

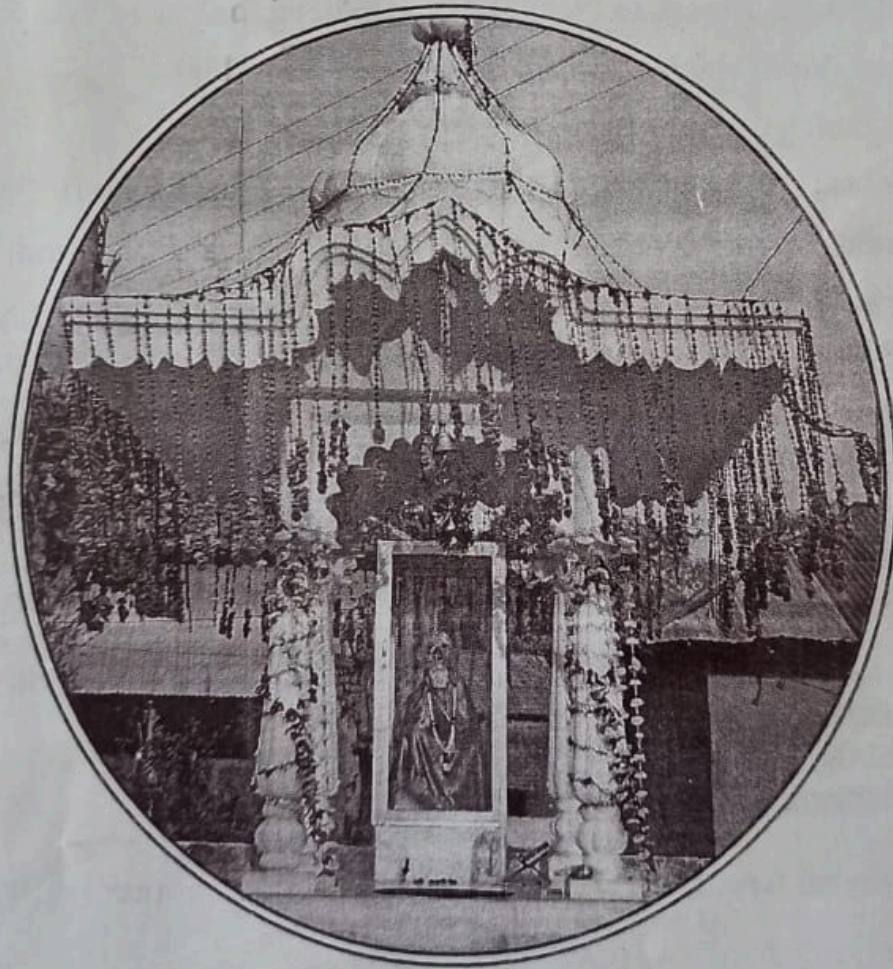
December

June

ISSN-2319-6874

Himalayan Journal of

Educational & Psychological Research



!!! सा विद्या या विमुक्तये !!!

(A Biannual Bilingual Interdisciplinary Research Journal)

(A Peer Reviewed Journal)

A HALF YEAR JOURNAL

MENTAL HEALTH OF UNDEGRADUATE STUDENTS IN RELATION TO THEIR GENDER AND STREAM OF STUDY

Dr. Romesh Chand & Dr. Lalit Mohan

ARTICLE INFO

Article history

Received 24/07/12

Accepted 20/11/12

Available online

31/12/12

Key words:

Mental Health, Gender &
Stream of Study

ABSTRACT

The aim of the present investigation was to study the mental health of male and female undergraduate art and science stream students. A sample of 200 students was selected from four degree colleges of district Hamirpur (H.P.). The Mental Health Inventory (MHI) by Srivastava and Jagdish (1983) was administered to collect the data. 2X2 analysis of variance (ANOVA) was used to analyze the data. The results showed that male and female undergraduate students do not differ significantly on four components of mental health, i.e. positive self-evaluation, perception of reality, integration of personality and group oriented attitude. However, male and female students were found to differ significantly on autonomy and environmental competence components along with overall mental health and males were high on these components than their counterparts, i.e. female students. Further, arts and science stream students differed significantly on overall mental health scores. Science students were found to have better mental health than arts stream undergraduate students. However, no significant difference was found between arts and science stream students on six components of mental health. The interaction effects of gender and stream were found to have significant effect on positive self-evaluation, autonomy and group oriented attitude components of mental health along with overall mental health, whereas gender and stream were found to have no significant interaction effect on perception of reality, integration of personality and environmental competence components of mental health.

Introduction

The foremost concern of education is to produce well adjusted and balanced personalities because mentally healthy persons are the real assets of the nation. The students at college level have to play a leading role in making India a developed nation by 2020. For realizing this dream, students at undergraduate level must be equipped with such capabilities so that they may utilize their full potential to bring social, cultural, spiritual and economic advancement. To prepare students as agents of national development, their interests, attitudes, emotions and habits must be guided for achieving self-development among them. During this process, adults sometimes experience complexities and they struggle to engage in meaningful life activities.

As a result, youth power begins a battle with tensions, worries, anxieties, depression and stress. A research study by the Royal College of Psychiatrists (RCP, 2003) has shown that universities and other higher education institutions often fail to meet the mental health needs of students. Provision for the mental health needs of young people has been identified as an area needing further attention and research. The knowledge about the mental health needs can be helpful in solving the behavioural problems among students such as truancy, being violent or withdrawn and not engaging with their studies.

Good mental health contributes to the quality of human life as individuals, as communities and as a society in general (Pollette, 2007). It can be seen as a continuum, where an individual's mental health may have many different possible values. Mental wellness is generally viewed as a positive attribute. It highlights emotional well-being, the capacity to live a full and creative life and the flexibility to deal with life's inevitable challenges (Keyes, 2002). Mental health is more than the mere absence of a mental disorder or illness and refers to a person's health of the mind (Kozier, 2008).

Srivastava and Jagdish (1983) identified some major

components of mental health which are considered as characteristics of healthy functioning:

Positive Self-Evaluation: It refers to accessibility to consciousness and correctness towards self-confidence, self-acceptance and self-identity.

Perception of Reality: It is related to perception which is free from need distortion and excessive fantasy and having a broad outlook on the world.

Integration of Personality: It indicates balance of psychic forces in the individual and includes the ability to understand and to share other individual's emotions along with the ability to concentrate at work and take interest in life abilities.

Autonomy: It includes a set of stable internal standards for one's actions, dependence upon own potentialities for self-development rather than dependence on other individuals.

Group-Oriented Attitudes: It is associated with the ability to get along with others, work with others and ability to find recreation.

Environmental Competence: It refers to be efficient in meeting situational requirements, able to work, play and own responsibilities in addition to have the capacity for adjustment.

These components provide a means of responding to the circumstances of life in a manner that promotes healthy functioning. In one of the models of mental health developed by Jane, et al., (2000), mental health includes five life tasks – essence or spirituality, work and leisure, friendship, love and self-direction – and twelve sub tasks – sense of worth, sense of control, realistic beliefs, emotional awareness and coping, problem solving and creativity, sense of humor, nutrition, exercise, self care, stress management, gender identity and cultural identity.

The clearest evidence of poor mental health is associated with rapid social change, stressful work conditions, gender discrimination and social exclusion, unhealthy lifestyle, risk of violence and physical ill-health, and human rights violation (WHO, 2010). Recent evidence from the World Health Organization indicates

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ISSN-2319-6874

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Number 3

Jan. - June- 2013

Himalayan Journal of Contemporary

(A Biannual Bilingual Interdisciplinary Research Journal)

(A Peer Reviewed Journal)



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VOL. 2, NO. 1

ISSN NO.2454-5325
JANUARY - JULY 2016

***SKANDA JOURNAL OF
HUMANITIES
AND SOCIAL SCIENCES***

***PEER REVIEWED REFEREED
BILINGUAL MULTIDISCIPLINARY
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HALF YEARLY

EDITOR-IN-CHIEF

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Publisher

Vinayaka Shiksha Samiti

Vill. Bhalat, P.O. Harsour, Tehsil. Barsar

Distt. Hamirpur (H.P.) 174305

ATTITUDE TOWARDS INCLUSIVE EDUCATION AMONG PRIMARY SCHOOL TEACHERS

Dr Lalit Mohan Sharma* Mrs. Sumit Sharma**

Abstract

The aim of the present study was to study the attitudes of primary school teachers in relation to gender, locality and type of school. This study was conducted on a sample of 160 primary school teachers from government and private schools of district Hamirpur in Himachal Pradesh. For collecting necessary data, a self-constructed scale, viz. Attitude towards Inclusive Education Scale for Teachers was used. Descriptive survey method was used in the present study. The findings revealed no significant difference in overall attitude towards inclusive education and in attitudes towards classroom adaptations, training in inclusive education and community mobilization dimensions of inclusive education among primary school teachers in relation to gender; however, gender difference was found in attitude towards enrolment of children with special needs (CWSN) dimension of inclusive education and indicated that male teachers have significantly more attitude towards enrolment of children with special needs than that of female teachers. Further, significant differences were found in overall attitude towards inclusive education and in attitude towards enrolment of children with special needs and classroom adaptations dimensions of inclusive education among primary teachers in relation to locality and type of school; whereas, no significant differences were found in attitude towards training in inclusive education and community mobilization dimensions of inclusive education in relation to locality and type of school. Further, the study indicated that both rural primary school teachers and government primary school teachers have more overall attitude towards inclusive education as well as more attitudes towards enrolment of children with special needs and classroom adaptations dimensions of inclusive education than that of their counterparts'.

Keywords: Attitude, Inclusive Education, Primary School Teachers.

* PGT in English, Deptt. Of Higher Education. Himachal Pradesh.

** Asst. Prof. (Education) D.D.U. B.Ed., College, Mehre, Hamirpur (H.P.)

Development of Secondary School Teacher's Professional Efficiency Scale

Dr. Lalit Mohan, PGT (English)
Dept. of Higher Education, H.P.
Mrs. Sumit Sharma, Asst. Professor in Education
Deen Dayal Upadhyay B.Ed. College, Barsar (H.P.)

ABSTRACT

The present paper was aimed at the construction and standardization of secondary school teacher's professional efficiency scale. The scale consists of 34 items. The scale has validity and reliability. Efficiency refers to the degree of success or of proficiency attained in any work. It is a complete behaviour and is not one-dimensional phenomena but a multi-dimensional activity. Teaching efficiency is the quality of being efficient, the degree to which this quality is exercised. An efficient teacher starts with collecting appropriate instructional material, prepares daily lesson plans and attempts to achieve desired objectives through effective organization of teaching-learning activities in the classroom and keeps on improving his subject knowledge to perform teaching with high proficiency. Efficient teachers create opportunities for students to think and to make intelligent decisions and derive their behaviour with increased efficiency towards constructive and democratic goals. Unfortunately, the present day pre-service teacher education programmes are stressing merely on certification and hardly had made any effort to focus on professional efficiency. So, it is most crucial to identify the factors affecting professional efficiency of secondary school teachers.

Introduction

The Oxford Advanced Learner's Dictionary says; efficiency refers to the quality of doing something well with no wastage of time or money. Good (1959) defined efficiency as "the ability to achieve desired results with economy of time and effort in relation to the amount of work accomplished."

It is the degree of success of a teacher in performing instructional and other duties specified in his service rules and demanded by the nature of his position. It has been accepted in the report of Education Commission (1964-66) that of all the different factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important to mention that although the teacher accorded an honoured place in society and education but only an efficient teacher can successfully fulfill his or her professional duties and responsibilities.

Problem

The basic requirement for any educational research is the availability of a reliable, valid and standardized tool. But such a tool is not presently available for measuring professional efficiency of secondary school teachers. So need was felt to construct and standardize a tool for measuring professional efficiency of secondary school teachers. Hence the aim of the present study was to construct and standardize Professional Efficiency Scale for Teachers.

Development of Professional Efficiency Scale for Teachers

The method of equal appearing intervals devised by Thurston and Chave (1929) was used to develop the scale for measuring professional efficiency of secondary school teachers.

The scale was developed for secondary school teachers working in Himachal Pradesh. It is a three point rating scale. The scale was planned to include 30-35 items. Through a detailed review of related literature, the concept of efficiency was carefully conceived as an important attribute of teaching

VOL. 1, NO. 1

ISSN NO.2454-5325
JANUARY - JUNE 2015

***SKANDA JOURNAL OF
HUMANITIES
AND SOCIAL SCIENCES***

***PEER REVIEWED BILINGUAL
MULTIDISCIPLINARY JOURNAL***

HALF YEARLY

EDITOR-IN-CHIEF
Dr. Lalit Mohan Sharma

SUB-Editor
Dr. Brajesh Sharma

Publisher
Vinayaka Shiksha Samiti
Vill. Bhalat, P.O. Harsour, Tehsil. Barsar
Distt. Hamirpur (H.P.) 174305

ISSN-0975-8380

VOLUME 4 - NUMBER 2

ONLINE ISSN : 2231-4733

JULY - DECEMBER, 2012

Peer Reviewed & Referred Journal



International
Journal of
Education and
Allied Sciences

Association for Advancement
in Combinatorial Sciences



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***SKANDA JOURNAL OF
HUMANITIES
AND SOCIAL SCIENCES***

***PEER REVIEWED REFEREED
BILINGUAL MULTIDISCIPLINARY
JOURNAL***

HALF YEARLY

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Vinayaka Shiksha Samiti
Vill. Bhalat, P.O. Harsour, Tehsil. Barsar
Distt. Hamirpur (H.P.) 174305**

ATTITUDE TOWARDS COMPUTER EDUCATION AMONG SENIOR SECONDARY SCHOOL STUDENTS

Dr. Lalit Mohan *
Mrs. Sumit Sharma **

Abstract

Computer education provides a teaching medium that can result in more effective learning which is based on the concept of child centered learning. Computers in education bring qualitative improvement in teaching-learning process and help to raise standards. Utilization of computers has brought expansion of educational facilities in the light of man-power needs and in quality of educational opportunities. The use of computers on the part of students can enhance learning through various ways such as simulations, drill games, word processors, data bases, spread sheets, specific professional software packages, internet surfing, e-mail, etc. Seeing the era of computers, more exposure must be given to application software through which students can do the given assignments as per need instead of using readymade application. Therefore, the time is ripe to consider seriously the importance and role of computers in education system at school level. The utilization of the potential of computers in schools depends on the positive attitude of students and teachers towards computer education. Positive attitude towards computers not only enhances computer literacy level among students but also make them develop positive attitude towards other subjects of study in their classrooms. The development of positive attitudes depends on personal factors such as gender, locality and subjects of study which are influenced by socio-cultural factors as supported by previous studies in the field of ICT education. Therefore, researchers had tried to study the effect of locality, gender and stream of study on the attitude towards computer education and gave suggestions, on the basis of inferences, to remove the disparities in students' attitude towards computer education.

Introduction :

There is a concrete role of computers in society and schools. It is discussable about bringing to educational change through computer developments. Computers provide work speed, work efficiency, work power and removal of human error from work activities. The computer as productivity tool and instructional technology has great role in education (Usun, 2004). Computer through its electronic information sources offers today's students various opportunities different from their predecessors. The information required can be delivered from the most appropriate source to the users, the user can re-specify his or her needs dynamically and the information is obtained when it is wanted that has become 'just in time' than 'just in case'. Consequently, the user selects only the information needed to clarify the specific query and finally the information is only stored on the users' wish. Computer based electronic information; therefore, provide a number of advantages over traditional print based sources. The electronic web-based information sources are often faster than consulting print indices. They open up the possibility of searching multiple files at one-time, a feat accomplished more easily than when using printed equivalents. Computer education has several unique characteristics that lead many educational researchers and practitioners to regard it as a potential tool for improving teaching and learning. For instance, the World Wide Web provides a media-rich environment for teachers and learners to access vast resources and it supports synchronous and asynchronous communication which overcomes time and spatial constraints of learning (Tiene and Ingram, 2001).

The students' ability to find and retrieve information effectively is a transferable skill to be useful in future life as well as enabling the positive and successful use of the computers-based resources in learning at school. Yu et al (2010) claimed that web-based instruction has the potential to enhance and sustain the learners' skills. It improves the students' ability to identify the essential information and the capacity to use the concepts they have learned and those they have not yet learned is improved.

Computers facilitate learning at large and intend to provide immediate feedback, stimulate students' through simulations, motivate students towards the task, perform experiments and do animation for better understanding of concepts. In view of this, Spaulding (2008) felt the need of advanced and effective integrated technology into the classroom teaching and learning at school level. On the integration of information and communication technology (ICT) into schooling, NCERT acknowledged the pedagogical rationale behind

* PGT (English) Deptt. of Higher Education (H.P.)

** Assistant Professor (Education) Deen Dayal Upadhyaya B.Ed. College Mehre Dist.Hamirpur (H.P.)

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ATTITUDE TOWARDS PEACE EDUCATION AMONG B.ED. STUDENTS

Dr. Lalit Mohan*

ABSTRACT

In recent years, world has experienced the most frightful and devastating events in the history of mankind, such as, air attacks on World Trade Centre (9/11), terrifying invasion in Afghanistan, bloodshed in Mumbai attacks (26/11), gruesome assault by ISIS militants, continuing war in Arab World and proxy war in Jammu and Kashmir. Education for peace has received high priority due to these serious problems of terrorism, racial conflicts, jihad, ethnic wars, hatred based on region/religion/language and nuclear threat. Today, whole world is living under the shadow of war and terrorism. The obstacles and barriers which come across peaceful living can be removed by education for peace. Efforts must be made for peace education so that positive attitude towards peace may be developed. The entire process of education for peace considers teacher as its focal point and teacher is required to be prepared to become a carrier of "peace" in the whole process of education. Teachers must have positive and favourable attitude towards peace education so that she/he take major responsibility in the real process of education for peace. Therefore, the present study was conducted. The results of the study implied that present efforts at teacher education level are insufficient with regard to peace education. The study echoes the need to start up appropriate peace education policy, especially at teacher education level.

INTRODUCTION:

Peace is the natural desire of every individual (Singh, 2009). It was viewed by Danesh (2002) that peace is a psychological, social, political and spiritual phenomena. Also, it was held that in order to create peace, we need to focus, first and foremost, on creation of unity in the context of diversity. It implies that every individual must live in harmony with each other, reduce the possibilities of war, avoid conflicts and shun violence. Such type of dwelling may be termed as

peaceful living. Harris (1998) stated that peace is achieved not only in the absence of war but also in the practice of love. Racial socialization needs to be deliberately and consciously corrected because it prevents people from loving themselves and others authentically. Children can be socialized in academic environment where they can love themselves and others around them. Recently, education for peace has received high priority due to the serious problems of terrorism, racial conflicts,

*PGT (English), Dept. of Higher Education, Himachal Pradesh.

VOL. 4, NO.1-2

ISSN NO.2454-5325
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Contribution of Sister Nivedita in Indian National Education

***Dr Lalit Mohan,**

ABSTRACT:

In the present paper the researcher has tried to highlight the contribution of Sister Nivedita in Indian national education. She was a born teacher and earned the status of an educationist before she has come to India. Swami Vivekananda, her mentor and guide, entrusted the task of educating Indian masses. Sister Nivedita found that education is the main problem in India. She had realized that education in India should be arranged according to the condition of the Indian people and their needs. She advocated the development of three-fold faculties – thinking, feeling and willing. The chief importance was given to the development of the faculty of feeling i.e. heart which is known as the affective aspect of human behavior. By educating the Indian people she wanted to make them able to identify the purpose of life and then come forward to serve the masses. Further, she wanted the Indian people to dedicate themselves for the service of the nation. Her scheme of education was firmly based on the ideals of the Indian civilization. In this regard the system of education must prepare the Indian masses to work for the welfare of people – nation – religion. She asserted that education has to be truly nation-making. By national education she meant that education that had a strong colour of its own and being rooted in the culture and tradition of the motherland which would enable one to feel for the nation and to devote one's self for the welfare and good of the nation. Indian national education must be made up of indigenous factors. It must be based upon our own heroic literature and our history. Teaching ancient Indian history rich in Vedic Indian culture and traditions was her chief objective to excite their imagination and emotions by which the idea of India as an absorbing passion may be instilled in the mind of the students. In her educational scheme, aim of the development of the will/soul i.e. spiritual development was promoted equally to the development of mind i.e. intellectual development. Sister Nivedita's ideas related to education are relevant in the contemporary scenario in India. This paper discusses some of these ideas.

In India, during British imperialism many great personalities of India realized the necessity of educating the masses. However, only few of them were clear about the scheme of education to be followed in accordance with the

* PGT, Deptt. of Higher Education, Himachal Pradesh

ISSN : 0976-1128

INTERNATIONAL JOURNAL OF EDUCATION FOR HUMAN SERVICES

A Peer Reviewed International Journal (Bi-annual)

(Indexed on Ulrich's for quality control with the FAQ.)

Vol. 4 No. 2 June, 2014



SSTCT

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Editor: Dr. Manoj C. Shastri
Associate Professor of Education
Gujarat University, Ahmedabad
Gujarat, INDIA

Adolescence: a Period of Stress and Strain

*Dr Lalit Mohan

ABSTRACT:

Adolescence is the period of life between 10-19 years. This period is considered as a period of rapid change both biologically and psychologically. The characterization of adolescence as a life of "storm and Stress" remains an open debate. Many researchers around the world have described adolescence as a period of stress and strain, storm and strife. But some of the studies have raised objections that adolescence may not be considered as a stage of stress and strain in all the cultures and societies of the world. So the issue of whether adolescence involves psychological stress and strain in all cultures remains controversial. In the present article the researcher has made an effort to identify some of the factors which cause the adolescents to experience stress and strain in their life. The adolescent years are viewed as problematic or confusing. Adolescents may face periods of uncertainty, anxiety, depression and stress. All such problems appear as a result of rapid physical, social, psychological and emotional changes. During adolescence, boys and girls go through a lot of turmoil. The reasons for stress during adolescence as per the review of literature are: adolescence sexuality, identity formation, conflicts in the family, peer pressure, stress of school, rapid cognitive development, environmental factors and adolescent egocentrism. The differential development leads to imbalance and heightened emotional reaction. Since heightened emotional reaction is quite natural during adolescence but failure to control emotional reaction is associated with anxiety, depression and stress. Stress is not universal in all the cultures, regions and societies. It is more prevalent among adolescents of those cultures, regions and societies in which there is lack of understanding about them. Planned and regular scientific methods should be taken up by parents and teachers for removing the stressful situations in the life of the adolescents.

Introduction

The World Health Organisation (WHO) defines adolescence as the period of life between 10-19 years. It is the transition period in a person's life between childhood and adulthood. This period is considered as a period of rapid change

both biologically and psychologically.

The credit of first systematic study regarding adolescence goes to G. Stanley Hall whose book "Adolescence" appeared in 1904 and viewed adolescence partly as a period of upheavals, a disruption of peaceful growth. Similarly others who

A STUDY OF PROFESSIONAL COMMITMENT AMONG SECONDARY SCHOOL TEACHERS

Dr. Lalit Mohan
PGT (English)
Dept. of Higher Education (H.P.)

ABSTRACT

The purpose of the present study was to examine the professional commitment among secondary school teachers. The sample of the study included 400 students of class IX and X studying in the govt. schools of four districts of Himachal Pradesh was selected randomly. In order to collect the data, Professional Commitment of Teachers Scale for Students was used which was developed by the investigator himself. Mean, SD, SD_M and T-test were used for the analysis and interpretation of the data. Results of the study revealed that TGT Science and TGT Arts secondary school teachers differ significantly in sincerity in teaching and providing information to parents about students' progress dimensions of professional commitment along with significant difference in overall professional commitment. Further, TGT Arts have shown high professional commitment on sincerity in teaching and providing information to parents about students' progress dimensions of professional commitment and were also high on overall professional commitment. However, no significant difference was found on motivating the students and psychological treatment to students dimensions of professional commitment.

Introduction

Teaching profession is a sum total of activities in which teachers are expected to engage themselves in pursuance of aims and objectives of education. In this process, professional commitment of teachers is a necessity and demand of the dynamics of modern society. Teacher commitment is willingness among teachers to work hard and give fair amount of time and energy to teaching profession. It refers to manage teaching learning activities in a specified way. It is a responsibility that restricts teachers' actions for the cause of education. It is faith in the piousness of teaching profession. A committed teacher admires teaching profession and is very enthusiastic about educational practices. Commitment is, in fact, taking pledge to do something or to behave in a particular way. It is a pledge of supporting a cause. For professionally committed teachers teaching is a mission to which they are transparently and whole heartily dedicated. Teacher professional commitment is complete dedication to teaching. It is an inner realization of the fact that teaching is the noblest of all professions

and is a service to society.

According to O'Reilly (1991), commitment is typically conceived of as an individual's psychological bond to the organization including a sense of job involvement, loyalty and a belief in the values of the organization. Teaching combines both a professional element and a missionary spirit. The International Conference of Education (UNESCO, 1996) in Geneva identified the following trends and concerns regarding teachers throughout the world:

- The need for further professionalization of teaching vocation as well as more commitment and responsibility on the part of the teachers;
- A deterioration in the social standing of teachers;
- A deterioration in the working conditions including teachers' salaries in real terms and sometimes in terms of the actual amount; and
- Teachers' morale has gone down almost everywhere, standards have dropped and commitment is slowly eroded away.

The last charge raised against teachers worldwide is a serious one. India is no

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