- The principles related to growth and development suggest a pattern or trend for the advancement of children on the developmental path. This knowledge can help as to what can be expected in terms of the proper growth and development at a particular development stage and we can then plan accordingly to achieve it by organising the environmental experience..
- The principle and knowledge of individual differences reminds us to understand the white individual differences that surface at all periods of growth and development among children. Each child should be helped along the development process within the sphere of his own strengths and limitations..
- The knowledge of individual differences helps us to what to expect and when to expect from an individual child with respect to his physical mental social development etc. at different stages of development . The correct knowledge of growth trend of a child helps the parents and teacher not to under or overestimate the future competency or exit expectancy of their child.
- Principles like "proceedings from general to specific responses "and the principle of 'integration 'help us to plan the learning processes and arrange suitable learning experiences so as to achieve maximum gains in terms of growth and development.

  
**Principal**  
Mundeshwar College for Teacher Education  
Sarani Patna-801105

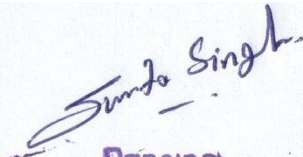
- It helps us to know the direction as well as the general pattern of the development. It guards us to locate the degree of abnormality in our children and students and to take likewise remedial steps. The knowledge that development starts from whole to parts and then from parts to whole helps us to plan a learning procedure and set the learning methods accordingly.
- Principles of interrelation and interdependence of the various aspects of growth and development help us to aim for the harmonious growth and development of the personalities of the child and warn us not to develop a particular aspect at the cost of one or the other.
- The knowledge of the uniformity of pattern with respect to growth and development makes it possible for the parents and teachers to plan ahead of time for the change that will take place in their children. Children will also get benefited if they can be acquainted with these changes beforehand.
- The principle of spiral advancement of development helps us to make adequate arrangement for the subsequent progress and consolidation of the progress achieved during specific development stage..
- The cephalocaudal and proximodistal tendencies as suggested by the principle of development direction help us to arrange the suitable learning experiences.. Processes and environmental setup so as to accommodate and help the youngster to grow and develop according to that trend and nature of this tendencies.
- The principle of interaction reminds us to recognise the joint responsibility of heredity and environment in the development of personality. Accordingly although they can develop within the limits of their genetic makeup yet to attain maximum development, we have to arrange for the best environment settings and experiences for our children. The environment that we provide should always be conducive to developing their potentiality and never prove to be an obstacle in the way of the adjustment of their self with their environment.

#### WAYS TO INCREASE HEIGHT

Usually women's height stop increasing after the attain puberty. They might still gain height till the age of 18. However it is extremely challenging to increase height one once you reach your 20s.

Here are some of the most common ways to try and increase your HEIGHT \_\_\_\_\_

- **Exercise** -According to research bones adapt to mechanical load and become stronger. Exercise like stretching, hanging, cycling and swimming can help increase height in children. However it is unclear if exercising can increase height in adults..
- **Get 7-8 Hours Sleep** -According to research improper sleep can slow down the body metabolism and restrict . There are not enough studies that suggest lack of sleep can slow down . height. However according to the Harvard school of public health, sleep deprivation can affect brain health it can hamper overall bodily growth. Therefore you must get proper sleep if you want to increase your height
- **Improve body posture**-It is difficult to increase height in . However you can try certain things that can make you appear taller. one of these ways is to improve your body posture. Slouching can make you look short. So you should practice correct body posture to appear tall.
- **Have a balanced diet**-According to research one of the best ways to facilitate height growth is to have a nutritious diet It is a sincere to consume food rich in calcium protein and fiber to increase height .Another research suggests that adequate nutrition is essential for physiological growth. Vitamin D, zinc,iron and

  
**Principal**  
 Mundeshwar College for Teacher Education  
 Sarari Patna-801105

foliate are a few micronutrients that promote growth so a healthy diet is vital to increase height .

- **Drink plenty of water**-Drinking 7 -8 glasses of water daily provides several health benefits. It helps remove toxins from the body and promotes the proper functioning of body organs .According to research hydration is crucial for physical growth and cognitive development. Therefore you must drink at least two litre of water daily for normal body growth.
- **Take vitamin D**-A study on children's shows that vitamin D deficiency can slow down growth. According to research , diet and lifestyle changes to increase your height will only be effective without a vitamin D deficiency. Therefore you should spend 5-10 minutes under direct sunlight if you want to increase your height.
- **Nutritious diet**-According to research nutrition is one of the most important factor determining a person's height. Access to food high higher socio economic status improved sanitation and living standard have increased the average height of people
- **Hormones**-According to research,The body's hormones are also responsible for a person's height.Normal height growth is affected by the growth hormone produced by the pituitary gland, thyroid hormone and the sex hormone oestrogen.Another study suggests that taking small dose of the growth hormone can significantly increase adult height.

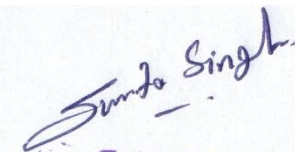
Along with exercising, you should also focus on a nutritious diet .It is best to have almonds, green leafy, vegetables, eggs,or chicken bananas apple, watermelon and other healthy foods.

#### **Conclusion:**

Overall we can say that the growth and development help us to know there are wide individual differences among the children with respect to their rate of growth and development. Therefore, we must pay attention to their individual pattern and growth rate. While, planning the course for their education and development. The process of growth and development helps us to know, how a person will develop physically and mentally at different stages of development. The adequate information about the growth trend of a child helps the parent and teachers not to under or over-estimate the future competency or expectancy of their child. The knowledge of the uniformity of pattern with respect to growth and development makes it possible for the parents and teachers to plan ahead of time for the changes that will take place in their children. Children will also get benefited if they can be acquainted with these changes before hand.

#### **Reference :-**

1. Gupta. Alka, and. Gupta, . S.P., (2008) Educational psychology, Sharda Pustak Bhavan, Publishers and Distributors, University road, Allahabad – 21102.
2. Upadhyay . Brijesh & Singh. Yogesh Kumar (2012), Educational psychology, APH Publishing Corporation DaryaGanj, New Delhi – 110002
3. 158918146 GROWTH and DEVELOPMENT ppt. pdf.
4. Jha A.S.& Bhatt D.P.(2012), Educational psychology.A.P.H. publishing corporation 4435-36/7Ansari road, Darya Gang New Delhi -110002.
5. Mangal s.k(2021),Advanced Educational Psychology. By PHI Learning private limited , Delhi.



Sumto Singh  
Principal  
Mundeshwar College for Teacher Education  
Sarari Patna-801105