“Teachers are literally the arbiters of a nation’s destiny. It may sound a truism, but it still needs to be stressed that the teacher is the key to any educational reconstruction”.

......Prof. Humayun Kabir......

The whole universe had accepted that education is an effective means for social reconstruction and offers solutions to the problems that society faces, i.e. economic, social, political and technological. Regarding education today, the major challenge before country includes universalization of elementary education, vocational higher and secondary education, higher and professional education and overall quality of education. Among them, the challenge of quality education bears the key importance; evidently the quality of education is a direct consequence and outcome of quality of teachers. For the delivering of quality education, we need quality teachers who are committed to teaching and equipped with necessary knowledge, skills and competencies for effective teaching. Education gives us comfortable and dignified life. It is responsible for the holistic development of individual and society. Education means to lead out hidden talent of a student. It is an activity which helps students in attaining needed information, ability, attitude, perception (Mirunalini and Anandan, 2012). The quality of a nation depends upon the quality of its citizens. The quality of the citizens depends upon the quality of education system and the quality of education depends upon the combined efforts of planners, educationists and administrators, however, the most significant factor is the quality of the teachers. It means excellent and efficient teachers can change the fate of the nation. It is in the schools, colleges and universities that the development of the attitudes and dispositions
necessary for the progressive life in a society takes place. Education is imparted by teachers if the teacher is capable, energetic, mentally healthy and having positive attitude towards teaching, it is good for the students, school as well as for the society. A teacher helps a student in bringing out the hidden capabilities. He/she unfolds what is within, hidden and untapped, makes explicit what is implicit in the students. So teacher’s importance in teaching-learning process is very much. The Secondary Education Commission (1952-1953) report stated, “We are convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the community.” It is very right that, “no people can rise above the level of its teachers.” (NPE, 1986). The Teacher is the real and dynamic force of any institution. The school without him/her is a soul less body. Without good, devoted and competent teachers, even the best system is bound to fail. A good teacher can certainly give best result out of the worst system (Parvez, 2010). He/she is a powerful and abiding influence in the formation of character; the influence of a great teacher indirectly extends over many generations. The pivot upon which an educational system moves is the personality of the teacher. Teaching is often called a calling, not a profession or a trade or simply a job. This means that a teacher should regard him/her self as one specially called to do this work, not so much for the pecuniary benefits which he/she may derive from it as for the love of it (Mohiyuddin, 1943). The strength of the schools depends upon the attitudes of the teachers. For qualitative improvement in secondary education of our country, the selection of right type of student-teachers is a must. This require not only improving the knowledge and teaching competence of student-teachers but also to inculcate in them healthy professional attitudes and desirable teacher like qualities. Therefore, securing the right type of student-teachers for training is very important. Student-Teachers are those who are getting training or studying in
B. Ed. course to become teachers and they are known by different names like’ would be teachers’, ‘pupil-teachers’, ‘future-teachers’ and presently Student-Teachers. As and when their training period is over, they join the desirable profession of teaching and become full-fledged teachers.

In the center of the utmost of all services that can be rendered by Almighty to men, is the education and training of children, so that they can foster by the grace in the way of deliverance, growing like pearls of heavenly reward in the shell of education and will be one day the sparkler in the circlet of enduring glory. Henry Van Dyke has said about teachers and teaching Ah! “There you have the worst paid and the best rewarded of vocations. Do not enter it unless you love it.” For the vast majority of men and women it has no promise of wealth and fame, but they to whom it is dear for its own sake and among the nobility of mankind. I sign the praise of the known teacher, king of himself and leader of the mankind, this, we may say is the philosophical meaning of teaching, but is very relevant and meaningful also. The teacher is yard stick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher, the people of a country are the enlarged replica of their teachers, they are real nation builders. Rabindra Nath Tagore has rightly remarked, “A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame”. The idea is adequately clear that new experiences of teaching should be gained in every walk of life and from every new sphere, it must be realized that experience needs to be supplemented by experiment before reaching its comprehensiveness. Therefore, in order to keep alive and fresh the teacher should become a learner from time to time; constant outpouring needs constant in-taking. The practice must be re-enforced by theory and the old must be constantly tested by the new. The education of a teacher should not end with his obtaining a degree from the college of education. The professional growth
of a teacher requires that he should continue to learn through the period of his stay in the profession. Dr. Radhakrishnan has aptly remarked: “Teacher’s place in society is of vital importance; he acts as the point for the transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.”

It has been well said that “teaching” mean ‘causing to learn.’ Nothing has been given until it has been taken; nothing has been thought until it has been learnt. Teaching is more than the efficient delivery of thoroughly prepared lectures and a clear realization of this simple fact will have many beginners in the art of teaching from much disappointment.

Looking to the past of man as centuries has witnessed different social transformations. Accordingly, there has been new prominence and shifts in educational processes. Also within the particular field of teaching and learning itself the growth of comprehension has assumed almost unmanageable extent. Universal and immediate interaction not only make us aware of the importance of teaching and learning but makes us expect for more of our teachers, researchers and channels of mass communication. This has been necessitating consequent changes in teacher education to maintain its significance in next century.

In India teacher education will assume greater importance in the coming years. This observation is supported by two factors: Firstly, student-teacher will be called upon larger number of teachers than ever before for meeting increased demand for various categories of teachers emanating from the policy of the government to provide universal free and compulsory elementary education as well as highly subsidized secondary and senior secondary education to Indian citizens. Secondly, the teacher education sector will be under considerable pressure to provide teachers who are capable of imparting quality education. The demand for quality education, as also for teachers
providing it, increases with the economic development of the country. This in turn calls for improvement in structure and organization of teacher education, building up of infrastructural facilities in teacher education institutions and reorientation of their education and training programmes. Hence it should constantly keep pace with the changing aspirations, needs and demands of the society in as much as these are sought to be met through its educational system. Challenges to accept teaching roles are forwarded by the development of comprehensive education, by combining general education with pre-vocational education, by articulating primary schools with secondary schools and secondary schools with senior secondary schools. Several new demands are certainly ensured from technological and social changes. There will also be a demand for more teachers in expanded range of subjects with new methods of presentation. This demands enrichment for teachers and in service reinforcement to cope-up with the explosion of knowledge. A new century never starts in vacuum. It carries over the problems and issues of the old century and looks forwarded new problems and solutions due to new social systems. A free, frank and fair analysis of the existing socio-political reality and critical appraisal of the state of education in the nation, have been projected into sharp focus which are of special significance to teacher education is content and process.

Previously, the professional education of teachers was not regarded as making a particular significant contribution to the prosperity of the educational enterprise as a whole and indeed it was not infrequently argued that, it could be dispensed with altogether. This was because the study of education was not acknowledged as an intellectually respectable discipline. Consequently, teacher education institutions, by and large tended to occupy a peripheral position in educational circle, especially in the realm of higher education. Unfortunately, pace of progress, in reorganizing the overall education system in India, into a system based on the needs and values of the people, has been rather slow. The
teacher education programmes in particular have continued to be criticized not only on being irrelevant to the needs of the schools and society, but also being “too diffused, too haphazard in relation to teaching practice and other related practical work”. It has also remained isolated from the schools and from current developments in education, defeating the very purpose for which it is meant. It is not surprising, therefore, that teacher education institutions have very often failed to attract quality teachers for lack of change. Until recently a new entrant to the teaching profession would like and expect to spend at least the greater part of his career in a kind of school which had existed long enough to have developed traditional form of organization and certain established routine practices. In these circumstances teacher education received only marginal importance. In terms of professional preparation that is offered, a teacher education institution could be wholly out of phase with the needs and aspirations of the schools. Those who controlled and operated the schools were able to adopt an indulgent attitude towards teacher education.

With the increased respect accorded to teachers, there is a changed attitude towards teaching and it has become one of the respectable and learned professions. There was a time when we talked about “training” teachers. It was thought then that any person who knows the subject matter of the text books or courses of study could become a teacher by taking a course in the mechanics of classroom management, record keeping, reciting and communication. As programme for teacher education has expanded due to the tremendous growth in what we know about children their learning, attitude, personalities and other characteristics we have come to record teaching as a profession as; it requires higher specialized college preparation ; calls for the exercise of caution and for skillful technical choices in its practice; has certification before a person goes for the job, renders a service to the society which is highly valuable; carries with it prestige and social approval; receives financial compensation that provides for a ‘good’ life; has organized.
Education is a process of human enlightenment and empowerment, for the achievement of better and higher quality of life. Unfortunately, the professional education of teachers has been completely neglected in the post-independence period. By and large training institutions for primary and secondary teachers have remained isolated from the main stream of academic life of the universities as well as from the daily problems of life (Singh, M. S 2004).

Teacher education is one of the important linkages between the education and the society where there is a greater responsibility on teacher educators and academicians. But the teacher education has become one of the neglected areas of education where it has a growing demand to fulfill the constitutional obligations and to prepare the future teachers to build the nation very strong and to realize the values of democracy, socialism, secularism and to make the country a developed nation. Due to privatization of education, all the broad based objectives of the society and the nation are given up and there is a decline of values in the individuals in the society. The education has become examination –oriented and the ultimate goal of the students has become to gain the degrees without concern towards life and the society where human values are degenerated at a larger extent and creating social and ethical problems in many spheres of human life. A student-teacher is always prepared to learn more. The professional growth of a teacher does not cease when he leaves the Training Institute. In fact, he begins to learn from different kinds of experiences. The job of a teacher is not confined to develop knowledge in the subject matter he teaches. Furthermore, it is becoming increasingly evident that such information and skill as has leveled subject or content can be better disseminated through programmed materials prepared by a team of experts, psychologists and engineers in the field of Education. Teaching machines are also becoming more capable in transmitting certain facts to the students better than the teachers, but such dead facts from a dead machine can not reveal living meaning; teaching requires human recognition, human nourishment,
encouragement and support. Human resources, interpersonal communication, exchange and human affirmation which came under the scope of teacher education. The success of teacher lies in his teaching. The teacher has to present the material in such a sequence that it may suit the ability and needs of the students. Success depends on the teacher’s skills in the structuring of various stimulus events, i.e. manners of learning, guidance and procedures, verbal statements, explanation, hints, diagrams, pictures and reviews. Therefore, it is essential that extranets in his profession must have already achieved a certain level of personal maturity and a good standard of general and professional education. It must be ascertained by the student teacher that he has a balanced personality adequately motivated towards teaching, job and possess a high standard of intellectual capacity. Therefore, it is quite essential that the countries developed or developing should have well-articulated plans for teacher education, particularly attention should be paid to the relationship between the Teacher Education Institutions, the school and the community as a whole. The existing isolation of a Teacher Education Institution from main streams of the academic life of the University Departments on one hand and the schools on the other should immediately be eliminated. Knowledge of how children learn is the first essential for success in teaching that is, why teaching at present is considered as a profession. Let us not forget that teaching is a noble profession which counts amongst its members the greatest and noblest figures of human history. All the great religious teachers and reformers of the ages were teachers of mankind in the truest sense of the world. Teachers of our age too, can work as the architects of a better future for the race, if they follow the right path and not to concentrate on petty and selfish interests. So, that they can build up better life and proper teaching aptitude among student-teachers.

Therefore, for the professional preparation of student-teachers, the study of aptitude and attitude apprehended by them is very important. A positive favorable attitude and aptitude makes the work not only easier but also more
satisfying and professionally rewarding. A negative or unfavorable attitude makes the teaching task harder, more tedious and unpleasant. Thus, effective and productive learning on the part of the student teachers can be achieved by employing teachers with desirable attitudes and proper aptitude towards teaching profession.

Aptitude (derived from ‘Aptos’ means fitted for) is considered to be an important characteristic of an individual, which can predict the future success, or failure of an individual in one occupation or areas of occupations. Aptitude may be described as a specific ability or a specific capacity distinct from the general intellectual ability, which helps an individual to acquire degree of proficiency or achievement in a specific field. We may find a strange pattern of similarities and dissimilarities, commonalities and differences among individuals with regard to their possession of different types of aptitudes. As a matter of definition we may here reproduce definition of the term aptitude given by freeman (1971).” An aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organized responses, such as the ability to speak a language, to become a musician, to do mechanical work”. In this way, by taking note of one's present abilities and capacities we may come to know that one has an aptitude for learning or becoming successful in one of the other areas after getting opportunities for learning or training in that area. Accomplished in this way, we may observe that while one has mechanical aptitude others may have musical, clerical, scientific, legal, medical, and other professional scholastic or artistic aptitudes. There may lay commonalties with regard to the possession of one or the other type of aptitudes i.e. a group of students seeking admission to a particular course of instruction or professional study may be found to have a high degree of aptitude for that course or profession within themselves, we may find a distinct range of diversities and variations when we take notice of the evaluation records of the aptitude tests.
Some of them may be found to have very high aptitude compared to average or low aptitude possessed by others. Similarly, we may also find that where many of them do well in a particular aptitude test, they show a little or almost no aptitude for other subjects, activities or areas, that is why, it is observed that while one gets success after entering and getting required training in one area, the other does make a little or no progress. It is, therefore, essential that we must pay due regard to the aptitude possessed by them for guiding them about their educational and vocational choices. It will automatically help in avoiding the possible failure or disaster by placing the round pegs into square holes and square pegs into round holes.

Teaching aptitude is a person’s capacity to acquire proficiency in the teaching under appropriate conditions. It is a condition symptomatic of an individual’s ability to acquire with training, proficiency in teaching and his readiness to develop an interest in exercising the ability in performing various acts and tasks related to teaching. However, as teaching encompasses a wide range by subject matter and educational levels of equal importance with general mental ability and competence in subject matter to be taught are personality traits essential in successful teaching. A person may be said to possess teaching aptitudes, if he has a good proportion e. g. characteristics required for effective teaching, the magnitude of such traits may differ from individual to individual. A number of characteristics required for being successful in teaching compose as a whole the teaching aptitude thus the high or low teaching aptitude is in proportion to the number of characteristics possessed by a person. Teaching aptitude is not only related to the efficiency of teacher in teaching in the classroom but is related to several factors as cooperative nature of teacher, teacher's moral character, discipline, dynamic personality, considerateness, optimistic attitude, fair mindedness and impartial behavior of teachers etc.
In contrast to animals’ man is considered to be endowed with certain cognitive abilities which make him a rational being. He can reason, discriminate, understand, adjust and face a new situation. Definitely he is superior to animals in all such aspects of behavior. But human beings themselves are not at all alike. There are wide individual differences. A teacher easily discovers these differences among his pupil. Some learn with good speed while others remain lingering too long. There are some who need only one demonstration for handling the tools properly while for others even the repeated individual guidance brings no fruitful result.

What is that cause one individual to be more effective in his response to a particular situation than another. No, doubt, interest, attitude, desired knowledge and skill etc. count towards this achievement. But still there is something that contributes significantly towards this varying difference. In psychology it is termed ‘intelligence’. Intelligence has now generally been understood as the capacity to integrate experience and to meet a new situation successfully by means of appropriate and adaptive responses of varied nature and of numerous types, it is also the capacity to learn new things to the extent one is educable, as a capacity to perform intellectual tasks by carrying on abstract thinking by using symbols and concept which may be verbal or numerical, as a capacity to handle new practical tasks requiring the use of concrete media. Intelligence also is considered as the capacity to deal with social situation and also to deal with different types of people to make a successful career, as we find in the case of social or political workers or leaders. Considering all these areas with which the individual is concerned in actual life, intelligence is considered by Wechsler as the “aggregate or global capacity of the individual to act purposefully, to think rationally and to deal effectively with his environment.”
Intelligence is defined as general cognitive problem solving skills. A mental ability involved in reasoning, perceiving relationships and analogies, calculating, learning quickly..... etc. Earlier it was believed that there was one underlying general factor at the intelligence base (the g-factor), but later psychologists maintain that it is more complicated and could not be determined by such a simplistic method. Some psychologists have divided intelligence into subcategories. For example, Howard Gardner maintained that it is comprised of seven components: musical, bodily kinesthetic, linguistic, spatial, interpersonal and intrapersonal. Other definitions are: “Intelligence is what you do when you don’t know what to do”. Intelligence is a hypothetical idea which we defined as being reflected by certain types of behavior.

Levels of Intelligence: -

- The first level of intelligence is the level of being smart.
- The second level of intelligence is the level of being intelligent.
- The third level of intelligence is the level of being super smart.
- The fourth level of intelligence is the level of being super intelligent.
- The fifth level of intelligence is the level of being a genius.
- The sixth level of intelligence is the level of being a Super Genius.
- The seventh level of intelligence is the level of Infinite Intelligence.

Rotter (1972) said that “emotional intelligence is one of the potential determinants of behaviour.” Gardner (1983) suggested that “all human beings possess a number of intelligence, each of which appears to be housed in a different part of the brain.” His ideas came to be known as the ‘Theory of Multiple Intelligence’. Within his concept of multiple intelligence, he proposed that interpersonal and intrapersonal intelligence are as important as cognitive elements of intelligence. Intrapersonal intelligence is the ability to understand yourself, knowing who and what you are and how you fit into the greater scheme of the universe. Interpersonal intelligence is an ability to understand
other people. It is a capacity to form an accurate model of one self and to be able to use that model to operate effectively in life. Emotional intelligence, hence, is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them and to use the information to guide one’s thinking and actions.

Many every day rules require the application of the intelligence to skills that we have a psychomotor component teaching aptitude. A teacher should be mentally sound and intellectual healthy, so that he/she can impart education in a proper way.

The concept of mental health is as old as human beings. Mental health is a term used to describe how well the individual is adjusted to the demands and opportunities of life. The idea of mental health is complex and comprehensive. Mental health may be better understood by the comparison to physical health. A person is physically healthy when his body is functioning well and he is free from pain and troubles. Similarly, a person is in good mental health when his mind or personality is functioning effectively and is free from emotional disturbances. In general, he enjoys life and any unhappiness he has, can be understandably explained. He is self-confident, hopeful about himself. He has a few intimate and close friends, maintain cordial relations with a number of people whom he meets and generally gets along with all those with whom he comes in contact in life and work. He is able to meet his problems without much disturbance, and his fears and anxieties are normal. He keeps an equable temper and when aroused expresses his anger in a socially acceptable way. He is concerned about his health but not hyper anxious about it. He has emotional maturity, balance and equilibrium. He understands himself, his merits and abilities, he also knows his handicaps and disabilities, but he accepts them and makes the most of what mental and physical capacity he has. Mental health in on a continuum and one can attain optimum mental health by following the
golden means, a self-healthy attitude and releasing one’s creative potential etc. A mentally healthy person is poised and serene, which points to an inner world of self-assurance and security, and a sense of self-fulfillment.

Mental health is defined as the successful performance of mental function, which results in productive activities, fulfilling relationships with other people and the capacity to adjust to changes and cope with difficulties and hardships. From early childhood until late life, mental health is considered the spring board of thinking and communication skills, learning, emotional growth, resilience for recovering quick and self-esteem. A person’s mental health is subject to any variety of changes in life, either from genetic causes, to environmental stressors, or physical changes that may occur during their life time (Holmes, 2006). Mental Health as the balanced development of the total personality which enables one to interact creatively and harmoniously with society. (WHO, 1962). Mental Health as a state of mind characterized by emotional well-being, relative freedom from anxiety and disabling symptoms and a capacity to establish constructive relationships and cope with the ordinary demands and stresses of life (Goldenson, 1984). Mentally Healthier have:

1. A sense of contentment.
2. A zest for living and the ability to laugh and have fun.
3. The ability to deal with stress and bounce back from diversity.
4. A sense of meanings and purpose, in both their activities and their relationships.
5. The flexibility to learn new things and adapt to change.
6. A balance between work and play, rest and activity etc.
7. The ability to build and maintain fulfilling relationships.
8. Self-confidence and high esteem.
9. The ability to enjoy life.
10. The ability to bounce back from adversity.
11. More emotional flexibility.
12. Feel secure. (self-actualization)

Mental health stands for a balance that is dynamic. A mentally healthy person is one who is in harmony with his own self and consequently with those around him. The conscious and unconscious aspects of his mind are in tune with each other. In spite of his problems and difficulties he is in consonance with the rhythm of life. He has a balanced wholesome personality by and large free from schism and inconsistencies, emotional and nervous tensions, discarded and conflicts. On the whole, we can say that the well-adjusted individual has integrated his basic needs with the demands of social living and has high frustration tolerances without being seriously disorganized. His problems pose a challenge to him; they do not weaken his resolve.

According to the modern concept, mental health is the capacity to keep oneself integrated in the face of stress and strain through integrative adjustment. There can be a variety of normal adjustments as well as abnormal adjustment. Sometimes severe mal-adjustment in one area leads to severe mal-adjustment in other areas. Mal-adjustments in various areas of life are taken as the evidence of disturbed mental health.

Mental health commutates those behaviors, perceptions and feelings that determine a person’s overall level of personal effectiveness, success, happiness and excellence of functioning as a person. Bhatia (1982) describes it as the, ability to balance desires, feelings, ambitions and ideals in one’s daily living may also be understood as the behavioral characteristics of a person. According to Kumar, P (1992) mental health is an index which shows the extent to which the person has been able to meet his environmental demands – social, emotional or physical. A mentally healthy person shows homogenous organization of desirable attributes, healthy values and righteous self-concept
and a scientific perception of the world as a whole. Mental health presents a humanistic approach towards self and others. It is an important factor that influences an individual’s various activities, behavior, happiness and performance.

In brief we can say that mental health is a conditions which permits maximum development of physical, intellectual and emotional state of the individual so that he can contribute maximum to the welfare of the society and can also realize his ideas and aims in life. One of the important objectives of teacher education is the development of good mental health desirable attitudes in the students-teachers.

The most important factor in the teaching-learning process is the teacher. A good education system can flourish if two conditions are satisfied. First is the constant updating and refinement in knowledge and skills of existing/serving teachers and second one is equipping upcoming/prospective-teachers with positive attitude towards their profession. Attitudes towards profession are usually related with enjoying the profession, complete dedication to their profession, and being aware that profession is socially useful and believing that they need to improve the profession. C. V. Good (1973) define attitude as, “the predisposition or tendency to react specifically towards an object, situation, or value; usually accompanied by feelings and emotions” According to Thurstone (1946) attitude is, “the degree of positive or negative effect associated with some psychological object. By psychological object, Thurstone means any symbol, phrase, slogan, person, institution, ideal or idea towards which people can differ with respect to positive or negative effect.” Allport (1935) prefers to treat attitude as, “a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individuals’ response to all objects and situations with which it is related.” According to Katz (1959) “an attitude is a tendency or
disposition to evaluate an object or the symbol of that object in a certain way. An attitude is an important concept to understand human behaviour. As behaviour is composed of many attributes and one of these important attributes is attitude. Ones behaviour to a great extent depends upon one’s attitude towards the things, idea, person, object in his/her environment (Mangal, 2009). In this way attitudes are to a great extent responsible for a particular behaviour of a person. In simple words, attitudes are “pre-dispositions” to behave in a certain way. Attitude is defined as preference along a dimension of favorableness and unfavorableness to a particular group, institution, concept, or object. A person with a favorable attitude toward something is likely rate favorable and an unfavorable attitude presumes a tendency to reject something (Sax, 1974). An individual’s attitude towards his/her occupation may affect the end-product. Someone who does not enjoy his/her occupation will not be able to succeed in that occupation. A good teacher with proper attitude, behaviour and personality traits can motivate, inspire and make students lost in his/her teaching. A teacher with a positive attitude towards teaching is considered better and becomes popular figure among students. Therefore, it is very important to study the attitudes of the student-teachers who are going to serve this noble profession of teaching. Positive attitudes not only promote learning but also create the climate which stimulates effective learning. Therefore, student-teachers must develop proper and positive attitudes towards their profession, so that they can bring about a positive change in the life of their students.

Attitude (word derived from Latin ‘Aptus’) is a familiar word and is used freely to express ones way of thinking, feeling or behaving. We say, “he exhibits an attitude of friendliness” or “he has an extremely favorable attitude towards teaching profession”. What exactly meant by the term “attitude”. It is not easy to answer this. Attitude is a point of view, substantiated or not, true or false, which one holds towards a person, object, task or idea. The point of view
is positive, negative, hostile or indifferent. One’s attitude can account for one’s behavior and or performance. Attitude can be defined as learned mental or neural set of readiness, system or disposition in which the motivational, affective, perceptual and thought processes are included and due to which the individual’s positive or negative activity is directed to the objects, individuals, groups and his surroundings. Attitude of the teacher has an impact on the behavior of the students in the classroom as well. The teacher spends most of the school day in the close association with his students and as a result of this: his basic attitude and actions, his taste and mannerism have great influence on the students. The teacher creates the emotional climate in the class room just by being friendly, clam or nervous. This directly affects the students because students learn attitudes and behavior mostly by example. Teacher’s place in society is of vital importance, he/she acts as the point for the transmission of intellectual tradition and technical skill from generation to generation.

While reviewing research studies, it has been found that there are lot many researches which have been carried out and related to all the variables of the present study like, Teaching Aptitude, Level of Intelligence, Mental Health and Attitude towards Teaching of Student-teachers in Secondary Teacher Education Institutions. Attempts have been made to study the impact of teaching competency, academic achievement, background, gender differences residential, professional training on teaching aptitude. Parveen Sharma (2011) in his study, “Teaching Aptitude in Relation to General Teaching competency, Professional Teaching and Academic Achievement of B. Ed. pupil teachers”, found that there is no significant effect of academic achievement on teaching aptitude. Dr. K. S. Sajan (2010) in his study, “Teaching Aptitude of Student-teachers and their Academic Achievement at Graduate level”, found that the female student-teachers score significantly high on teaching aptitude compare to male counter parts. Sameena, B. (2007) in her study, “Teaching aptitude of Rural and Urban Teacher Trainees at Elementary level”, found that there is a
significant difference between rural teacher trainees and urban teacher trainee on various dimensions of teaching aptitude. Pandya, R. K. (1993) in his study, “Teaching Aptitude of Secondary School Teachers of Gujarat State in the Context of some Psychosocial Variables”, that the female trainees were found to obtain significantly higher scores than their male counter parts. Patil and Deshmukh (1993) in their study, “The Relationship between Aptitude in Teaching and Teaching Efficiency of Pupil Teacher”, found that the male and female pupil teachers differed significantly on their teaching aptitude in favour of female pupil teachers. Sharma, R. C. (1984) in his study, “Teaching Aptitude, Intellectual Level and Morality of Prospective Teachers”, found that insignificant difference in teaching aptitude in sex-wise and discipline-wise comparison. A positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers. Kumari, U. (1993) in her study, “A Behavior Pattern and Certain Characteristic Traits of Prospective Teachers with high Teaching Aptitude and Low Teaching Aptitude”, found that all the three comparative groups with (high, middle and low teaching aptitude) of Prospective Teachers were significantly different from one another. Meera, S. (1988) in her study, “The Relationship between Teacher Behavior and Teaching Aptitude of Teacher Trainees”, found that the high aptitude group and low aptitude group differed significantly. Lot many researches have been conducted on the level of intelligence. Attempts have been made to study the impact of emotional intelligence, classroom behaviour, interaction and creativity on the level of intelligence. Singaravelu, S. (2012) in his study, “Emotional Intelligence of Student-teachers (pre-Service) at Primary Level in Pondicherry region” found that significant difference was observed in emotional intelligence between the groups regarding locality of the residence of Student-teachers, also significant difference was observed in emotional intelligence between the groups regarding marital status. Blake Anthony (2012) in his study, “Level of Intellectual Development of Teacher Education
students”, found that significant position of High school and College students are not at the level of formal operation. Tassew, Zeodic. M (1992) in their study, “Classroom Verbal Behavior of Teacher Trainees in Ethiopia in Relation to their Intelligence, Self-concept and Attitude towards Teaching”, found that the interaction between levels of intelligence and types of attitude towards teaching was non-significant. Singh, D. (1991) in his study, “Creativity and Intelligence as correlates of Teaching Effectiveness of Secondary School Teachers”, found that among the male and female teachers, teaching effectiveness was positively related with fluency, flexibility, originality, composite creativity and intelligence. Creativity and intelligence taken fourth were considered better predictors of teaching effectiveness than taken separately. Many researches have been conducted on the mental health. Attempts have been made to study the impact of academic achievement race, aspiration and sex difference etc., on the mental health. T. Kang, A. Chawla (2009) in their study, "Mental Health and Academic Achievement of Adolescent Boys and Girls", found that there is non-significant differences exist between Mental Health and academic achievement of Adolescent Boys and Girls. Broman, Clifford and Smith (2007) in their study, “Race, Aspiration and Mental Health”, found that some aspirations for the future differ substantially across race ethnicity. Most importantly aspirations are longitudinally associated with mental health and preliminary analysis suggests there are important differences in the patterns by race ethnicity. Webb & Allen (1979) in their study, “Sex Difference in Mental Health”, found that women tended to be less productive and evidenced more psychological distress than man. A modest correlation was found on the Taylor manifest Anxiety scale with women showing higher score. Lot many researches have been conducted on the attitude towards teaching. Attempts have been made to study the impact of teaching practice, actual practice, academic achievement and professional training on the attitude towards teaching. Nwankezi, A. U. et. al. (2011) in
their study, “Attitude of student-teachers towards Teaching Practice in the University of Port Harcourt, Nigeria” found that if all the strategies for improving students attitude towards teaching practice, no doubt, will be affected positively. Based on findings, recommendations were made among others that the Faculty should have a micro-teaching laboratory where the students will be well exposed to the rudiments of teaching before they should be sent to schools for actual practice. Niyaz, A. (2007) in his study, “Attitude of Student-teachers towards Teaching in relation to Academic achievement”, found that there is no significant difference in the attitude towards teaching of student-teachers on the basis of medium of instruction and three levels of academic achievement. Further there is no significant relationship was found in the attitude towards teaching and academic achievement of average and low academic achievers as well as on the basis of medium of instruction. Devi, N. S. (2005) in her study, “Assessment of Attitude towards Teaching”, found that there was no significant difference in the attitude of the student-teachers with undergraduate and post-graduate qualification towards teaching. Bhalla A, Jajoo, U N, (2002) in their study, “Attitude of Teachers towards Teaching”, found that the mean scores were 3.808, which indicate a positive attitude. There was not much difference in attitude of teachers in different groups. The positive attitude helps the teacher to be role model for the future generation of students. Asha, R. (2002) in her study, “A Comparative Study of Attitude of Teachers towards Teaching Profession”, found that government schools both male and female teachers possess healthy attitude towards their teaching profession. Sharma, A. (2000) in his study, “Teachers attitude towards Teaching Profession in Relation to their Teaching Aptitude”, found that private school male and female teachers have the same attitude towards teaching. Government school male and female teachers have same attitude towards teaching profession. He further found that private school male and female teachers and government school male teachers do not differ significantly when
teacher’s aptitude is taken as dependent variable. Budhisagar, M and Sansanwal (1991) in their study, “Achievement of B. Ed, Students Effective of Treatment, Intelligence, Attitude towards Teaching Profession and their Interaction”, found that intelligence affect significantly the overall achievement of the students. Whereas attitude towards the teaching profession did not. Srivastava, Madhu. B (1989) in their study, “The Impact of Teacher Education Programme of Lucknow University on Pupil Teacher Attitude and Teaching Efficiency”, found that there was no significant change in the teacher aptitude of the male Post-graduate student teacher and the experienced female trainees as a result of the training. Nayak, G. (1988) in his study, “Quality of Prospective Teachers and the Selection Procedure in Practice for Admission to the B. Ed Course in Orissa”, found that there were 70% quality recruits as per the first three variables i.e. motivation to join B. Ed course, attitude towards the school teaching profession and attitude towards children.

**NEED AND IMPORTANCE**

Teachers in every state are assuming new roles for which the traditionally designed Teacher Training Programmes would not prepare them adequately. The development of a country is the expanded function of education. Therefore, it requires broadening and deepening of the teacher’s knowledge and understanding about themselves so that they understand the nature of society as it has evolved from the past as it is today and as it is likely to develop in future, the integral relationship between education and society with specific reference to the contemporary socio-cultural, political and economic issues; and the multidimensional nature of teacher’s role as a catalytic agent in the society. But a teacher cannot perform his/her duty unless he/she is not updated professionally or personally. So like various other professions, teacher has assumed special significance. Teacher education is not meant for teaching the teachers, how to teach only, but also to train the student
teacher to minimize the evils of the society and to save the energy, time and money of teacher and taught. It would help the teacher to minimize his/her troubles and to perform his/her duties with efficiency and with honesty. Teacher education is no longer a training process but an educational strategy for enabling teacher to teach and concerned about the wellbeing of students. The student teacher has to see himself not as a prime source of knowledge but as an organizer of learning and learning experience. He/she is transmitter of culture, builder of character and personality of the children, conveyer of moral and ethical value a guide and counselor inspire for social change and architect of future of nation to perform all these roles successfully.

The student teacher has to show the teaching aptitude, high level of intelligence, good mental health and attitude towards teaching because the effectiveness of the education depends upon the teachers working in an institution. The quality of teachers in turn depends upon the quality of training received by them in different Secondary Teacher Education Institutions. As a profession, it requires people who have right type of aptitude and attitude good mental health and high level of intelligence for teaching is bound to be a successful teacher in future.

In the literature reviewed so far, a variety of studies have been conducted related to the variables incorporated in this research study like teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers in Secondary Teacher Education Institutions, but no such comparative study has been undertaken where student-teachers of Jammu Division and Kashmir Division have been compared on teaching aptitude, level of intelligence, mental health and attitude towards teaching. The present study has been designed with the purpose to identify, study and compare the Teaching Aptitude, Level of intelligence, Mental Health and Attitude towards teaching of male and female student- teacher in Secondary
Teacher Education Institutions of Jammu and Kashmir Divisions. Therefore, the investigator finds it feasible to study such a topic which gets utmost importance in our present education system. It will clearly reveal the picture of student-teachers enrolled in different Secondary Teacher Education Institutions of Jammu and Kashmir Divisions regarding their aptitude, mental health, level of intelligence and attitude towards teaching. The result may guide the management and administrators of different Secondary Teacher Education Institutions of Jammu and Kashmir Divisions to devise such programs based on emerging trends in education and to create such an environment in these institutions so that they can evoke the proper aptitude and attitude towards teaching profession. As per the review of literature in the present study mentioned, no study has been conducted in this area so far related to these variables of the study. We all know that teachers are the nation builders. The good teacher is cordial, cooperative and honestly enthusiastic. The primary obligation of teaching profession is to guide children, youth and adults in the pursuit of knowledge and skills to prepare them in the ways of democracy and to help them to become happy, useful and self-supporting citizens. The ultimate strength of nation lies in the responsibility, economic competence and moral strength of the individual. In the light of this, the investigator justifies the need to conduct a study stated as under:

**STATEMENT OF THE PROBLEM:**

“*Teaching Aptitude, Level of Intelligence, Mental Health and Attitude towards Teaching of Student-Teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions- A Comparative study*”. 
OBJECTIVES

The proposed study shall be undertaken with the following objectives:

1. To identify student-teachers in various Secondary Teacher Education Institutions of Jammu Division.

2. To identify student-teachers in various Secondary Teacher Education Institutions of Kashmir Division.

3. To study teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers of Jammu Division.

4. To study teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers of Kashmir Division.

5. To compare student-teachers in Secondary Teacher Education Institutions of Jammu Division and Kashmir Division on teaching aptitude.

6. To compare student-teachers in Secondary Teacher Education Institutions of Jammu Division and Kashmir Division on level of intelligence.

7. To compare student-teachers in Secondary Teacher Education Institutions of Jammu Division and Kashmir Division on mental health.

8. To compare student-teachers in Secondary Teacher Education Institutions Jammu Division and Kashmir Division on attitude towards teaching.

10. To compare male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on level of intelligence.


12. To compare male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on attitude towards teaching.

13. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on dimensions of Teaching Aptitude Test.

14. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different sub-tests of Culture Fair Test of Intelligence.

15. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on two items of Mental Health Checklist.
16. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teacher Attitude Inventory.

17. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teaching Aptitude Test.

18. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different sub-tests of Culture Fair Test of Intelligence.

19. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on two items of Mental Health Checklist.

20. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teacher Attitude Inventory.


22. To compare male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence.

24. To compare male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on attitude towards teaching.

25. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teaching Aptitude Test.

26. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence.

27. To compare male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on two items of Mental Health Checklist.

28. To compare male science student-teachers and female science student teacher in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teacher Attitude Inventory.

29. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teaching Aptitude Test.
30. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence.

31. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on two items of Mental Health Checklist.

32. To compare male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teacher Attitude inventory.

33. To compare male student-teachers of Jammu Division and male student-teachers of Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

34. To compare male student-teachers of Jammu Division and male student-teachers of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.

35. To compare male student-teachers of Jammu Division and male student-teachers of Kashmir Division in Secondary Teacher Education Institutions on mental health.

36. To compare male student-teachers of Jammu Division and male student-teachers of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.
37. To compare female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

38. To compare female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.


40. To compare female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.

41. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions.

42. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Jammu Division.

43. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers in Secondary Teacher Education Institutions of Jammu Division.
44. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers in Secondary Teacher Education Institutions of Jammu Division.

45. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

46. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

47. To find the correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers in Secondary Teacher Education Institutions of Kashmir Division.
HYPOTHESES: -

In the light of above objectives, the following hypotheses have been formulated for the proposed investigation: -

1. There is no significant difference between student-teachers of Jammu Division and Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

2. There is no significant difference between student-teachers of Jammu Division and Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.

3. There is no significant difference between student-teachers of Jammu Division and Kashmir Division in Secondary Teacher Education Institutions on mental health.

4. There is no significant difference between student-teachers of Jammu Division and Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.

5. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on teaching aptitude.

6. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on level of intelligence.

7. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on mental health.
8. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Jammu Division on attitude towards teaching.

9. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teaching Aptitude Test.

10. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on different sub-tests of Culture Fair Test of Intelligence.

11. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Jammu Division on two items of Mental Health Checklist.

12. There is no significant difference between male science student-teachers and female science in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teacher Attitude Inventory.

13. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teaching Aptitude Test.

14. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education
Institutions of Jammu Division on different sub-tests of Culture Fair Test of Intelligence.

15. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on two items of Mental Health Checklist.

16. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Jammu Division on different dimensions of Teacher Attitude Inventory.

17. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on teaching aptitude.

18. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on level of intelligence.

19. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on mental health.

20. There is no significant difference between male student-teachers and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division on attitude towards teaching.
21. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teaching Aptitude Test.

22. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence.

23. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on two items of Mental Health Checklist.

24. There is no significant difference between male science student-teachers and female science student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teacher Attitude Inventory.

25. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teaching Aptitude Test.

26. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different sub-tests of Culture Fair Test of Intelligence.
27. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on two items of Mental Health Checklist.

28. There is no significant difference between male arts student-teachers and female arts student-teachers in Secondary Teacher Education Institutions of Kashmir Division on different dimensions of Teacher Attitude Inventory.

29. There is no significant difference between male student-teachers of Jammu Division and male student of Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

30. There is no significant difference between male student-teachers of Jammu Division and male student of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.

31. There is no significant difference between male student-teachers of Jammu Division and male student of Kashmir Division in Secondary Teacher Education Institutions on mental health.

32. There is no significant difference between male student-teachers of Jammu Division and male student of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.
33. There is no significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on teaching aptitude.

34. There is no significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on level of intelligence.

35. There is no significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on mental health.

36. There is no significant difference between female student-teachers of Jammu Division and female student-teachers of Kashmir Division in Secondary Teacher Education Institutions on attitude towards teaching.

37. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of student-teachers in Secondary Teacher Education Institutions of Jammu and Kashmir Divisions.

38. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Jammu Division.

39. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of
male student-teachers in Secondary Teacher Education Institutions of Jammu Division.

40. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers in Secondary Teacher Education Institutions of Jammu Division.

41. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male and female student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

42. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of male student-teachers in Secondary Teacher Education Institutions of Kashmir Division.

43. There is positive and significant correlation between teaching aptitude, level of intelligence, mental health and attitude towards teaching of female student-teachers in Secondary Teacher Education Institutions of Kashmir Division.
OPERATIONAL DEFINITION OF VARIABLE:

The variables covered in the proposed investigation are operationally explained as:

**Teaching Aptitude**: Aptitude refers to those qualities characterizing person’s ways, behavior, which serve to indicate how well he can learn to meet and solve certain specific kind of problems. In the proposed study, Teaching Aptitude refers to the scores obtained by the subjects on S. C. Gakhar and Rajnish’s Teaching Aptitude Test (TAT-GR), on following dimensions:

1. Teaching profession
2. Interest towards students
3. Social contacts
4. Innovations regarding activities of the school
5. Professional ethics
6. Teaching potentiality and current knowledge

**Level of Intelligence**: Intelligence is the capacity to integrate experiences and to meet a new situation successfully by means of appropriate and adaptive responses of varied nature and of numerous types. Level of intelligence in the proposed investigation shall refer the dominant set of scores as measured by R. B. Cattell’s Culture Fair Test of Intelligence (CFTI) (scale 3) on the following sub-tests:

Test 1. Series

Test 2. Classifications

Test 3. Matrices

Test 4. Conditions [Topology]
**Mental Health:** Mental Health is a condition and level of social functioning which is socially acceptable and personally satisfying, in the proposed investigation mental health shall refer to the score measured on Pramod Kumar’s Mental Health Check list on following items:

1. Mental items: 6 items
2. Somatic items: 5 items

**Attitude Towards Teaching:** - Attitude refers to “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly & Chaiken, 1993, p. 1). In the present study, attitude towards teaching refers to the score obtained by the subjects on Ahluwalia’s Teacher Attitude Inventory (TAI) on the following dimensions:

1. Teaching profession
2. Classroom teaching
3. Child centered practices
4. Educational process
5. Pupils
6. Teachers

**Student-Teachers:** Student-teachers refer to the students enrolled in different Secondary Teacher Education Institutions of Jammu and Kashmir Divisions.

**Delimitation of The Study:** - The present study was delimited to the Secondary Teacher Educational Institutions of Jammu Division and Kashmir Division.