



DETERMINATION OF MANASA PRAKRITI (MENTAL CONSTITUTION) IN CHILDREN AND ITS EVALUATION IN EDUCATIONAL AND VOCATIONAL GUIDANCE: A CROSS-SECTIONAL STUDY

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ABSTRACT

Manas Prakriti (Mental Constitution) is the inherent psychological makeup defined by Ayurveda, based on the dominance of three mental energies- *Satva* (purity), *Raja* (activity), and *Tama* (inertia). It dictates a person's behavior, personality, and emotional responses. It is established at the time of conception and remains constant throughout the life. Determination of child's *manasaprakriti* helps to differentiate a child from other children by knowing peculiar characters and it is helpful in prediction of effectiveness and efficiency in education and deciding the appropriate profession. A cross-sectional study was conducted in 65 children after taking informed consent to determine their *manasaprakriti* and to find out relationship of *manasaprakriti* with education interests, vocational interests and creative thinking. Descriptive and perspective analysis was done. From the study it was observed that there is a keen relationship of *manasaprakriti* with the educational interest, vocational interest and creativity of children. Therefore, it is concluded that assessment of *manasaprakriti* in children is important to guide parents and education provider to make a best suitable future plan from the very early stage of life.

Key-words: *Manasa prakriti*, constitution, education, vocation, creativity, guidance

INTRODUCTION: Description of *prakriti* is unique in Ayurveda system. *Prakriti* denotes constitution or personality. Psychosomatic architect of an individual is represented by it. *Prakriti* of an individual is generated at the time of conception and remains the same throughout the life. There are several factors like preponderances of three *doshas* (*vata*, *pitta* and *kapha*) and qualities of *shonita* (ovum) and *shukra* (sperm) at the time of fertilization, diet and

behavioral regimen followed by mother, racial peculiarities, familial predisposition, time of conception etc influences in the development of *prakriti*¹. *Prakriti* is of two types, *sharirika* or *deha prakriti* (somatic constitution) and *manasa* (mental/psychological) *prakriti*. *Deha prakriti* is associated with three *dosha* i.e. *vata*, *pitta* and *kapha*. *Prakriti* associated to three *gunas* (*triguna* -*satva*, *raja* and *tama*) is called *manas prakriti*. *Satva*, *raja* and *tama* are the three primal

qualities (*gunas*) of mind (*manas*) which help to understand mental and spiritual nature of an individual. In human beings all these components should be present in

balance condition. *Manasa prakriti* is mainly divided in three types as *satvik*, *rajas* and *tamasa*². *Satvik manasprakriti* is considered best³.

Table No. 1: Important qualities (*gunas*) of different *Manas Prakriti*

<i>Manas Prakriti</i>	Important qualities (<i>gunas</i>)^{4,5}
<i>Satvika prakriti</i>	<i>Satva</i> is the quality of intelligence, virtue and goodness and creates harmony, balance and stability. <i>Satva</i> provides happiness and contentment. It is the quality of clarity, wideness and peace. <i>Satvik</i> mind denotes kindness, truth, faith and good memory. They never hurt others. They are very religious and have great faith in god. They are very sharp minded and hard working. They do not work for the desire of result. These people have no obsessive to materialistic things.
<i>Rajas prakriti</i>	<i>Raja</i> is the quality of change, activity and turbulence. <i>Raja</i> is stimulating and provides pleasure, owing to its unbalanced nature it quickly results in pain and suffering. Person who has <i>rajas prakriti</i> face excessive difficulties in their life. They are overwhelming and over anxious. They are fully materialistic have great lust for food and money. They have great sense of pride.
<i>Tamas prakriti</i>	<i>Tama</i> is the quality of dullness, inertia, intellectual lacking, ignorance, not attending to duties and sleepiness, lack of good conduct. People with <i>tamasa prakriti</i> are very ignorant and unaware. They are very lazy and are not able to make any decisions. They cannot differentiate real and fake.

Prakriti of an individual is interrelated to genetic characters. Individual intelligence can be utilized in the right direction or in the wrong direction. Right choice of educational and vocational branch as per interest of an individual helps him to go in right direction to a great extent. Educational guidance is the process of helping a student to develop and accept his role in the world of education with satisfaction and benefit to society. Assessing the creative potentialities of pupils is also very important for their proper education and training.

AIM AND OBJECTS

The study was conducted with the following aims and objects:

- To determine and evaluate the types of *manas prakriti* in children.

- To find out education interests and vocational interests in children.
- To find out relationship of *manas prakriti* with education interests and vocational interests in children. and
- To find out creative thinking in children and its relation with *manas prakriti*

MATERIALS AND METHODS

Study was conducted in 65 healthy children. It was a multicenter study. Students attending some recognized schools of rural and urban areas of Jaipur District of Rajasthan were selected randomly for this study. Approval was taken from departmental research committee of National Institute of

Ayurveda, Jaipur, India to conduct the study.

Inclusive Criteria-

1. Children of age group between 5 to 15 years
2. Clinically healthy children
3. Children who can speak and communicate properly

Exclusive Criteria-

1. Children of age below 5 years and above 15 years
2. Children who are suffering from any illness
3. Children who cannot speak and communicate properly

Informed Consent-

Informed consent from the parents was taken. Approval was also taken from school authorities to conduct the study.

A detailed format of questionnaire was prepared based on classical description in ayurvedic texts for determination and evaluation of *manas prakriti* in children.

Following parameters were assessed-

1. Educational interest record (EIR),
2. Vocational interest record (VIR),
3. Verbal test of creative thinking

Above parameters were evaluated through questionnaire assessment scales of respective parameters developed and designed by Jnana Prabodhani’s Institute of Psychology (JPIP), Pune, India. Based on scoring system different educational and vocational interests were classified as-

1. High interest,
2. Above average interest,
3. Average interest,
4. Below average interest and
5. Low interest

Observations in 65 children were evaluated. Descriptive and perspective analysis was done.

OBSERVATIONS AND RESULTS

For this study the data has been collected by way of detailed questionnaires. In all there were 65 children. Important observations of the study have been shown in the following tables.

Table No. 2: Incidences of Manas Prakriti in Children (N=65)

	<i>Manasika Prakriti</i>	Number	%(Percentage)
1.	<i>Satvik</i>	12	18.46
2.	<i>Rajas</i>	00	00.00
3.	<i>Tamas</i>	00	00.00
4.	<i>Satvik-Rajas</i>	44	67.69
5.	<i>Satvik-Tamas</i>	00	00.00
6.	<i>Rajas-Satvik</i>	05	07.69
7.	<i>Rajas- Tamas</i>	00	00.00
8.	<i>Tamas- Satvik</i>	00	00.00
9.	<i>Tamas -Rajas</i>	00	00.00
10.	<i>Satvik-Rajas- Tamas</i>	04	06.15

Table No. 3: Educational interests in children (N=65)

Educational interests	High interest		Above average interest		Average interest		Below average interest		Low interest	
	No.	%	No.	%	No.	%	No.	%	No.	%

Agriculture	10	15.38	24	36.92	18	27.69	12	18.46	01	01.53
Commerce	09	13.84	35	53.84	17	26.15	04	06.15	00	00.00
Fine Arts	21	32.30	34	52.30	08	12.30	01	01.53	00	00.00
Home Science	20	30.76	34	52.30	08	12.30	01	01.53	01	01.53
Human Science	32	49.23	29	44.61	02	03.07	02	03.07	00	00.00
Science	28	43.07	26	40.00	05	07.69	05	07.69	01	01.53
Technical Education	12	18.46	31	47.69	05	26.15	05	07.69	00	00.00

Table No. 4: Educational interests in Satvik prakriti and Satvik-Rajas prakriti children

Educational interests	Satvik prakriti (N=12)			Satvik-Rajas prakriti (N=44)		
	High interest	Above average interest	Average interest	High interest	Above average interest	Average interest
Agriculture	08.33%	75.00%	08.33%	18.18%	27.27%	31.81%
Commerce	16.66%	58.33%	16.66%	13.63%	52.27%	27.27%
Fine Arts	25.00%	58.33%	16.66%	31.81%	56.81%	09.09%
Home Science	25.00%	58.33%	08.33%	36.36%	47.72%	11.36%
Human Science	58.33%	33.33%	00.00%	43.18%	54.54%	02.27%
Science	50.00%	33.33%	08.33%	40.90%	43.18%	06.81%
Technical Education	16.66%	33.33%	25.00%	13.63%	52.27%	29.54%

Table No. 5: Educational interests in Rajas-Satvikprakriti and Satvik-Rajas-Tamas prakriti

Educational interests	Rajas-Satvik prakriti (N=5)			Satvik-Rajas-Tamas prakriti (N=4)		
	High interest	Above average interest	Average interest	High interest	Above average interest	Average interest
Agriculture	00.00%	20.00%	40.00%	25.00%	50.00%	00.00%
Commerce	00.00%	80.00%	20.00%	25.00%	25.00%	00.00%
Fine Arts	40.00%	20.00%	40.00%	50.00%	25.00%	00.00%
Home Science	00.00%	80.00%	00.00%	25.00%	75.00%	00.00%
Human Science	40.00%	40.00%	20.00%	100.00%	00.00%	00.00%
Science	20.00%	60.00%	20.00%	50.00%	50.00%	00.00%
Technical Education	60.00%	40.00%	00.00%	00.00%	75.00%	00.00%

Table No. 6: Vocational interests in children (N=65)

Vocational Categories	High interest	Above average interest	Average interest	Below average interest	Low interest

	No.	%	No.	%	No.	%	No.	%	No.	%
Literary field	02	03.07	12	18.46	35	53.84	12	18.46	04	06.15
Scientist	03	04.61	15	23.07	45	69.23	02	03.07	00	00.00
Administrative	09	13.84	13	20.00	37	56.92	06	09.23	00	00.00
Business/ Commerce	01	01.53	7	10.76	38	58.46	17	26.15	02	03.07
Constructive	00	00.00	3	04.61	28	43.07	15	23.07	19	29.23
Artistic	06	09.23	21	32.30	33	50.76	05	07.69	00	00.00
Agriculture/ Agricultural science	00	00.00	8	12.30	34	52.30	12	18.46	11	16.92
Politics	03	04.61	15	23.07	43	66.15	04	06.15	00	00.00
Social	08	12.30	24	36.92	26	40.00	02	03.07	05	07.69
Home Science	04	06.15	19	29.23	34	52.30	06	09.23	02	03.07

Table No. 7: Vocational interests in Satvik prakriti and Satvik-Rajas prakriti children

Vocational interests	Satvik prakriti (N=12)			Satvik-Rajas prakriti (N=44)		
	High interest	Above average interest	Average interest	High interest	Above average interest	Average interest
Literary field	08.33%	25.00%	41.66%	02.27%	15.90%	61.36%
Scientist	00.00%	33.33%	58.33%	04.54%	15.90%	77.27%
Administrative	16.66%	16.66%	41.66%	06.81%	20.45%	65.90%
Business/ Commerce	00.00%	16.66%	50.00%	02.27%	04.54%	61.36%
Constructive	00.00%	00.00%	66.66%	00.00%	04.54%	38.63%
Artistic	00.00%	41.66%	41.66%	06.81%	31.81%	54.54%
Agriculture/ Agricultural science	00.00%	00.00%	91.66%	00.00%	11.36%	43.18%
Politics	08.33%	16.66%	75.00%	02.27%	22.72%	68.18%
Social	00.00%	50.00%	41.66%	13.63%	38.63%	45.45%
Home Science	08.33%	25.00%	50.00%	02.27%	34.09%	52.27%

Table No. 8: Vocational interests in Rajas-satvik prakriti and Satvik-rajastamas prakriti

Vocational interests	Rajas-satvik prakriti (N=5)			Satvik-rajastamas prakriti (N=4)		
	High interest	Above average interest	Average interest	High interest	Above average interest	Average interest
Literary field	00.00%	20.00%	60.00%	00.00%	25.00%	50.00%
Scientist	20.00%	20.00%	60.00%	00.00%	75.00%	25.00%
Administrative	20.00%	20.00%	40.00%	50.00%	25.00%	25.00%
Business/ Commerce	00.00%	20.00%	60.00%	00.00%	50.00%	50.00%

Commerce						
Constructive	00.00%	00.00%	40.00%	00.00%	00.00%	00.00%
Artistic	20.00%	20.00%	40.00%	25.00%	25.00%	50.00%
Agriculture/ Agricultural science	00.00%	20.00%	40.00%	00.00%	50.00%	50.00%
Politics	20.00%	00.00%	60.00%	00.00%	50.00%	50.00%
Social	20.00%	20.00%	40.00%	25.00%	50.00%	25.00%
Home Science	20.00%	00.00%	60.00%	25.00%	25.00%	50.00%

Table No. 9: Creative thinking in Children (N=65)

Creative thinking	Number	%
Present	10	15.38
Absent	55	84.61

Table No. 10: Creative thinking in Children in relation to manasa prakriti (N=10)

Manasa prakriti	Creative thinking	
	Number	%
Satvik	02	20
Satvik-Rajas	07	70
Rajas-Satvik	00	00
Satvik-Rajas-Tamas	01	10

DISCUSSION: In this research, the basic objective was to determine the prevalence of types of *manas prakriti* and to study the relationship between *manas prakriti* and educational interests, vocational interests and creativity in children. No two persons are alike in the world. One differs from other by his physical, as well as psychological characters. Among different *manas prakriti* groups maximum 67.69% children were having *satvik-rajas prakriti* and 18.46% were *satvik prakriti*. In general educational high interests were shown 49.23% in human science, 43.07% in science and 32.30% in fine-arts. In *satvik-rajas prakriti* children, educational high interests were shown 43.18% in human science, 40.90% in science, 36.36% in home science and 31.81% in fine-arts. In *satvik prakriti* children, educational high interests were shown 58.33% in

human science and 50% in science. In *rajas-satvik prakriti* children, educational high interests were shown 60% in technical education, 40% in human science and 40% in fine-arts whereas in *satvik-rajas-tamas prakriti* children, educational high interests were shown 100% in human science. Interest and attention are very closely related. They play an important role in the development of a behavior and personality and are very important to understand the individual and to guide his future plans and activities. The intelligence and aptitudes are not capable to predict educational and vocational success without considering the individual's interest. Interests are one of the non-intellectual factors of success and therefore the identification and measurement of interest is very essential for the educational and vocational guidance. Educational guidance

is needed in all stages of education from nursery to college. In general, vocational high interests were shown 13.84% in administrative and 12.30% in social service. Vocational high interests were shown 16.66% in administrative job in *satvik prakriti* children, 13.63% in social service in *satvik-rajas prakriti* children and 50% in administrative job in *satvik-rajas-tamas prakriti* children. In *rajas-satvik prakriti* children, vocational interests were observed in all the categories equally. One of the major functions of guidance program is to help the child from the very early stage to prepare himself for a right vocational choice which would accord well with his developed abilities, aptitude and interests because occupation is not only a means of earning a livelihood but also a way of life- a social role. Only by making right choice the student will be able to utilize his/her all the potentialities to the maximum extent. In total creative thinking was present in 15.38% children. Creative thinking was shown 70% in *satvik-rajas prakriti* children and 20% in *satvik prakriti* children. By observing creative activities, educators can better understand a child's perspective, experiences, and emotional well-being. Creativity promotes mental growth in children by providing opportunities for trying out new ideas, and new ways of thinking and problem-solving. Creative activities help to recognize children's uniqueness and diversity. It offers excellent opportunities to personalize our teaching and focus on each child. Exploring *prakriti* of an individual can help organizations make decision relation to the fit of an employee on the job. *Prakriti* is the "Ayurvedic genome" or

"inherent phenotype" determined at conception, which dictates an individual's lifelong metabolic and psychological traits⁶. Determination of child's *manasikaprakriti* helps to differentiate a child from other children by knowing peculiar characters and it is helpful in prediction of effectiveness and efficiency in education and deciding the appropriate profession. In Previous studies it is proved that Intelligence Quotient (IQ) is more in *sattvika prakriti*, moderate in *rajasika prakriti* and least in *tamasika prakriti*⁷. *Prakriti* assessment is one of the guide lines in direction of career selection which is in accordance with present study.

CONCLUSION

Knowledge of *manasa prakriti* of an individual helps to understand ones likings and interests. From the study it can be concluded that there is a keen relationship of *manasika prakriti* with the educational interest, vocational interest and creativity of children. Therefore, it is concluded that to assessment of *manasa prakriti* of children is important to guide parents and education provider to make a best suitable future plan from the very early stage of life. *Prakriti* can be considered as one of the predictor of performances in education and profession. Present study had some limitations i.e. it was conducted in small sample in specific locations, so there is a further scope of research on this area. There is need to conduct extensive research on large sample in different regions to get more accurate observations on this topic.

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