

# A study of cognitive development and school difference in Lucknow city

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■ **ABSTRACT** : The purpose of this study was to differentiate between school performances on the basis of their cognitive capability in transition period. On developmental point of view cognitive development is intangible but theories and scale and well standards to find out the status, so, Cognitive development is much more than the addition of new facts and ideas to an existing store of information. School as an important factor in determining the level of performance on cognitive tasks. Objective of the study was to assess the cognitive development of private and government schools for the difference. This study was conducted on 120 adolescence (10-13 years) government and private school in Lucknow city. The duration of the study was 11 months (July 2012 – May 2013). The approaches adopted for the study was multi-stage random sampling. The tools in the present study were predesigned and pretested questionnaire for family level to assess of cognitive development. In study area there are found the highly significant difference in combinatory thinking class inclusion time and motion conservation of area, conservation of weight and conservation of volume formulating hypothesis and testing hypothesis. Private school students have more cognitive capabilities compared to Government schools students.

■ **KEY WORDS** : Cognitive development, Private Schools, Government Schools, Cognitive capabilities, Transition period

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