

NCTE Code No- ERCAPP1413 (B.Ed.)

ERCAPP2465 (D.El.Ed)

9771432727 (Secretary)

7766919645 (Principal)



# Bhuvan Malti Teachers' Training College

(Affiliated to Aryabhata Knowledge University & Bihar School Examination Board, Patna)

Vill- Basatpur Bada Tola, Po- Rupdih, Chhatauni Dhaka -Road , Motihari East Champaran Bihar-845401

 [www.bmttc.in](http://www.bmttc.in)

 [info@bmttc.in](mailto:info@bmttc.in)

## List of Book/ Chapter Edited First Page

<b>Sl No</b>	<b>Name of Author</b>	<b>Title</b>	<b>Journal/ Books Name</b>	<b>Year</b>	<b>ISBN/ISSN NO</b>
1.	Dr. Piyus Raj Prabhat	Knowledge and Curriculum	Knowledge and Curriculum	2022-23	978-93-90460-95-3
2.	Dr. Piyus Raj Prabhat	Psychological Foundation of Education	Psychological Foundation of Education	2022-23	978-93-6003-286-9
3.	Dr. Piyus Raj Prabhat	Teaching Competencies among Teachers of Bihar at the Secondary Level	Vision Research Review	2022-23	2250-169X
4.	Mr. Prabhat Kumar	Teacher's Participation in School Administration at the Higher Secondary Level	Vision Research Review	2022-23	2250-169X
5.	Dr. Mithilesh Kurmar Shukla	Philosophical Vision of Education and the Philosophical System.	Philosophical Vision of Education and the Philosophical System.	2021-22	978-93-92267-02-4
6.	Dr. Piyus Raj Prabhat	Mental Health of Teacher Education	Exploring Human Psychology	2021-22	979-888783070-4
7.	Dr. Praveen Babu	Philosophical Vision of Education and the Philosophical System.	प्रकृतिवादी शिक्षा पद्धति	2021-22	978-93-92267-02-4
8.	Manoj Kumar Tiwari	Philosophical Vision of Education and the Philosophical System.	रविन्द्रनाथ टैगोर के शिक्षा के उद्देश्यों पाठ्यक्रम, शिक्षणविधि	2021-22	978-93-92267-02-4

9.	Kumari Rupam	Philosophical Vision of Education and the Philosophical System.	गिजूभाई बधेका की शैक्षिक दार्शनिक प्रणाली	2021-22	978-93-92267-02-4
10.	Manindra Pratap Singh	Philosophical Vision of Education and the Philosophical System.	श्री अरविंद घोष की शिक्षा दार्शनिक प्रणाली ; एक अवलोकन	2021-22	978-93-92267-02-4
11.	Dr. Navdeep Ranjan	Philosophical Vision of Education and the Philosophical System	Educational Philosopher: Plato	2021-22	978-93-92267-02-4
12.	Mr. Raghwendra	Self Concept and Scholastic Competence of Secondary School Teachers	Indo Global Researchers	2021-22	2347-6834
13.	Mr. Dinesh Kumar Chaudhary	Teacher Commitment of Secondary School Teachers of Bihar	Indo Global Researchers	2021-22	2347-6834
14.	Mr. Satyendra Pratap Singh	Relationship study of Meta-cognitive Skills and Learning Achievements of Senior Secondary School Students	Hi-Tech Research Analysis	2020-21	2 231-6671
15.	Dr. Sachchidanand Tiwari	Professional Commitment of Secondary School Teachers of Bihar	Indo Western Research Journals	2020-21	2454-3292
16.	Dinesh Kumar Chaudhary	Inclusive Education & Role of Teachers, Parents and Community	Tribal Education in India	2020-21	978-93-91002-47-3

17.	Dr. Navdeep Ranjan	NEP 2020 and Integration of Vocational Education in Curriculum	Sustainable Development Innovation & Opportunities	2019-20	978-93-87229-41-9
18.	Mr. Ajeet Kumar	A Study of Science Attitude and Educational Aspiration of Senior Secondary School Students	Indo Western Research Journals	2019-20	2 454-3292
19.	Dr. Navdeep Ranjan	Educational Aspirations of Students in Relation to Gender and Socio-Economic Status	Hi-Tech Research Analysis	2019-20	2231-6671
20.	Anjani Kumar Gupta	Perceptions of Women on Gender Discrimination	Current Issues in Education in India	2018-19	978-93-860088-32-1
21.	Mr. Anjani Kumar Gupta	Creativity of Senior Secondary School Students of Bihar	Interlink Research Analysis	2018-19	0976-0377
22.	Smt. Geeta Rani Jain	Achievement Motivation and Academic Performance of Secondary School Students	Interlink Research Analysis	2018-19	0976-0377
23.	Geeta Rani Jain	Role of ICT in Empowering Women in India	Relevance of Maulana Abul Kalam Azad In The Present Era	2018-19	978-93-86088-89-5

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



01

# शिक्षा और दर्शन, अर्थ, परिभाषा एवं सम्बन्ध (Philosophy and Education)

मनुष्य के चिन्तन की उच्चतम सीमा दर्शन है इसमें मनुष्य के करणीय एवं अकरणीय कर्मा का तार्किक विवेचन किया जाता है। सम्पूर्ण ब्रह्माण्ड, मानव जीवन का स्वरूप जीव-जगत, आत्मा-परमात्मा के ज्ञान व स्वरूप एवं दर्शन के विषय है। विलियम हाकिंग ने माना कि प्रत्येक व्यक्ति का दर्शन या दृष्टिकोण होता है और व्यक्ति-व्यक्ति में अन्तर ही दार्शनिक अन्तर होता है। इतना ही नहीं मनुष्य और उसके अपने आप में अन्तर बहुधा दार्शनिक भेद कहलाता है। दूसरे शब्दों में जीवन के लिए भी दर्शन की आवश्यकता होती है। शैक्षिक दृष्टिकोण से दर्शन का अध्ययन परम आवश्यक है क्योंकि इसके द्वारा शिक्षा का पथ-प्रदर्शन किया जाता है। दर्शन ही शिक्षा के उद्देश्यों का निर्धारण करता है। मूल्य मीमांसा का सम्बन्ध सीधे-सीधे शिक्षा के उद्देश्य से ही है। शिक्षण विधियाँ दर्शन से निकलती हैं। अतः स्पष्ट है कि शिक्षा और दर्शन का घनिष्ठ सम्बन्ध है। इसलिए शिक्षा और दर्शन के वास्तविक सम्प्रत्य एवं सम्बन्धों का अध्ययन करना समीचीन होगा।

डा० मिथिलेश कुमार शुक्ल

प्राचार्य ,

भुवन मालती शिक्षक प्रशिक्षण  
महाविद्यालय, मोतिहारी

**दर्शन का अर्थ; (meaning fo Philosopy):-**


भारत दर्शन की गुरु स्थली माना जाता है परन्तु भारत के बाद यूनान का ही स्थान है। इसलिए दर्शन शास्त्र में भारतीय दर्शन एवं पाश्चात्य दर्शन के



1

  
Principal

Bhuvan Malti College of Education  
Motihari

  
Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

# ज्ञान एवं पाठ्यचर्या Knowledge and Curriculum

पाटलिपुत्र विश्वविद्यालय, पटना के  
बी.एड. द्वितीय वर्ष के नवीनतम पाठ्यक्रमानुसार)

(According to the B.Ed. Second Year New Syllabus of  
Patliputra University, Patna)

डॉ. पीयूष राज प्रभात

पी-एच.डी.(शिक्षाशास्त्र), यू.जी.सी. नेट, एम.एड., एम.एस.सी.(गणित),  
प्राचार्य

सुभवन्ती इन्स्टीट्यूट ऑफ एजुकेशन पचौरा, सिवान

डॉ. प्रतिमा कुमारी

पी-एच.डी., यू.जी.सी.नेट, एम.एड., एम.ए.  
असिस्टेंट प्रोफेसर,

देशरत्न राजेन्द्र प्रसाद शिक्षक प्रशिक्षण महाविद्यालय, बिहार विद्यापीठ  
सदाकत आश्रम



ऑनलाइन पुस्तकें क्रय करने हेतु सम्पर्क करें: [www.tppl.org.in](http://www.tppl.org.in)



ठाकुर पब्लिकेशन प्रा. लि., पटना

\* अहमदाबाद \* बंगलुरु \* भुवनेश्वर \* भोपाल \* चेन्नई \* देहरादून \* एर्नाकुलम \* हैदराबाद \*  
\* जयपुर \* जालन्धर \* कोलकाता \* लखनऊ \* नागपुर \* पुणे \* रोहतक \*

## इकाई-1

# ज्ञान एवं इसके पहलू KNOWLEDGE AND ITS ASPECTS

## 1.1. ज्ञान क्या है? (WHAT IS KNOWLEDGE?)

### 1.1.1. परिचय (Introduction)

"शिक्षा का प्रमुख एवं शाश्वत उद्देश्य 'ज्ञान' प्रदान करना है।" सभी दार्शनिक इस विचार से पूर्ण सहमत हैं। यह बात भी कम महत्वपूर्ण नहीं है कि सत्य की वास्तविकता को ज्ञान से अलग नहीं किया जा सकता। यदि सत्य का ज्ञान नहीं होगा तो सत्य का अस्तित्व ही कहाँ रह जाएगा? भारतीय दर्शन में ब्रह्म (सत्य) और ज्ञान में कोई भेद नहीं माना गया है। जैमिनी मीमांसा दर्शन में कहा गया है कि सत्य स्वयं प्रकाशित होता है। इस दृष्टि से ज्ञान की उत्पत्ति स्वयं से होती है। वह मनुष्य के मन में स्वयं उद्भाषित होता है क्योंकि सत्य और ज्ञान एक ही हैं। इस ज्ञान को ईश्वरीय ज्ञान, अर्थात् सत्य द्वारा प्रदत्त माना जाता है।


### 1.1.2. ज्ञान का अर्थ एवं परिभाषाएँ (Meaning and Definitions of Knowledge)

ज्ञान शब्द 'ज्ञ' धातु से बना है जिसका अर्थ होता है— जानना, बोध, अनुभव एवं प्रकाश। अतः किसी वस्तु के स्वरूप का, जैसा वह है, वैसा ही अनुभव या बोध होना ज्ञान है। इस प्रकार ज्ञान उन सूचनाओं का संग्रह है जो किसी वस्तु, परिस्थिति और अनुभव की समझ को विकसित करने में सहायक होता है। ज्ञान समस्त शिक्षा का आधार है। चाहे किसी भी प्रकार की शिक्षा हो औपचारिक, अनौपचारिक एवं निरौपचारिक (Formal, Informal and Non-formal)। ज्ञान एक साध्य एवं साधन दोनों ही रूपों में पाया जा सकता है। शिक्षा के कई उद्देश्यों में से 'ज्ञान प्राप्ति' एक महत्वपूर्ण उद्देश्य है। इसका अभिप्राय यह है कि ज्ञान, सूचनाएँ हैं। ये सूचनाएँ (Informations) किसी भी वस्तु के बारे में हो सकती हैं जो हमें उस वस्तु की विशेषताओं के बारे में बताती है। इसी ज्ञान के कारण ही बालक हमारे समाज में प्रयोग की जाने वाली वस्तुओं को उसी नाम से पुकारते हैं जो नाम सम्पूर्ण समाज प्रयोग करता है। इस प्रकार से वस्तुओं की जानकारी हस्तान्तरित होती है।

ज्ञान किसी परिस्थिति और प्रक्रिया से सम्बन्धित तथ्य और सत्य है। हमारे समाज में विभिन्न प्रकार की परिस्थितियाँ (Circumstances) और वातावरण उपस्थित हैं। इन परिस्थितियों और वातावरण से सम्बन्धित कई प्रकार के तथ्य होते हैं जो सत्य पर आधारित होते हैं। इन परिस्थितियों और वातावरण की लक्ष्यपूर्ण जानकारी ज्ञान कहलाता है जो वर्तमान एवं भविष्य की पीढ़ियों के लिए सदैव परिमार्जित एवं परिशोधित रूप में हस्तान्तरित होता रहता है। ज्ञान, अनुभवों की समझ पर आधारित सूचनाएँ हैं। सभी को जीवन में अनुभव होते रहते हैं और इन अनुभवों का जब हम सामान्यीकरण (Generalisation) कर लेते हैं और एक सिद्धान्त और नियम के रूप में विकसित कर लेते हैं तो यह ज्ञान बन

  
Principal

Bhuvan Malti College of Education  
Motihari

  
Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

*Published By:*  
**Chalo Kuch Niyara Karte Hai Foundation**  
( *CKNKH Foundation Books Department* )

www.books.cknkhf.com

Email:- books.cknkhfoundation@gmail.com

# Psychological Foundation of Education

© Author

First Published in November 2023

ISBN: 978-93-6003-286-9

[ All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted, in any form or by any means, mechanical, photocopying, recording or otherwise, without prior written permission of the author ].

Published in India by Chalo Kuch Niyara Karte Hai Foundation  
(CKNKH Foundation Books Department ).



## Behaviourism: A Learning Approach

---

### Introduction:

Behaviourism is a theory of learning which states that all behaviours are developed through the interaction with the environment, also known as conditioning. It is also described Behavioural Psychology. Two factors are mostly involved in this theory i.e. Stimulus and Response. In behaviourist's view, Behaviours can be created or changed through only the exposure of specific stimuli, no or less genetic or hereditary factor are involved in this mechanism. There is no fundamental differences between human and animal behaviour. Therefore, different experiments can be carried out on animals as well as humans (i.e., Comparative Psychology).

Consequently, small animals like rats and pigeons became the popular choice of experiment for behaviourists, as their environments and stimuli could be easily controlled. From the experiments the studies can be made in a systematic and observable manner. The behaviourist movement began in 1913 when John Watson wrote an article entitled 'Psychology as the behaviourist views it,' which set out a number of underlying assumptions regarding methodology and behavioural analysis.

**Behaviourists** believe that psychology should focus on measurable and observable physical behaviours and how these behaviours can be manipulated by changes in the external environment. The four main psychologists who lead to the **development of behaviourist** theory were **Pavlov, Watson, Thorndike, and Skinner.**

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



2

## Teaching Competencies among Teachers of Bihar at the Secondary Level

Dr. Piyus Raj Prabhat

Principal

Bhuvan Malti Teachers' Training College  
Motihari, Bihar

### Research Paper - Education

#### ABSTRACT

*Intellectual ability is undoubtedly an important factor in predicting teacher's success. However, just possessing high level of intelligence, high academic and educational qualifications are not entirely indicative of the teacher's success in teaching profession. Rather, skills and teaching competency are essential ingredients to be professional teacher. A teacher's competency in 21st century according to UNESCO (2008) is that a competent teacher should have firm knowledge of the curriculum of his/her subject and to use technology into the curriculum. Teaching competency refers to the knowledge, attitude, skills and self perception that come from by mixing these behaviors and resulting in consistent pattern of behavior leading to the attainment of expected outcomes. The objectives of the study were to study teaching competency among teachers in relation to gender, subjects, educational qualification and teaching experience variations. Normative survey method was used for the study. A random sample of 100 teachers had been selected out of the total population using lottery system. The 100 samples taken for the study had been stratified under gender, teaching subject, Educational qualification and teaching experience. To measure the teaching competencies among teachers, tool developed by Mohapatra (1988) had been used for data collection. The findings of the study were that there was significant difference in teaching competencies in relation to gender variation and*

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



3

## Teacher's Participation in School Administration at the Higher Secondary Level

**Prabhat Kumar**

Assistant Professor

Bhuvan Malti Teachers' Training College  
Motihari, Bihar

### Research Paper - Education

#### ABSTRACT

*The NPE (1986) is repeatedly said "the status of the teacher reflects the socio-cultural ethos of society and no people can rise above the level of its teachers". For the achievement of high standard of education as well as well smooth functioning of academic activities, teacher participation is must. The major areas of school administration in which teacher should participate are Planning, Organizing, Communicating, Controlling and Evaluation. The objectives of the study were to ascertain the percentage of teachers taking part in planning, organizing, communicating, controlling and evaluation of administration system in relation to gender, educational qualification and teaching experience. A Descriptive study survey design was adopted for the study. For the study a representative sample of 100 teachers were selected from the ten Higher secondary schools of Bihar. The samples were collected on the basis of three variables gender, educational qualification and teaching experience through simple random sampling method. For the purpose of data collection the TPSAS (Teachers' Participation In School Administration Scale) of Taj (1985) was used. Findings of the study were that in planning there existed significant difference in teachers' participation in relation to gender variation but non-significant in relation to educational qualification and teaching experience, there did not exist any significance difference in organizing function of teachers in relation to gender, teaching experience,*

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

**Self Concept and Scholastic Competence of Secondary School Teachers****Raghwendra***Assistant Professor**Bhuvan Malti Teachers' Training College  
Motihari, Bihar***ABSTRACT**

*The self concept is an organized cognitive structure comprising a set of attitudes, beliefs and value that cut across all facets of experience and action, organizing together the variety of specific habits, abilities, outlooks, ideas and feelings that a person displays. Scholastic competence refers to the intellectual behavioral and manifestation activities that a teacher has developed from the early years of his schooling up to the attainment of degree of teaching. The objectives of this study was to find out significant difference if any in both self concept and scholastic competence of teachers in relation to gender, locale, teaching experience, educational qualification and academic stream variations. It was a descriptive study design of normative type. The population of this study consisted of secondary school teachers from Bihar. The sample included one hundred teachers selected on simple random sampling method. The tools used for the collection of data were Nayak's Teacher's Self Concept Scale (2004) and Samal's Scholastic Competence scale (2000). The findings of this study were that female, rural, more experienced, graduate and non science teachers have less self concept compared to urban, less experienced, science and post graduate teachers where as male, urban, graduate, non science, less experienced teachers have less scholastic competence compared to female, urban, post graduate, science and more experienced teachers.*

**Key Words: Self Concept, Scholastic Competence, Personal Variables****Principal****Bhuvan Malti College of Education  
Motihari****Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari**

**Teacher Commitment of Secondary School Teachers of Bihar****Dinesh Kumar Chaudhary***Assistant Professor**Bhuvan Multi Teachers' Training College  
Motihari, Bihar***ABSTRACT**

*Teaching is a noble profession, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. If planning and organization are the first essential elements of effective, successful teaching, then commitment is a close second. In fact, the two are often related: if the teacher is not committed, he probably will not plan; and if he does not plan, then his commitment might be questioned. The objectives of the study were to study the teacher commitment of secondary school teachers in relation to gender and teaching experience variations. The design was an ex-post facto type of descriptive method. The sample was 100 teachers from ten secondary schools of Bihar selected on simple random basis. To measure the Teacher Commitment, standardized tool, "Noorjehan Teacher Commitment Inventory", developed by Ganihar(2005) and self developed tool Headmaster's rating scale were used as the tools for the purpose of study. The findings of the study were that there is no significant difference in teacher commitment of secondary school teachers in relation to gender and teaching experience variations. There is significant difference in teacher commitment of secondary school teachers through self rating and headmaster's rating.*

**Key Words:** Teacher Commitment, Teaching Profession, Teaching Experience, etc.**Introduction**

Continued rapid expansion in the field of education throughout the country has resulted in dilution of developments making it imperative that

there must be corresponding qualitative improvement along with the quantitative expansion at all levels of education. It is not only desirable but also inevitable. It is very well known that

**Principal****Bhuvan Malti College of Education  
Motihari****Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari**



3

## Relationship study of Meta-cognitive Skills and Learning Achievements of Senior Secondary School Students

Satyendra Pratap Singh

Assistant Professor  
Bhuvan Malti Teachers' Training College  
Motihari, Bihar

### Research Paper - Education

#### ABSTRACT

*“Meta-cognition” is one of the latest buzz words in educational psychology. Meta-cognition enables us to be successful learners, and has been associated with intelligence. Meta-cognition refers to higher order thinking which involves active control over the cognitive processes engaged in learning. Activities such as planning, approach a given learning task, monitoring comprehension and evaluating progress toward the completion of a task are meta-cognitive in nature. Because meta-cognition plays a crucial role in successful learning, it is important to study meta-cognitive activity and development to determine how students can be taught to better apply their cognitive resources through meta-cognitive control. The objectives of the study were to determine the differences in meta-cognitive skills of the students in relation to gender and management variations, to assess the difference in textual and non-textual skills in Mathematics with reference to gender and management variations and to establish relationship between meta-cognitive skills and learning achievement of Senior Secondary School students in Mathematics. The sample for the study included 100 students of Class XI from four Senior Secondary Schools of Bihar selected on simple random basis. Tool used for data collection was Meta-cognition Inventory Tool (Govil, 2003) for assessing meta-cognitive skills. The findings of the study were that there existed no significant difference in meta-cognitive skills, textual skills and non-textual of the students in relation to gender variation but there existed significant difference in relation to management variation.*

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

## Professional Commitment of Secondary School teachers of Bihar

Dr. Sachchidanand Tiwari

Principal

Bhuvan Malti Teachers' Training College

Motihari, Bihar

### ABSTRACT

*Professional Commitment is a passion to the work involved in teaching or a specific aspect of teaching. It is an investment of time outside of contact hours with students as a responsibility to impart knowledge, attitudes, values and beliefs and take responsibility for passing on a core set of skills, understandings and values. Professional commitment is the willingness to engage with the school and the school community. It is a belief that teachers have a professional responsibility that reaches out beyond the four walls of the classroom and perhaps even extends beyond the boundary of the school. The objectives of the study were to study the professional commitment of secondary school teachers in relation to gender, management, educational qualification and teaching experience variation. It was a normative survey method of investigation. The sample of 100 teachers was selected on simple random basis from five government and five private schools of Bihar. To measure the Professional Commitment of secondary school teachers tool developed by Kaur, Ranu and Brar (2011) was used. The findings of the study were that there is significant difference in the professional commitment of secondary school teachers in relation to gender, educational qualification, management and teaching experience variation.*

**Key-Words:** Professional Commitment, Educational Qualification, Teaching Experience

### Introduction

Teaching is profession- indeed a noble one, conceptually and ideally. It is also different from other professions because of its multitude of dimensions. Teachers are the largest professional group engaged in human development activities. Only in case of teaching there is much more that is required to be accomplished than in case of other professions. There is a daily need for teachers to fully engage in their work with not only with their heads but also with



Principal

Bhuvan Malti College of Education  
Motihari



Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

## A Study of Science Attitude and Educational Aspiration of Senior Secondary School Students

Ajeet Kumar

Assistant Professor

Bhuvan Malti Teachers' Training College

Motihari, Bihar

### ABSTRACT

Science has brought about revolutionary changes in every walk of life. Its impact is visible everywhere and in every aspect of our existence i.e. vocational, social, economic, political and cultural. Science attitude refers to an individual's outlook towards life. It means willingness to adopt scientific approaches and procedures for resolving issues / assessing ideas or information. Science attitude denotes interest or feeling towards studying science. Educational aspiration is a sum total of other level of aspiration goals, such as career goals, occupational goals, life-style, wealth etc. The objectives of the study were to assess the science attitude and educational aspiration of senior secondary school students in relation to gender variation. The study was a descriptive study of research of ex-post-facto nature and it was a co-relational study design. A representative sample consisting of 100 students of class XII from six senior secondary schools had been selected randomly from the Bihar. Tools used for the study were Science attitude scale of Grewal (1990), and Mazumdar Educational Aspiration Inventory (2004). Findings of this study were that there was no significant difference in science attitude and educational aspiration in relation to gender but there was a positive low correlation between science attitude and educational aspiration.

**Key Words: Science Attitude and Educational Aspiration**

### Introduction

Science has brought about revolutionary changes in every walk of life. Its impact is visible everywhere and in every aspect of our existence i.e. vocational, social, economic, political and cultural. Nowadays human being entirely depend on science for domestic amenities, industrial production, communication, agriculture, medicine, transport, defense and others.

Indo Asian Scientific Research Organization (IASRO) (A Division of Indo Asian Publication)



Principal

Bhuvan Malti College of Education  
Motihari



Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari





2

## Educational Aspirations of Students in Relation to Gender and Socio-Economic Status

**Dr. Navdeep Ranjan**

Assistant Professor  
Bhuvan Malti Teachers' Training College  
Motihari, Bihar

### Research Paper - Eductaion

#### ABSTRACT

*India is in need of educational manpower and it has rightly been pointed out in the Indian education Commission (1964-66) that "The destiny of India is being shaped in her classrooms." Joshi (1963) pointed out that when an individual strives positively towards the goal, which is generally in keeping with his assets is termed as aspiration. Aspirations are clearly linked with one's own capacity for achievement and the availability of opportunities in the society as well. Educational aspiration represents both the goal of achievement and effort employed to attain it so that success or at least not failure, will be experienced. The objectives of this study were to assess the educational aspirations of the students of Secondary Schools in relation to their gender and socio economic status. The sample was 100 secondary school students of class IX from four schools of Motihari, Bihar selected on simple random basis. Normative study design was adopted for study. A standardized tool developed by Majumdar entitled Majumdar Educational Aspiration Inventory (MEAI), 2007 was used for collection of data. Findings of this study were that educational aspiration of students in relation to gender variation was found non-significant in case of components and total wise. Differences in educational aspiration were observed due to different levels of parental education, occupation and income.*

**Key Words: Educational Aspiration and Socio-Economic Status**

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



## Creativity of Senior Secondary School Students of Bihar

Anjani Kumar Gupta

Assistant Professor

Bhuvan Malti Teachers' Training College

Motihari, Bihar

4

Research Paper - Education

### ABSTRACT

*The explosion and the rapid advancement of knowledge have focused the attention of educators, psychologist, planners and leaders in various walks of life on values of creative potentials in promoting technological progress with a view to raise the status of common people. Creativity may be considered as specific creative expression, unique production in any field, it may be unique scientific process responsible for some creative contribution in the field of science, technology or otherwise. Creativity deals with the unusual and original excellence in the field of science or scientific or in any field productivity. Creativity can also be thought as scientific method or scientific process primarily involved in production of unusual and original contribution. Creativity is a multidimensional attribute is differentially distributed among people and include chiefly the factor of seen problems, fluency, flexibility, originality, inquisitiveness and persistence's. The objectives of this study was to assess the creativity and academic achievement of senior secondary school students in relation to personal variables (gender and caste) and institutional variables (Government and Private school, ICSE and CBSE Boards) totally and component wise. The sample of the study was 120 students consisting of 60 girls and 60 boys of different caste from four private and government schools of different boards of Bihar, selected on simple random basis. The tool used for this study was Passi test of creativity (2001). The study was descriptive study design of ex-post facto type. The findings of this study was that gender, type of management, different boards and caste did not play significant role in their creativity level but significant in case of academic achievement. There exist positive relationship between creativity and academic achievement.*

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



## Achievement Motivation and Academic Performance of Secondary School Students

Geeta Rani Jain

Assistant Professor

Bhuvan Malti Teachers' Training College

Motihari, Bihar

5

Research Paper - Education

### ABSTRACT

*It is perceived that there is strong relationship between the academic performance of school children and their motivation level to achieve excellence in education. This study was conducted to ascertain the extent to which achievement motivation of secondary school children of different gender, differential level of intelligence and different socio-economic strata, affect their academic performance. The students' achievement motivation was assessed through the administration of Bhargava's Achievement Motivation test (1994) over a sample of 110 boys and girls in 7 schools of Motihari, Bihar. The personal variables here were referred to gender, socio-economic status (SES) and intelligence. The study revealed that the gender difference and SES does influence achievement motivation of students but in case of intelligence it was not significant. The result indicated that SES and intelligence levels were good predictors of academic performance but gender difference does not play any role in academic performance. It was also found that there were significant relationship between achievement motivation and academic performance.*

**Key words:** Achievement Motivation, Academic Performance, Gender, SES, Intelligence

### Introduction

Achievement Motivation represents a social motive as it is learned in the interactions of human beings with one another. It is a persistent attempt to achieve what is thought to be success. It is also the acquired tendency which is the most important social need. In the words of McClelland, Atkinson, Clark and Howell (1953), it is a disposition to strive for success in competition with some standards of excellence set by

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

# 19.

## Inclusive Education & Role of Teachers, Parents and Community

Dinesh Kumar Chaudhary\*

### Introduction

Every child has the right to quality education and learning. Inclusive education means that all students attend and welcomed by their neighborhood schools in age appropriate and regular class. Inclusive education means all children in the same classrooms, in the same schools. Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all out progress comes slowly. Inclusive systems require changes at all levels of society. This systems value the unique contributions students of all background diverse groups to grow side by side to the benefit all. At the school level, teachers must be trained, buildings must be refurnished and students must receive accessible learning materials. At the community level Stigma and discrimination must be tackled and individuals need to be educated on the benefit of inclusive education.

---

*\*Assistant Professor, Bhuvan Malti Teachers' Training College, Motihari, Bihar*



Principal

Bhuvan Malti College of Education  
Motihari



Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

## CHAPTER XVII

# MENTAL HEALTH OF TEACHER EDUCATORS

*Dr. Piyus Raj Prabhat, Principal, Bhuvan Malti Teachers' Training  
College, Motihari, Bihar .*

• • •

### **Abstract**

Teachers are the builders of society. They can make the pillars of a nation deep and lift them high to sky. But these lofty aspirations can come true only when the teachers perform their duties with dedication and sincerity and are possible only when their personality is fully developed and they possess mental well being. Personality development and mental health are inseparably woven together. Mental ill health causes the feeling of shame, guilt, rejection, isolation and tension etc. and makes the man perceive the world and life as dangerous. Common mental health problems arise from life events as well as the pressure of work-and this is true for teachers as it is for anyone else. Working in education is both exciting and demanding. Teacher educators take all the demands placed upon them with an exceptional sense of personal commitment and responsibility that can exacerbate any problems they may be having. When it comes to mental health, their dedication can work against their ability to cope. The objectives of the study are to find out significant difference if any in the mental health of teacher educators in relation to personal variables like-gender, marital status, educational qualification and experience. The descriptive method of survey was adopted. The sample of this study consisted of teacher educators of Motihari. Mental Health Inventory of Anand (1992) was used for data collection. The findings of the study were that there was no significant difference in mental health of teacher educators in relation to gender, marital status but there was significant difference in relation to educational qualification and experience variations.

Key Words: Mental Health, Teacher educators, Personality development etc.

### **Introduction**

World of tomorrow is designed by children of today. Teachers greatly influence the innocent minds of children to grow as responsible and



**Principal**

**Bhuvan Malti College of Education  
Motihari**



**Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari**

# 24.

## NEP 2020 and Integration of Vocational Education in Curriculum

Dr. Navdeep Ranjan\*

### Introduction

The highlighted thrust of NEP 2020 is to raise the standard of school education system in India at par with global standards through various comprehensive measures such as revamping of the curriculum, examination structure, regulatory regime, teacher education, etc. Hundreds of reforms are introduced into school systems around the country every year in curriculum pedagogy, governance, technology, and so on. Unfortunately, most fail to achieve the substantial improvements in student achievement that their advocates hoped for and, overall.

Education is the key to achieving full human potential. Access to quality education is the solution for continued growth in economy, social justice and equality, scientific advancement, national integration, and cultural preservation. At the same time, the need for a skilled workforce is in greater demand. Vocational training is the instructional programme that prepares one for an occupation

---

*\*Assistant Professor, Bhuvan Malti Teachers' Training College, Motihari, Bihar.*



Principal

Bhuvan Malti College of Education  
Motihari



Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

# 23.

## Role of ICT in Empowering Women in India

Geeta Rani Jain\*

### Introduction

Information and communication technologies can be powerful tools for advancing economic and social development through the formation of new sorts of economic activity, employment openings, improvements in health-care delivery and other services, and the augmentation of networking, participation and advocacy within society. Information and Communication Technologies are diverse set of technical tools and resources to create, disseminate, store, brings value addition and manages information. The ICT sector

---

\* Assistant Professor, Bhuvan Malti Teachers' Training College, Motihari, Bihar.



Principal

Bhuvan Malti College of Education  
Motihari



Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari

## Perceptions of Women on Gender Discrimination

Anjani Kumar Gupta\*

### Introduction

India is a very old civilized country. India is a country where we worship women as goddesses. However, we see gender discrimination, gender bias, and stereotypes in society very early. We tell ourselves modern, but we still see female infanticide, the dowry system, early girl marriage, etc., in our society.

We call our society male dominant society. We often see gender discrimination, gender bias, and stereotypes in our society. Nevertheless, what women think about gender discrimination, gender bias, and stereotypes is the primary topic for discussion in this study. In this study, the investigator tried to find women's perceptions of gender discrimination, biases, and stereotype in the 21st century based on their responses.

### Conceptual framework

- **Gender:** Gender can also be defined by social constructs such as gender roles and norms. These are the roles, behaviours, and values that a society considers appropriate for men and women.
- **Gender discrimination:** Generally, gender discrimination refers to the unequal or disadvantageous treatment of an individual or group of individuals since it relates to gender. It may involve academic programs, discipline, and class assignments in the classroom that treat an individual differently based upon their gender.
- **Gender Stereotype:** Associating specific characteristics, behaviours,

\*Assistant Professor, Bhuvan Malti Teachers' Training College, Motihari, Bihar.



Principal

Bhuvan Malti College of Education  
Motihari



Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



# 19.

## Inclusive Education & Role of Teachers, Parents and Community

Dinesh Kumar Chaudhary\*

### Introduction

Every child has the right to quality education and learning. Inclusive education means that all students attend and welcomed by their neighborhood schools in age appropriate and regular class. Inclusive education means all children in the same classrooms, in the same schools. Inclusive education allows students of all backgrounds to learn and grow side by side, to the benefit of all out progress comes slowly. Inclusive systems require changes at all levels of society. This systems value the unique contributions students of all background diverse groups to grow side by side to the benefit all. At the school level, teachers must be trained, buildings must be refurnished and students must receive accessible learning materials. At the community level Stigma and discrimination must be tackled and individuals need to be educated on the benefit of inclusive education.

---

*\*Assistant Professor, Bhuvan Malti Teachers' Training College, Motihari, Bihar*



Principal

Bhuvan Malti College of Education  
Motihari



Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



## रविंद्रनाथ टैगोर के शिक्षा के उद्देश्यों, पाठ्यक्रम, शिक्षणविधि और अनुशासन संबन्धी विचार

**मनोज कुमार तिवारी**

विभागाध्यक्ष

भुवन मालती शिक्षक प्रशिक्षण  
महाविद्यालय मोतिहारी पूर्वी  
चंपारण, बिहार

रविंद्रनाथ टैगोर का जन्म कलकत्ता में 6 मई, 1861 को हुआ था इनके पिता का नाम देवेन्द्रनाथ ठाकुर था उनका परिवार परम्परावादी संस्कृति में विश्वास रखने वाला था स टैगोर की शिक्षा कलकत्ता के साधारण स्कूल से प्रारंभ हुई फिर बंगाल अकादमिक सेंट जेवियर स्कूल में भी उन्होंने शिक्षा प्राप्त की स अच्छा ना लगने के कारण उन्होंने स्कूल छोड़ अपने भाई के साथ अंग्रेजी, भूगोल, गणित, विज्ञान, व्यायाम, कुश्ती, इतिहास आदि पढ़ने लगे स सेंट जेवियर स्कूल में भी जाकर टैगोर का मन न लगा और मातृभाषा के अध्ययन में उन्होंने अभिरुचि ली । 11 वर्ष की अवस्था मे टैगोर अपने पिता के साथ हिमालय यात्रा पर गए और तब से उनके हृदय में यह भावना घर कर गयी कि बल शिक्षा में प्रकृति का महान योगदान होना चाहिए । 16 वर्ष की अवस्था मे वह उच्च शिक्षा प्राप्त करने के लिए इंग्लैंड भेजे गए और लंदन विश्विद्यालय में उन्होंने अंग्रेजी साहित्य का अध्ययन किया । लंदन में हेनरी मार्ले के विचारों का उन पर अत्यधिक प्रभाव पड़ा और उच्च शिक्षा प्राप्त करने के बाद 1881 ई० में टैगोर स्वदेश वापस आए । 1881 ई० से टैगोर की अभिरुचि साहित्य के सृजन में विशेष हो गईस 1881 ई० से 1891 ई० के मध्य उनकी रचनाएँ "भारती" नामक



Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



# गिजूभाई बधेका की शैक्षिक दार्शनिक प्रणाली

कुमारी रूपम  
सहायक प्राध्यापिका,  
भुवन मालती शिक्षक प्रशिक्षण  
महाविद्यालय, मोतिहारी

प्रस्तवना

शिक्षा समाज की बुराइयों को दूर करने का साधन है, जो समाज की उन्नति के लिए बहुत आवश्यक है। देश में भ्रष्टाचार, आतंकवाद एवं जातिवाद या किसी समस्या का जिम्मेदार हमारी वर्तमान शिक्षा व्यवस्था ही है। शिक्षा बालक का सर्वांगीण विकास कर उसे बुद्धिमान, चरित्रवान तथा सुयोग्य नागरिक का निर्माण करती है।

किसी भी समाज और देश का भविष्य उसके बच्चे पर निर्भर होती है। बच्चों के जीवन की बुनियाद जितनी अच्छी होगी देश का भविष्य भी उतना अच्छा होगा। इस बात को ध्यान में रखते हुए भारत के बाल शिक्षाविद् गिजूभाई ने बालकों के हृदय की गहराइयों को माप कर अभूतपूर्व परिवर्तन किया। उन्होंने बाल-शिक्षण में मॉन्टेसरी पद्धति को ध्यान में रखते हुए भारतीय बच्चों की जरूरतों, स्तरों, रुचियों तथा आयुवर्ग के अनुसार शिक्षण की अनेक रोचक गतिविधियों का सत्यापन किया।

उन्होंने विद्यालय में बच्चों को दबाव और भयमुक्त वातावरण के साथ-साथ शिक्षा को आनंदमय स्वरूप प्रदान करने की बात कही। उनका मानना था कि कोई भी व्यक्ति किसी को सिखा नहीं सकता है। शिक्षा विकास है, और अनुभव विकास की आधारशिला है। अतः बालकों को स्वतंत्र वातावरण



  
Principal



## श्री अरविंद घोष की शिक्षा दार्शनिक प्रणाली ; एक अवलोकन

मनिंदर प्रताप सिंह

सहायक आचार्य;  
भुवन मालती शिक्षक प्रशिक्षण  
महाविद्यालय, मोतिहारी

### अरविंद घोष का जीवन परिचय:

श्री अरविंद का जन्म 15 अगस्त 18 सो 72 ईस्वी को कोलकाता में हुआ था। इनके पिता डॉक्टर कृष्ण धन घोष एक प्रसिद्ध डॉक्टर थे। इनकी माता स्वर्ण स्वर्ण लता देवी थी। इनके घर का पूरा माहौल में पश्चात सांस्कृतिक का था। घर के नौकर तक अंग्रेजी बोलते थे। प्रारंभिक शिक्षा के बाद 1879 में शिक्षा के लिए इंग्लैंड भेजा गया और स्वदेश 1893 में आए। इन्होंने आईसीएस की परीक्षा में 11वां स्थान हासिल किया था लेकिन अंग्रेजी दासता स्वीकार नहीं करते हुए बल्कि स्वदेश में बड़ौदा के गायकवाड राज्य में लगान बंदोबस्त, स्टाम्प एवं राजस्व विभागों में कार्य किया बाद में बड़ौदा स्टेट कॉलेज में लेक्चरर के पद पर भी कार्य किया।

1905 में शुरू हुए बंग भंग आंदोलन के समय सक्रिय राजनीति में आ गए और बड़ौदा से बंगाल चले गए। वहां लाल-बाल-पाल की तरह गरम दल के गरम दल के राष्ट्रवादी नेता बन कर ही नहीं रहे बल्कि वारींद्र घोष के युगांतर तथा विपिन चंद्रपाल के वंदे मातरम साप्ताहिक में अनेक लेख लिखे। 1907 में अपनी पत्नी को पत्र लिखा मैं अब अपना मालिक नहीं हूँ मुझे अब केवल किसी की कठपुतली होकर बढ़ाना है। 1909 में कर्म योगिनी नामक साप्ताहिक पत्र प्रारंभ किया।



Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari



# Educational Philosopher: Plato

*(A great Greek or Athenian Philosopher:  
428/427 B.C. to 348-347 B.C)*

**Dr. Navdeep Ranjan**  
Assistant Professor  
Bhuvan Malti Teachers'  
Training College, Motihari

“Do not train a child to learn by force or harshness; but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.”  
— Plato

Plato is one of the great Greek or Athenian philosophers. He was born in 427 or 428 B.C. to a wealthy aristocratic family in Athens and died at the age of eighty or eighty-one at 348-347 B.C. (These dates are not entirely certain, for according to Diogenes Laertius).

Principal

Bhuvan Malti College of Education  
Motihari

Co-ordinator  
IQAC Committee  
B.M.C.E., Motihari