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Preface

Good research produces good outcomes. In a research work the investigator arrive at findings that are pooled for generalization. Any good outcome is suitable for the education scenario at any time. Keeping this in mind, we decided to publish the abstracts of post graduate level researches carried out in our college since 1996 in two volumes. Volume I is a compilation of all the research works undertaken by M.Ed. students from 1996-2005. I hope this publication will provide valuable information for all research scholars at M.Ed. and Ph.D level.

With regards to all

Dr. Ampili Aravind
Associate Professor & H.O.D.
M.Ed. Department

Acknowledgement

The compilation of research abstracts was not an easy job. The attempt was carried out by sincere efforts of Teacher educators, M.Ed. Students and Library Staff of our college. I would like to highly acknowledge the contribution of the Principal, Members of Teaching Faculty, Library Staff, M.Ed. Students of 2014-2015 and 2015-2017 batches and all others who supported this venture.

Dr. Ampili Aravind
Associate Professor & H.O.D.
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1996

Sl. No. 1

TITLE:-

A Study of Environmental Awareness in Relation to Science Interest And Scientific Attitude of Secondary School Pupils of Kerala

AUTHORS:-

Name of Student : Ajith Kumar.S

Name of Supervising Teacher: Mrs. Bindu.R.L

YEAR OF PUBLICATION:-

1996

KEY WORDS:-

Environment, Environmental Awareness, Science Interest, Scientific Attitude, Secondary School pupils of Kerala.

OBJECTIVES:-

The objectives of the study are:

- a) To find out the level of attainment of Environmental Awareness among Secondary school Pupils of Kerala and comparison of sub samples
- b) To study the Environmental Awareness in relation to science Interest
- c) To study the Environmental Awareness in relation to scientific Attitude

VARIABLES:-

The experimental variables selected in this study are:

1. Environmental Awareness
2. Science Interest and
3. Scientific Attitude

METHODOLOGY:-

a) Research Method:

Normative Survey

b) Sample:

Sample of 556 Secondary School students belonging to standards IX and X.
Stratified Sampling Technique was used for sampling.

c) Tools Used:

1. Test of Environmental Awareness(Ajith Kumar and Bindu – 1996)
2. The Kerala University Science Interest Inventory(Dr. A. Sukumaran Nair and Jacob Thomas)
3. Test of Scientific Attitude (Dr.A.S. Nair and Sobana Devi)

d) Statistical Techniques used:

- 1) Computation of Percentage
- 2) Test of Significance of difference between the means
- 3) Pearson's product moment coefficient of correlation

MAJOR FINDINGS:-

1. The study showed that comparatively higher proportion of the students 96.74 percent of the students under study are very much aware of the importance of our environment.
2. The mean value of Environmental Awareness obtained for the total sample (N=556) is 36.67 and the standard deviation is 5.533. This high value of mean signifies that the Environmental Awareness of Secondary School Pupils is comparatively high.
3. The analysis reveals that boys possess comparatively high science interest (Mean = 26.39) than that of girls (Mean = 23.62)
4. The analysis makes it clear that boys and girls do not differ significantly in their science attitude.
5. Category wise analysis of Environmental Awareness among boys and girls showed that boys were more aware of the need and importance of forest conservation compared to girls
6. Category wise analysis of Environmental Awareness among Urban and Rural samples showed that urban samples are more aware of population growth and hazards produced by it. And the Rural sample is more aware of the need and importance of forest conservation and the factors related to it.
7. The study showed that the urban sample possesses a comparatively high environmental awareness when compared to the rural samples.

Sl. No. 2

TITLE:-

A Comparative study of Attitude towards Malayalam and achievement in Malayalam among Secondary School pupils of the monolingual and bilingual Areas

AUTHORS:-

Name of Student : Baburajan K.P

Name of Supervising Teacher: Dr.K.Rajagopal

YEAR OF PUBLICATION:-

1996

KEYWORDS:-

Attitude towards Malayalam, Achievement in Malayalam, Monolingual areas, Bilingual areas.

OBJECTIVES OF THE STUDY:-

- 1) To study the nature of attitude towards Malayalam of Secondary school pupils of monolingual and bilingual areas.
- 2) To study the nature of achievement in Malayalam of Secondary school pupils of monolingual and bilingual areas.
- 3) To find out whether there exist any significant difference in the attitude towards Malayalam of Secondary school pupils of monolingual and bilingual areas.
- 4) To find out whether there exist any significant difference in achievement in Malayalam of Secondary school pupils of monolingual and bilingual areas.

VARIABLES:-

Attitude towards Malayalam, achievement in Malayalam.

METHODOLOGY:-

a) Method of study:-

Survey method

b) Sample:-

Sample of 594 standard IX pupils, purposive sampling method was used for sampling.

c) Tools:-

- 1) Malayalam attitude scale (Dr. Sumangala, 1991)
- 2) Generalised achievement test in Malayalam (Dr. P.Kelu, 1987)

d) Statistical Techniques:-

- 1) Estimate Mean and Standard Deviation
- 2) Test of significant of difference between mean of large independent samples.

MAJOR FINDINGS:-

- 1) Significant difference exists in the mean scores of achievement in Malayalam between pupils areas.
- 2) Significant difference exist in the mean scores of achievement in Malayalam between monolingual and bilingual government and private schools.
- 3) Significant difference exists in the mean scores of attitude towards Malayalam between pupils of monolingual and bilingual areas.
- 4) Significant difference exists in the mean scores of attitude towards Malayalam between Government and Private School of Monolingual and bilingual areas.
- 5) Significant difference exists in the mean scores of achievement in Malayalam between girls and boys of monolingual and bilingual areas.
- 6) Significant difference exists in the mean scores of attitude towards Malayalam between girls and boys of monolingual and bilingual areas.

Sl. No. 3

TITLE:-

An Analysis of Environmental Studies Text Book In Standard IV Prescribed For the Schools Where Minimum Levels of Learning Programme is Introduced in Kerala State 1995-96

AUTHORS :-

Name of Student : Chandrasekaran. V

Name of Supervising teacher : Dr. Rema.M

YEAR OF PUBLICATION:-

1996

KEYWORDS:-

Environmental studies, textbook, Environmental studies Textbook, Minimum Levels of Learning Programme.

OBJECTIVES OF THE STUDY:-

The Main objectives of the study are:

- 1) To Extreme whether environmental studies text book of standard IV contains all the topics mentioned in the statement of MLLs in environmental studies.
- 2) To analyse the text book with a view to finding out how far it helped in achieving the expected learning competencies in Environmental studies.
- 3) To find out whether various components of environmental studies are treated in a correlated manner.
- 4) To find out factual errors if any in Environmental studies Textbooks.
- 5) To examine whether the content materials are taken from practical life situations and day to day life of the community,
- 6) To Study the suitability exercises and illustrations in the textbook.
- 7) To examine whether the language used in the textbook is simple and accurate.
- 8) To critically examine the physical aspects of the Textbook.

METHODOLOGY:-

a) Research method:-

Documentary analysis

b) Sample:-

A sample of 20 schools, where minimum levels of learning programme is introduced in Palakkad district. Totally 80 teachers were selected for the administration of questionnaire and 15 educational experts of different districts were selected for interview.

c) Tools used:-

- 1) Documentary frequency study
- 2) Questionnaire(DR. Rema and Chandrasekaran, 1996)
- 3) Interview

MAJOR FINDINGS:-

- 1) The text book has full coverage of the various topics mentioned in the statements of MLLs in environmental studies.
- 2) Expected learning competencies are mentioned at the top margin of every chapter.
- 3) Expected learning competencies are covered by the content area of each chapter.

- 4) The Subject matter is arranged in the principle of easy to difficult. Science and Social Studies are treated in a correlated manner.
- 5) Some factual errors are occurred in the text book.
- 6) Text materials are related to day to day life of the pupil.
- 7) Illustrations are clear and coloured.
- 8) Assignments are divided into two parts as exercises and practical exercises.
- 9) Size of the textbook is not suitable for lower primary children. Binding is not durable and attractive.

Sl. No. 4

TITLE:-

Some Social Familial correlates of Achievements in Biology among Secondary School Pupils of Kerala

AUTHORS:-

Name of students : Deepa.M.S

Name of supervising Teacher : Usha Devi. V.K

YEAR OF PUBLICATION:-

1996

KEY WORDS:-

Social- Familial variables, correlation, Achievement in Biology, Secondary School Pupils.

OBJECTIVES:-

The Objectives of the Study are :

- 1) To Find out whether significant relationship exists between each of the Social-Familial variables and Achievement in Biology for the whole sample and four sub-samples based on sex and school locale.
- 2) To Find out whether there exists any significant difference in the relationship of Social- Familial variables with Achievement in Biology between
 - a. Urban and Rural Pupils.
 - b. Boys and Girls
- 3) To Test Whether the mean scores of the Sociological variables(Parental Education, Parental Occupation, Parental Income and Socio-Economic Status) obtained for the Pupils of the three levels of Achievement in Biology (High, Average and Low achievers) differ significantly.

VARIABLES:-

Socio- Familial- (Associate Variables)

Achievement in Biology- (Criterion Variable)

METHODOLOGY:-

a) *Research Method:*

Survey Method

b) *Sample*

Sample of 500 Secondary School Students of Standard IX,

Stratified random sampling technique was used for sampling.

c) *Tools Used*

1) Achievement Test in Biology (Usha Devi.K & Deepa .M.S, 1996)

2) Kerala Socio- Economic Status Scale(Nair, 1990)

d) *Statistical Techniques:*

1) Pearson's product Moment Coefficient of Correlation 'r'

2) Test of Significance of 'r' using 't' Test

3) Confidence interval or 'r'

4) Shared variance

5) 'c' Coefficient of Contingency through Chi- Square Test of independence

6) Test of significance of difference between correlations of the different between correlations of the different categories of the sample treated in pairs.

7) One – way Analysis of variance

8) Test of Significance of difference between mean scores of large independent samples.

MAJOR FINDINGS:-

Findings Based on Correlational Analysis

1) The Relationship between Parental Education and Achievement in Biology was found to be significant for the total sample and for sub sample like Urban pupils, Rural Pupils and for Boys and Girls. All the correlations were positives.

2) The relationship between Parental Occupation, Parental Income and Achievement in Biology was found to be significant for the total sample

and for sub sample like Urban – Rural pupils and for boys and girls. All the Correlations were positive

- 3) The relationship between Socio-Economic Status, Family size, Ordinal position and Achievement in Biology was found to be significant for the total sample and for sub sample like Urban pupils, Rural Pupils and for Boys and Girls. All the correlations were positives.
- 4) When the correlations obtained between Parental Education and Achievement in Biology were compared for the sub samples based on sex and scales, significant difference in relation was found between boys and girls. No significant difference in relations was found between urban and rural samples.
- 5) When the correlations obtained between Parental- occupation, income and Achievement in Biology were compared for the sub- samples based on sex and locale, no significant difference in relation was found between Urban-Rural samples and boys and girls.
- 6) When the correlations obtained between Socio- Economic status and Achievement in Biology were compared for the subsamples based on Sex and locale, significant difference in relation was found between urban and rural samples. No significant difference in relation was found between boys and girls.
- 7) When the relations obtained between Family size, ordinal position in the family and Achievement in Biology were compared for the subsamples based on sex and locale, no significant difference in relation was found between urban- rural samples and boys and girls.
- 8) By means of One- way ANOVA, it was found that the sociological variables (Parental education, Parental Occupation, Parental income and Socio-Economic status) can discriminate significantly between High, Averages and Low Achievers in Biology.

Sl. No. 5

TITLE:-

Listening Comprehension in English in relation to Socio – Economic Status of Secondary School Pupils of Kerala

AUTHORS:-

Name of Student : Deepa . P

Name of supervising Teacher : Meera K.P

YEAR OF PUBLICATION:-

1996

KEYWORDS:-

Listening comprehension, Socio – Economic Status, Secondary School pupils

OBJECTIVES:-

- 1) To test whether the mean scores of the sociological variables attained for High, Average, and Low Listening Comprehension groups differ significantly.
- 2) To determine the extent to which each of the four sociological variables are related to Listening Comprehension in English for the whole Sample and sub samples based on sex and locale.
- 3) To find out whether there exists any significant difference in the relation of sociological variables with Listening Comprehension in English between
 - a. Urban and Rural Pupils
 - b. Boys and girls

VARIABLES:-**1) *Criterion variable***

Listening Comprehension in English

2) *Associate Variables*

Parental Education, Parental Occupation, Socio- Economic Status.

METHODOLOGY:-**a) *Method of Study:***

Survey Method

b) *Sample:*

Sample size of 600 students of standard IX stratified random sampling technique was used.

c) *Tools Used:*

A test of Listening Comprehension in English (Meera, Deepa)

Kerala Socio- Economic Status scale (Nair, A.S, 1980)

d) *Statistical techniques used:*

- 1) One way analysis of variance
- 2) Pearson's Product moment Coefficient of correlation
- 3) 't' test
- 4) Confidence interval of 'r'

MAJOR FINDINGS

- 1) Four Sociological variables could discriminate between High, Average and Low listening Comprehension groups in English
 - a. Parental Education (F=21.22,p<0.01)
 - b. Parental Occupation (F=20.41,p<0.01)
 - c. Parental Income (F=18.73,p<0.01)
 - d. Socio-Economic Status (F= 29, P<0.01)
- 2) The 'r' obtained were significant at 0.01 learner
- 3) There is slight urban- rural difference in the correlation between Parental Education / Parental income and Listening Comprehension in English.
- 4) There is no significant urban- rural difference between parental occupation/ Socio- Economic Status and Listening Comprehension in English.

Sl. No. 6

TITLE:-

The Effectiveness of grades Reinforced Practice As Remedial Instruction with Reference To Errors of Word Orders In English of Standard X students.

AUTHORS:-

Name of Student : Manju.C. Nair

Name of Supervising Teacher : Dr.G. Saratchandra Raj

YEAR OF PUBLICATION:-

1996

KEY WORDS:-

Effectiveness, Graded, Reinforced Practice, Remedial Instruction, Errors Word order.

OBJECTIVES:-

The Objectives of the study are:

- a) To identify the errors of pupils in English structures with special reference to the most basic word order.
- b) To analyse the errors commonly committed by pupils in terms of categories.
- c) To design and plan for correlation of these errors and strengthen mastery of the correct structures.

- d) To test the remedial action plan through experimental tryout
- e) To evaluate the results in terms of student achievement and attitudes.

VARIABLES:-

- 1) The independent variable of the present study is the intervention programme conducted.
- 2) The dependent variable is the result of the post-test administered at standard X.

METHODOLOGY:-

a) *Research Method:*

Experimental study

b) *Sample:*

Sample of 32 students(all boys) of standard X of St. Joseph's High School, Mathilakam of Irinjalakuda- Sub – district,

A Convenient or purposive sampling was used.

c) *Tools Used:*

- 1) Pre – test (Chaplin, 1975)
- 2) Post – Test
- 3) Attitude Questionnaire (Manju.C. Nair, Dr. Saratchandra raj, 1996)
- 4) Pilot test

d) *Statistical Techniques Used:*

- 1) Quantitative and Qualitative Analysis
- 2) Graphical Representation of the Pre-test and Post – test
- 3) The Analysis of the shape of the graph (bi- modality) positions of mode's etc...
- 4) Error analysis

MAJOR FINDINGS:-

- 1) Study revealed that there is lack of reinforcement and motivation in the classroom.
- 2) The error analysis of the results of the pilot study as well as the final study sheds light on the type of errors committed by the pupils in various criterion structures.
- 3) The study showed that the post - test mean is significantly higher than the pre-test mean.
- 4) The errors analysis of the final study revealed that reduction in percentage with the regard to the pre-test and post – test.

- 5) It is also discovered that the maximum reduction of errors is with reference to the simplest structure.
- 6) The administration of the attitude questionnaire revealed that the pupil were interested and found it useful and helpful for them.
- 7) There is a focus on total product learning; there is very little emphasis on process.
- 8) There does not seem to lie any progress in the functional command of English as the student goes up the grades.

Sl. No. 7

TITLE:-

A study of attitude towards Mathematics of Secondary School pupils in relation to their socio – economic status and families acceptance of education.

AUTHORS:-

Name of Student : Rajesh Kumar.S

Name of supervising Teacher : D. Sugathakumar

YEAR OF PUBLICATION:-

1996

KEY WORDS:-

Study, Attitude, Secondary School pupils, Relation, Socio – Economic status, Family acceptance of education.

OBJECTIVES OF THE STUDY:-

- 1) To study the nature of attitude towards Mathematics of secondary school pupils.
- 2) To test whether significant difference exists in the mean scores of attitude towards Mathematics between
 - a) Boys and girls b) rural and urban students c) Government School students and Private School students.
- 3) To test whether there exist significant relation between
 - a) Attitude towards Mathematics and Socio Economic status.
 - b) Attitude towards Mathematics and family Acceptance of Education.

In total sample and relevant subsamples classified on the basis of sex, localities, and Management of Schools.

- 4) To study the effect of each of the variables Socio- Economic status and families acceptance of Education on attitude towards Mathematics.
- 5) To study the interaction effect of Socio- Economic status and families acceptance of Education on attitude towards Mathematics.

VARIABLES:-

Attitude Towards Mathematics

METHODOLOGY:-

a) Method of study:

Normative Survey method

b) Sample:

Sample of 500 IXth standard pupils, stratified random sampling method was used for sampling.

c) Tools:

- 1) Attitude scale for measuring attitude towards Mathematics, of Secondary pupils. (V. Sumungala, 1987)
- 2) Kerala Socio – Economic status scale (A. Sukumaran Nair)

d) Statistical Techniques:

- 1) Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis etc..
- 2) Significance of difference between means for large independent sample.
- 3) Pearson’s Product Moment Coefficient of Correlation
 - a. Confidence interval of ‘r’,
 - b. Shared variance ($r^2 \times 100$)
 - c. Test of significance of ‘r’
- 4) Analysis of variance (3x3)

MAJOR FINDINGS:-

- 1) Attitude towards Mathematics is normally distributed, which suggests that majority of the Schools pupils have only average attitude towards Mathematics.
- 2) Significant difference exist in the means score of attitude towards Mathematics between boys and girls of Government and Private Schools. No significant difference exists in the mean scores of attitude towards Mathematics between Rural and Urban Students.
- 3) When pearson product moment coefficient of correlation was computed between attitude towards Mathematics and Socio – Economic status, significant positive relations were obtained for whole sample, Boys, urban

students and Private School students. No significant relation were obtained for girls, rural students and Governmental School students.

- 4) Significant relationship between attitude towards Mathematics and family acceptance of Education were obtained for whole sample, boys, girls, rural students, urban students, Government School students and Private Students.
- 5) When variance is analyzed using ANOVA the following findings were observed.
 - a. There existed a significant main effect of the variable family Acceptance of Education on attitude towards Mathematics.
 - b. There existed no significant main effect of the variable Socio Economic status on Attitude towards Mathematics.
 - c. There existed no significant interaction effect of the variables Socio Economic status and Families acceptance of education on Attitude towards Mathematics.

Sl. No. 8

TITLE:-

The Interaction Effect of Intelligence and Attitude towards Malayalam on Achievement in Malayalam of Secondary School Pupils of Kerala.

AUTHORS:-

Name of the Student : Vinod Kumar K.G

Name of supervising Teacher : Prof. T.V. Kumaran

YEAR OF PUBLICATION:-

1996

KEYWORDS:-

Interaction effect, e, Attitude towards Malayalam.

OBJECTIVES OF THE STUDY:-

The objectives of the study are:

- 1) To study the relation between 'attitude towards Malayalam' and 'achievement in Malayalam' in total Sample and subsamples based on sex and locality.
- 2) To study the relation between intelligence and achievement in Malayalam in total sample and sub samples based on sex and locality.
- 3) To study the effect of attitude towards Malayalam on achievement in Malayalam of the total sample.

- 4) To study the effect of intelligence on achievement in Malayalam of the total sample.
- 5) To study the interaction effect of 'intelligence' and 'attitude towards Malayalam on achievement in Malayalam' of the total sample.

VARIABLES:-

Associate Variables

- a) Intelligence
- b) Attitude towards Malayalam

Criterion Variable

- a) Achievement in Malayalam

METHODOLOGY:-

a) Research Method:

Normative Survey

b) Sample:

A sample of 605 students of IXth Standard. (Proportionate stratified random sampling was used for the study)

c) Tools used:

The investigator used the following tools for measuring the variables of the study

- 1) Kerala University group test of intelligence (verbal) (Nair.A.S, 1968)
- 2) Malayalam attitude Scale for Secondary School Pupils (Sumangala. V, 1991)
- 3) Generalized achievement test in Malayalam for secondary school pupils of Kerala (Kelu. P, 1987)

d) Statistical Techniques:

Following are the Statistical techniques used by the investigator

- 1) Mean, Median, Mode, Standard deviation, Skewness, Kurtosis
- 2) Test of Significance of difference ores.
- 3) Pearson's Product moment coefficient of correlation followed by
 - a. Test of Significance o f 'r'
 - b. Standard error of 'r'
 - c. 0.99 confidence interval of 'r'
 - d. Shared Variance

- 4) Compression of correlations obtained for equivalent groups.
- 5) Analysis of variance (ANOVA – 3x3-2 way analysis)

MAJOR FINDINGS:-

- 1) When the mean scores of the criterion variable, Achievement in Malayalam of subsamples based on sex and locale were compared there existed no significant difference between boys and girls. But there existed a significant difference among urban and rural pupils.
- 2) When the extent of relation between ‘Achievement in Malayalam’ and each of the variables ‘Attitude towards Malayalam’ and ‘Intelligence was estimated for whole sample and subsamples based on sex and locale, in all cases, the relation was significant and positive.
- 3) The relation between ‘Attitude towards Malayalam’ and ‘Achievement in Malayalam’ of boys, girls, urban or rural students were similar.
- 4) The relation between ‘Intelligence’ and ‘Achievement in Malayalam’ of boys and girls were similar but the relation was different for urban and rural students.
- 5) There existed a significant effect of ‘ intelligence’ on ‘Achievement in Malayalam’ of the total sample
- 6) There existed a significant effect of ‘Attitude towards Malayalam on ‘Achievement in Malayalam’.
- 7) There was not any significant interaction effect of ‘ intelligence’ and ‘Attitude towards Malayalam’ on ‘Achievement in Malayalam’.

Sl. No. 9

TITLE:-

Mathematical Abilities in relation to Generalized Achievement in Mathematics of Secondary School pupils

AUTHORS:-

Name of the Student : Vinod. V

Name of Supervising Teacher: Viswanathan . K.S

YEAR OF PUBLICATION:-

1996

KEYWORDS:-

Mathematical abilities, Generalised Achievements in Mathematics Secondary school Pupils

OBJECTIVES:-

The objectives of the study are:

- 1) To estimate of the relationship of Generalised Achievement in Mathematics with Mathematical abilities and each of its components for
 - a. Whole sample
 - b. Boys
 - c. Girls
- 2) To compare the relation of generalized Achievement in Mathematics with Mathematical abilities (and each of its components) between Boys and Girls.
- 3) To Compare Mathematical Abilities and its components between groups classified on the basis of achievement in Mathematics for
 - a. Whole Sample
 - b. Boys
 - c. Girls

VARIABLES:-

Criterion Variable:

Generalised Achievement in Mathematics

Associate variable

Mathematical Abilities

METHODOLOGY:-

a) Research Method:

Experimental Method

b) Sample:

Sample of 500 pupils of Standard IX in Ottapalam Educational district.

Stratified Sampling methods was using for sampling.

c) Tools Used:

- 1) Generalised achievement Test in Mathematics (Viswanathan . K.S & Vinod, 1996)
- 2) A test of Mathematical Abilities (Sumangala and Menon, 1995)

d) Statistical Techniques

- 1) Pearson's Product moment coefficient of correlation
- 2) Test of significance of difference between correlations.

- 3) One way analysis of variable
- 4) Two – Tailed test of Significance of difference between mean scores of independent samples .

MAJOR FINDINGS:-

- 1) Significant relation exist between Generalized Achievement in Mathematics and Mathematical Ability, Reversibility, Generalisation, Curtailment, Flexibility information gathering in
 - a. Whole sample
 - b. Sub sample based on sex
- 2) Significant difference exist in the coefficient of correlation between Generalized Achievement in Mathematics and mathematical Abilities for boys and girls and no significant difference exist in the coefficient of correlation between Generalised Achievement in Mathematics and Reversibility for boys and girls.
- 3) No significant difference exists in the coefficient of correlation between Generalised Achievement in Mathematics and curtailment, flexibility, information gathering for boys and girls.
- 4) Mathematical Abilities, Reversibility, Generalisation, Curtailment, Flexibility and Information gathering for the three groups (low – Average- High Achieves) differ significantly in whole sample and sub sample based on sex.
- 5) The preference in the mean scores is to high and average Achievement group than low Achievement group when the three group pairs were compared for their mean scores.

1997

Sl. No. 10

TITLE:-

A study of Family acceptance of Education and Attitude towards Vocational Education as Correlates of Vocational Higher Secondary School pupils

AUTHORS:-

Name of Student : Baiju . K

Name of Supervising Teacher: D. Sugathakumar

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

Study, Family Acceptance of Education, Attitude, Vocational Education, Vocational Self concept, Vocational Higher Secondary School Pupils

- 1) To find out whether there is any significant difference in the mean scores of Vocational Self concept of Vocational Higher secondary School Pupils Based on Sex, Locality, and Type of Management of Schools.
- 2) To find out whether significant relationship exists between
 - a. Family acceptance of Education and vocational self concept
 - b. Attitude towards Vocational Education and Vocational self concept.
- 3) To find out whether significant difference exists in the two correlations between, boys and girls, rural and urban pupils, government and Private School Pupils, Technical and Government School pupils , Technical and Private School pupils.

VARIABLES:-

- 1) Associate Variables

Family Acceptance of Education, Attitude towards Vocational Education

- 2) Criterion Variables

Vocational self Concept

METHODOLOGY:-

- a) *Method of Study:*

Normative survey Method

b) Sample:

Sample size of 500 pupils

Stratified random sampling technique

c) Tools Used:

Family acceptance of Education rating scale (Nair. A.S)

Calicut University Scale of Attitude towards Vocational Education (Raju . S and Saheeda; 1993)

Calicut University Vocational Self Concept scale (Pillai and Salim Kumar, 1985)

d) Statistical Techniques:

Preliminary Statistical techniques like Mean, Skewness etc.

Test of significance of difference between means.

Pearson's Product moment coefficient of correlation

MAJOR FINDINGS:-

- 1) Majority of the Vocational Higher Secondary School pupils have only average vocational self concept
- 2) There is no significant difference in the Vocational Self Concept between boys and girls, Rural and Urban pupils, Government and Private School Pupils, Technical and Government School Pupils, Technical and Private School pupils.
- 3) The Family Acceptance of education and attitude towards Vocational education showed normal distributions.

Sl. No. 11

TITLE:-

A Study of self Concept in Mathematics and Mathematical anxiety as correlates of Achievement in Mathematics of Secondary School pupils.

AUTHORS:-

Name of the student : Bindhu.G

Name of the supervising Teacher : Dr. Viswanathan .K.S

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

Study, Mathematical Anxiety, Self –Concept in Mathematics, Correlation Achievement, Secondary School pupils

OBJECTIVES:-

The Objectives of the study are:

- 1) To find out whether significant difference exists in the mean scores of self-concept in Mathematics when groups of Secondary School pupils formed on the basis of 'Achievement in Mathematics' are compared in pairs in total sample and sub samples based on sex and locale.
- 2) To Find out whether significant difference exists in the mean scores of Mathematical anxiety when groups of Secondary School pupils formed on the basis of 'Achievement of in Mathematics' are compared in pairs in total sample and sub sample s based on sex and locale.
- 3) To determine the nature and extend of relationship between Achievement in Mathematics and Self – concept in Mathematics for that total sample and relevant sub samples based on sex and locale.
- 4) To determine the nature and extend of relationship between Achievement in Mathematics and relevant sub – samples based on sex and locale.

VARIABLES:-

- a) Achievement in Mathematics (criterion)
- b) Self –Concept in Mathematics and
- c) Mathematical Anxiety. (Associate)

METHODOLOGY:-**a) Research Method:**

Survey

b) Sample:

Sample of 500 pupils of standard IX in Kollam District,
Stratified Random Sampling Method was used

c) Tools used:

The tools used for measuring the variables are the following:

- 1) Achievement test in Mathematics (Standard IX) (Bindhu.G, Dr. Viswanathan .K.S, 1997)
- 2) A Scale of Self concept in Mathematics (Dr. Sumangala and Malini, 1996)
- 3) A Scale of Mathematical anxiety (Dr. Sumangala and Malini, 1996)

d) Statistical Techniques Used:

- 1) Mean, Median, Mode, Standard deviation, Skewness, Kurtosis etc..
- 2) Significance of difference between means for large independent samples.
- 3) Pearson's product Moment Coefficient of correlation, Confidence interval of 'r', shared variance ($r^2 \times 100$)
- 4) Significance of 'r'.

MAJOR FINDINGS:-

- 1) From the primary Analysis and smoothened frequency curve of Achievement in mathematics, it was revealed that Achievement in Mathematics for the total sample was approximately normally distributed with measures of Skewness and Kurtosis as 0.47 and 0.02 respectively.
- 2) The Study showed that self concept in Mathematics, the self concept of High Achiever is greater than that of Average Achiever is greater than that of low Achiever.
- 3) Self Concept in Mathematics and Mathematical Anxiety of Average Achievers and Low Achievers has a significant difference in the case of whole sample and sub samples based on sex and locale. Self concept of Average Achievers is greater than that of Low Achiever. Anxiety of Low Achiever is greater than that of Average Achiever.
- 4) Self- Concept in Mathematics and Achievement in Mathematics have a significant positive relation. This implied that when the level of self – concept in Mathematics is increased or decreased, the level of achievement in Mathematics will be increased or decreased.
- 5) In the case of Mathematical anxiety and Achievement in Mathematics, this have a significant negative relation. This implied that when the level of Mathematical anxiety is increased or decreased, the level of Achievement in Mathematics will be decreased or increased.

Sl. No. 12

TITLE:-

Teacher Perception of Difficulties in Learning Science Among Secondary School Pupils of Kerala

AUTHORS:-

Name of Student : T. Bindhu
Name of Supervising Teacher: Dr.K. Rajagopal

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

Difficulties in Learning Science, Secondary School Pupil

OBJECTIVES OF THE STUDY:-

- 1) To identify the difficulties in learning Science among Secondary School pupils as perceived by teachers.
- 2) To list the difficulties in the order of their strength of difficulties.
- 3) To test the difference in perception of difficulties based on teacher variable like Gender, Locale and types of Management.

VARIABLES:-

Gender of the sample, Locale, Types of School Management

METHODOLOGY:-**a) Method of Study:**

Survey Method

b) Sample:

Sample of 510 teachers, Stratified random Sampling method was used for Sampling

c) Tools:

Structured Questionnaire on the difficulties in Learning Science among Secondary School Pupils (Bindu, Rajagopalan, 1997)

d) Statistical Techniques:

- 1) Percentage Analysis
- 2) Test of Significance of difference between percentages of agreement for carge independent samples.

MAJOR FINDINGS:-

- 1) The Percentage analysis revealed that among the fifty five statements in the questionnaire, which the investigator conceived would highlights the difficulties in learning based on Academic, Social, Personal and Economic factors more than half of

the statements were found to expose difficulties in learning Science among the Secondary School Pupils.
- 2) A Comparison of the percentage of agreement of male, female, rural, urban, private and Government School teachers reveal that there is no significant difference in their perception of difficulties in learning Science among

Secondary School pupils for male, female, private and Government School teachers. The rural and urban School teachers differ in their opinion.

Sl. No. 13

TITLE:-

The Interaction effect of attitude towards Science and Science studying approach on achievement in Biology of Secondary School Pupils.

AUTHORS:-

Name of Student : Deepa . G. Nair

Name of Supervising Teacher: Ushadevi. V.K

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

The Interaction effect, Science studying approach, attitude towards Science, achievement in Biology, Secondary School Pupils.

OBJECTIVES OF THE STUDY:-

The Objectives of the present Study are as follows:

- 1) To find out whether significant difference in the mean scores of achievement in Biology exists between
 - a) Boys and Girls
 - b) Rural and Urban Pupils
 - c) Pupils of Government and Private Schools
- 2) To Find out whether there is any significant relationship between ‘ Attitude towards Science’ and ‘ achievement in Biology’ in the total sample and subsamples based on sex, locality and type of management of Schools.
- 3) To find out whether significant relationship exists between ‘ Science studying approach’ and achievement on biology in the total sample and subsamples based on sex, locality and types of management of Schools.
- 4) To find out whether there is significant difference in the two correlations viz:
 - a. Attitude towards Science and Achievement in Biology
 - b. Science Studying approach and achievement in biology between

- i. Boys and Girls
 - ii. Rural and Urban Pupils
 - iii. Pupils of Government and Private Schools
- 5) To find out whether there exists a significant main effect of the variables
- a. Attitude towards science and
 - b. Science studying approach
- Treated individually on achievement in Biology.
- 6) To find out whether there exists a significant interaction effect of
- a. Attitude towards Science and
 - b. Science studying approach

On Achievement in Biology

VARIABLES:-

Dependent Variable : Achievement in Biology
 Independent Variable : Attitude towards Science

METHODOLOGY:-

a) Research methodology:

Normative Survey

b) Sample:

A Sample of 500 Secondary School Pupils of Standard IX in Alappuzha District. Stratified random sampling technique was used by the investigator.

e) Tools:

The following tools were used to measure the variables of the study:

- 1) Achievement test in Biology (Ushadevi and Deepa, 1997)
- 2) Scale of Attitude towards Science (Pillai, K.S, 1978)
- 3) Science studying Approach inventory(Pillai, et.al.1992)

d) Statistical Techniques:

The major statistical techniques used in this study are the following

- 1) Descriptive Statistics like Mean, Median, Mode, Standard Deviation, Kurtosis and skewness of all the variables studied in worked out for the whole sample.
- 2) 2) Test of significance of difference between Means.

- 3) Pearsons Product Moment coefficient of correlation followed by
 - a. Test of Significance of 'r'
 - b. Confidence interval of 'r'
 - c. Shared variance
- 4) Test of Significance of difference between two 'r' s
- 5) Two way analysis of variance with 3x3 factorial design

MAJOR FINDINGS:-

- 1) When the mean scores of the criterion variable 'Achievement in Biology' of subsamples based on sex, locale and type of management of schools were compared it was found that
 - a. There existed a significant difference in the mean scores of the dependent variable 'Achievement in Biology' of urban and rural pupil. But there was no significant difference in the mean scores of boys and girls. In the case of government and private pupils also there existed a significant difference.
- 2) There existed a significant relationship between 'Attitude towards Science' and 'Achievement in Biology' in the total sample and subsamples based on sex, locality and type of management of Schools.
- 3) There existed a significant and positive relationship between ' Science studying approach' and 'Achievement in Biology' in the total sample and subsamples based on sex, locality and type of management of Schools.
- 4) When the 'r' s between 'Attitude towards Science' and 'Achievement in Biology' of the total sample and sub samples based on sex, locality and type of management of School, it was found that there existed no significant difference between these variables
- 5) When the 'r's between Science studying approach and Achievement in Biology of the total sample and subsamples based on sex, locality and type of management of Schools it was found that there existed no significant difference between these variables.
- 6) There existed a significant main effect of Attitude towards Science on 'Achievement in Biology' for the total sample.
- 7) There existed no significant main effect of science studying approach on Achievement in Biology for the total sample.
- 8) The interaction effect of 'Attitude towards Science' and 'Science Studying Approach on 'Achievement in Biology' is not significant.

Sl. No. 14

TITLE:-

Educational Backwardness of Primary School Pupils of Kasargod District As Perceived by Educational Administrators

AUTHORS:-

Name of Student : Minichandra T.P

Name of the Supervising Teacher : Mrs. Ambili Aravind

YEAR OF PUBLICATION:-

1997

KEY WORDS:

Educational Backwardness, Primary School pupils, Perception, Educational administrators

OBJECTIVES:

- 1) The list and Find out the rank order position of the reasons attributed for educational backwardness of primary school pupils of Kasargod District is perceived by Educational Administrators
- 2) To find out whether significant difference exist in the percentage of agreement or di agreement of educational administrators of Kasargod District to the reasons attributed for educational backwardness on the basis of locale (Rural and Urban)
- 3) To find out Whether significant difference exist in the percentage of agreement or disagreement of educational administrators of Kasargod District to the reasons attributed for educational backwardness on the basis of sex (Male and female)

VARIABLES:-

METHODOLOGY:-

a) Research Method :

Survey Method

b) Sample:

Questionnaire was administered to two hundred and fifty educational administrators of the district and used for final sample.

c) Tools used:

Questionnaire (Mrs. Ambili Aravind & Minichandra . T.P)

d) Statistical Techniques:

Simple Statistical procedure was used and the percentage of each item response was calculated critical ratio was computed to test the difference in the opinion of rural and urban administrators and male and female administrators.

MAJOR FINDINGS:-

The reasons attributed to educational backwardness of primary School pupil of Kasargod district cover eight areas.

1) Factors attributed to pupils

- a. Pupils are not aware about the importance of education.
- b. Economic Backwardness
- c. Pupils are forced to take care of other younger ones
- d. Lack of transport facilities.
- e. Pupils cannot cope up with School environment
- f. Subject of study no relevance with day to day life of the Pupils
- g. Feeling that education brings no special bench either economically or professionally

2) Factors attributed to Parents

- a. Educational backwardness of parents
- b. Parents do not understand the need for education
- c. Financial constraints of parents
- d. Lack of electricity, chair, Table etc. are home
- e. Parents do not take much interest in child's study
- f. Enrolment after age limit
- g. Parents do not give much importance to PTA and Mother meeting.

3) Factors attributed to Teachers

- a. Unavailability of enough teacher to teach
- b. Not utilizing modern teaching methods
- c. Undue influence of teacher – union activities
- d. In sufficient salary affect teaching
- e. Family problems affecting teaching
- f. In adequate in service courses

- g. Teacher are not adopting such methods that is in accordance with the ability and interests of children
- h. Direct experience is not given for gaining knowledge
- i. Modern technological aid are not used

4) Factors attributed to Curriculum

- a. Curriculum not child centered
- b. Curriculum not activity centered
- c. Curriculum not up to date
- d. Curriculum not helping the children to solve their problems
- e. Un sufficient co – curricular activities
- f. Curriculum not suited to the mental growth of children

5) Factors attributed to society

- a. Excessive influence of TV and Cinema
- b. Society is giving much importance to money and luxury than education
- c. External practical influence affect discipline of the school
- d. Loss of working day due to bandh and strikes
- e. Peer group influence

6) Factors attributed to Infrastructure facilities

- a. Unavailability of learning facilities
- b. Lack of basic amenities

7) Unscientific teacher – pupil proportion

Unscientific teacher – pupil proportion

It is found to be the most serious cause for educational backwardness by all administrators

8) Factors attributed to educational administrators

- a. Teaching quality is not scientifically valued
- b. Whether the School environmental is suited for learning or not is not often checked
- c. Lack of Schools in Specific areas
- d. Un scientific promotion method
- e. Staff councils not active.

Sl. No. 15

TITLE:-

A Study of Educational Ideas in Manusmriti

AUTHORS:-

Name of Student : Sankaranarayanan. A

Name of Supervising Teacher: G. Sarathchandra Raj

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

Manusmriti, Educational ideas

OBJECTIVES:-

- 1) To trace the educational ideas in Manusmriti
- 2) To make comparison of Manu's educational ideals with that of Vedas, Upanishads, Bhagavatgita, Ramayana and Mahabharata

VARIABLES:-

Educational ideas

METHODOLOGY:-

Method of Study:

Historical analysis based on intensive library research

MAJOR FINDINGS:-

- 1) According to Manusmriti, the main aim of education was to attain liberation. The aim of man is the same case with Upanishads, Bhagavat Gita, epics and Ithihasas.
- 2) Manusmriti gave importance to the study of Vedic literature, and did not agree equality of opportunity. Manu makes a division among teachers, which are Upadhyaya, Acarya, Rtvic and Guru.

Sl. No. 16

TITLE:-

The Constitution and Standardisation of An Interest Inventory in History for Secondary School Pupils.

AUTHORS:-

Name of Student : Sindhu.V.G

Name of Supervising Teacher: Dr.Rema.M

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

Construction, Standardisation, Interest inventory, History, Secondary School Pupils

OBJECTIVES:-

The specific objectives are:

- 1) To the Construction and standardization of an interest inventory in history for secondary School pupils.
- 2) To find out whether there is any significant difference in mean scores of interest in history on the following categories, viz
 - a. Boys and Girls
 - a. Urban and Rural Samples
 - b. Government and Private School Pupils.

VARIABLES:-

- 1) Construction and Standardisation
- 2) Interest Inventory in History

METHODOLOGY:-

a) *Research Method:*

Survey

b) *Sample:*

Sample of 800 students of class X of Palakkad District, Stratified Sampling Technique was used for sampling

c) *Tools Used:*

Test of Interest Inventory in History. (Sindhu. V.G, Dr. Rema.M, 1997)

d) Statistical Techniques Used:

- 1) Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis
- 2) Significance of difference between means for large independent samples (two – tailed test)

MAJOR FINDINGS:-

- 1) The Study reveals that the boys and girls do not differ significantly in their respect to interest in History.(C.R. Value 1.047, not significant even at 0.05 level)
- 2) When Urban and Rural Samples were compared, the results reveals that they do not differ significantly in their respect to interest in History. (C.R. value obtained 1.536, not significant even at 0.05 level)
- 3) The study also reveals that, there is no significant difference between Government and Private School pupils in their respect to interest in History (C.R.Value 1.307, not significant even to 0.05 level)

Sl. No. 17

TITLE:-

Awareness of health and hygiene among Secondary School Pupil of Palakkad district

AUTHORS:-

Name of Student : Sivadas . P

Name of Supervising Teacher: Suresh. K.J

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

Awareness, Health, Hygiene, Secondary School Pupils

OBJECTIVES OF THE STUDY:-

- 1) To Find out whether the sex difference of pupils has any influence on the awareness of health and hygiene
- 2) To find out the influence of locale on the awareness of health and hygiene
- 3) To find out whether any significant difference exists between the type of management of schools and awareness of health and hygiene

VARIABLES:-

Awareness of health and hygiene among Secondary School pupils

METHODOLOGY:-

a) Method of study:-

Survey Method

b) Sample:-

Sample of 1000 Standard IX pupils, Stratified random sampling method was used for sampling.

c) Tool:

Structured questionnaire (Sivadas, Suresh, 1997)

d) Statistical Techniques:-

- 1) Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis.
- 2) Test of Significance of Difference between mean scores.

MAJOR FINDINGS:-

- 1) The difference in mean scores of ‘Awareness of health hygiene’ of boys and girls are found to be significant.
- 2) The mean scores of urban pupils was higher than that of rural pupils
- 3) The difference in mean scores of ‘Awareness of health and hygiene’ of the Government School pupils and Private School Pupils was found to be significant.

Sl. No. 18

TITLE:-

An Analysis of errors in written English grammar of the pupils of Standard VIII in Pathanamthitta district

AUTHORS:-

Name of Student : Tony Jacob

Name of Supervising Teacher: Meera .K.P

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

Error analysis, error, grammar, Secondary School Pupils

OBJECTIVES OF THE STUDY:-

Following are the main objectives of the present study

- 1) To identify and classify the pattern of grammatical errors in the written English of the pupils of Standard VIII
- 2) To determine the extent of the incidence of errors for the total sample and subgroups classified on the basis of sex, locals and type of management.

METHODOLOGY:-

a) Sample:-

Sample of 500 of Standard VIII from twelve secondary Schools of Pathanamthitta district drawn by Stratified random sampling Technique

b) Tools used:

Diagnostic tool in English Grammer (Meera and Tony, 1997)

e) Statistical Techniques:-

- 1) Estimation of the occurrence of errors .
- 2) Test of Significance of Difference between percentages for large independent samples and subsamples based on sex, local and type of management.

MAJOR FINDINGS:-

- 1) In all the five structures namely degree of comparison. Preposition, articles, word, order and tag questions students have committed more errors in tag questions
- 2) In the test of significance of difference in the percentage of incidence of errors between boys and girls, boys were committed more errors than girls
- 3) The comparison between boys and girls in committing errors was highly significant at 0.01 level
- 4) In the test of significance of difference in the percentage of incidence of errors between urban and rural samples, urban samples are commonly more errors than the rural samples.
- 5) The comparison between the urban and rural samples, in committing errors is not significant at 0.01 level
- 6) In the test of significance of difference in the percentage of incidence of errors between government and private samples are committing more errors than the government samples.
- 7) The comparison between the private and government samples in community errors is highly significant at 0.01 level.

Sl. No. 19

TITLE:-

The Construction and Standardisation of Science Interest Inventory for Secondary School Pupils

AUTHORS:-

Name of Student : Asha Rani K

Name of Supervising Teacher: Usha Devi V.K

YEAR OF PUBLICATION:-

1997

KEYWORDS:-

Construction , Standardisation, Science interest, Interest inventory, Secondary School pupils

OBJECTIVES OF THE STUDY:-

- 1) To construct and standardize an interest inventory for Secondary School pupils.
- 2) To measure science interest among Secondary School Pupils.
- 3) To make it available for guidance purposes
- 4) To see whether there is any significant difference in the Science interest of students belonging to different sex, locale and type of management Schools.
 - a) Boys and Girls
 - b) Rural and Urban
 - c) Private and Government School Pupils

VARIABLES:-

Science Interest

METHODOLOGY:-

a) Research Method

Descriptive or Normative Survey

b) Sample:-

Sample of 600 Secondary School Pupils of five districts namely Kollam, Thiruvananthapuram, Ernakulam, Thrissur and Palakkad. Stratified random sampling Technique

b) Tools used:

- a) Science Interest Inventory (Usha Devi. V.K & Asha Rani.K)

b) Statistical Techniques:-

The major Statistical techniques used for the study are the following

- 1) Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis.
- 2) Test of Significance of Difference between means for large independent sample (Two – Tailed Test).

MAJOR FINDINGS:-

- 1) When the mean scores of the variable science interest of subsamples based on sex, locale and the type of management of Schools were compared, the following were obtained.
 - a. There exist significant different in the mean scores of the variable “Science Interest” of Boys and Girls.
 - b. There exist no significant different in the mean scores of the variable “Science Interest” of Rural and Urban Pupils.
 - c. There exist significant different in the mean scores of the variable “Science Interest” of Private and Government School Pupils.

1998

Sl. No. 20

TITLE:-

Learning Difficulties in Malayalam Grammar as perceived by Secondary School Pupils of Palakkad District

AUTHORS:-

Name of Student : Bindu P.R

Name of Supervising Teacher: Rajagopalan. K

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Learning Difficulties in Malayalam Grammar, Secondary School Pupils

OBJECTIVES OF THE STUDY:-

- 1) To Identify the Learning difficulties in Malayalam in Grammar as perceived by Secondary School Pupils.
- 2) To test the difficulties in the order of their strength of difficulties.
- 3) To test the difference in perception of difficulties based on Gender, Locale and Type of School Management.

VARIABLES:-

Learning difficulties in Malayalam Grammar, Gender of the Sample, Locale, Type of Management

METHODOLOGY:-

a) Method of Study:

Survey method

b) Sample:

Sample of 500 Pupils Stratified random sampling Technique was used.

c) Tools used:

Structured questionnaire (Rajagopalan, Bindu, 1998)

f) Statistical Techniques:-

- 1) Percentage analysis

- 2) Test of significance of difference between percentages of eight answer for large independent sample

MAJOR FINDINGS:-

- 1) The test of significance of percentages of right responses between rural male and female, urban male and female, rural female and urban female, rural and urban male, male students of private and Government School, Female students of private and Government School samples reveal that they do not differ significantly with respect to learning difficulties in Malayalam grammar among Secondary School Pupils.

Sl. No. 21

TITLE:-

Relationship Between Attitude towards English and Achievement in English of Socially Advantaged and Disadvantaged Secondary School pupils in Palakkad District.

AUTHORS:-

Name of Student : Geetha.A

Name of Supervising Teacher: Dr. Rema.M

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Attitude towards English, Achievement in English, Socially Advantaged and Disadvantaged, Secondary School Pupils, Palakkad District.

OBJECTIVES OF THE STUDY:-

- 1) To estimate the relationship between Attitude towards English and Achievement in English of Socially advantaged and Disadvantaged Secondary School Pupils in the following phases.
 - a. High Socio- Economic Status group with Low Socio economic Status group
 - b. Urban Subjects with Rural Subjects.
 - c. Students from small family with students from large family
 - d. Forward caste subjects with Scheduled caste / Tribe subjects. Extreme Advantaged group with Extreme Disadvantaged group.

- 2) To test whether equivalent correlation obtained for advantaged and disadvantaged groups differ significantly.

VARIABLES:-

The variables for the present study are :

- 1) Attitude towards English
- 2) Achievement in English in Secondary School Pupils

METHODOLOGY:-

a) Research Method:

Survey

b) Sample:-

Sample of 780 Standard IX students. Stratified random sampling Technique

c) Tools used:

The tools used for measuring the variables are the following:

- 1) Scale of Attitude towards English
- 2) Generalised test of Achievement in English(Geetha. A, Dr. Rema. M, 1998)

d) Statistical Techniques:

- 1) Test of significance for difference between means of large independent sample.
- 2) Pearson's Product moment coefficient of correlation
- 3) Test of significance between 'r's.

MAJOR FINDINGS:-

- 1) For attitude towards English of five pairs of advantaged and disadvantaged pupils, two pairs are found to be dissimilar as their critical ratios exceed significant beyond 0.01 level. No significant difference is found along the other pairs, hence they are identical. In the case "Achievement in English" only two comparisons showed significant difference. Family Size or urban- rural difference do not show any substantial influence in their achievement.
- 2) The relationship between Attitude towards English and Achievement in English for the total sample was found to be 0.62. the relationship is positive and significant.
- 3) For the extreme advantaged group the correlation coefficient obtained is 0.84 which is highly significant and well in excess of what is expected at 0.01 level.
- 4) For the extreme disadvantaged group the obtained correlation is -0.18. The value is not significant even at 0.05 level. Therefore, no relationship exists between attitude towards English and achievement in English in this group.

- 5) Significant difference in the coefficient of correlation between the attitude towards English and achievement in English for extreme advantaged group ($r=0.84$) and extreme disadvantaged group was noticed ($r= 0.18$). the critical ratio was found to be 4.25 which is significant beyond 0.01 level.

Sl. No. 22

TITLE:-

Some Socio – Familial variables that discriminate the Over – Achievers and the Under – Achievers relating to the Basic Concepts in Mathematics.

AUTHORS:-

Name of Student : Gireesh Babu .A

Name of Supervising Teacher: Dr. K.S. Viswanathan

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Socio- Familial variables, Basic concepts in Mathematics, Over- Achiever, Under - Achiever

OBJECTIVES OF THE STUDY:-

- 1) To Examine whether the socio – familial variables Home learning facility can discriminate the over- Achievers and the Under – achievers in Mathematics relating to the Basic Concepts, of the relevant – sample, the VIII standard pupils.
- 2) To examine whether the socio – familial acceptance of education can discriminate the over – achievers and the under – achievers in Mathematics relating to the Basic Concepts, of the relevant – sample, the VIII standard pupils.
- 3) To Examine whether Socio – familial variable, cultural level of the family can discriminate the over – achievers and the under – achievers in Mathematics relating to the Basic Concepts, of the relevant – sample, the VIII standard pupils.
- 4) To Examine whether Socio – familial variable, Home environment can discriminate the over – achievers and the under – achievers in Mathematics relating to the Basic Concepts, of the relevant – sample, namely VIII standard pupils.
- 5) To examine whether the socio – Familial variables,
 - a. Home learning facility

- b. Family acceptance of education
- c. Cultural level of families
- d. Home Environment

can discriminate the over – achievers and the under – achievers in Mathematics relating to the Basic Concepts, of the relevant – sample, namely VIII standard pupils selected from Rural and Urban areas.

- 6) To Examine whether the Socio- familial variables, a) Home learning facility, b) Family acceptance of education, c) Cultural level of families, d) Home Environment can discriminate the over – achievers and the under – achievers in Mathematics relating to the Basic Concepts, of the relevant – sub sample, VIII standard pupils selected from Government and Private Schools.
- 7) To Examine whether the Socio- familial variables, a) Home learning facility, b) Family acceptance of education, c) Cultural level of families, d) Home Environment can discriminate the over – achievers and the under – achievers in Mathematics relating to the Basic Concepts, of the relevant – sub sample, VIII standard pupils selected from Boys and Girls.

VARIABLES:-

Home learning facility, Family acceptance of education, cultural level of the family, home Environment

METHODOLOGY:-

a) Method of study:

b) Sample:-

Sample of 500 pupils from VIII Standard.

c) Tools :

- 1) Test of Basic Concepts of Mathematics (Gireesh Babu, Viswanathan, 1998)
- 2) Raven's progressive matrices – a Non – verbal test of intelligence (1938)
- 3) Socio – Familial Inventory (A.S. Nair & Nirmaladevi, 1981)

d) Statistical Techniques:

- 1) Pearson's Product moment coefficient of correlation
- 2) Farofwhar techniques – Regression method of classification of subjects in to over – Achiever, Normal Achiever and under Achiever.
- 3) Test of significance for difference between means (large & independent variable).
- 4) Test of significance for difference between means (small and dependent samples)

MAJOR FINDINGS:-

- 1) The variables 'Home learning facility' and 'Home environment' are not effective in discriminating the over – Achievers and Under – Achievers from the whole sample relating to the Basic concepts in Mathematics.
- 2) The variables 'Family acceptance of education' and 'Cultural level of family' are helpful in discriminating the over – Achievers and Under – Achievers from the whole sample relating to the Basic concepts in Mathematics.
- 3) Of this four Socio – familial variables, the home learning facility, Family acceptance of education and cultural level of the family are effective in discriminating the over – achievers and under- achievers relating to the Basic concepts in Mathematics as far the rural area is concerned. But 'Home Environment' not effective in discriminating them. In the urban area, none of the tested socio – familial variable discriminate over – achievers and under - achievers relating to the Basic concepts in Mathematics.
- 4) In this case of Governmental and private school pupils the two socio – familial variables, namely ' Family acceptance of education' and ' cultural level of the family' do discriminate over – achievers and under - achievers relating to the Basic concepts in Mathematics. But the other two variables does not discriminate them as over – achievers and Under – Achievers.
- 5) In this case of boys, cultural level of this family discriminate the over – achievers and under – achievers relating to the Basic concepts in Mathematics. But other three variables 'Home learning facility', 'Family acceptance of education', and ' Home environment' are not effective in discriminating them. But in the case of Girls, two of the variables 'Cultural level of the family' and ' Family acceptance of education' discriminate the over – achievers and under – achievers. At the same time 'Home learning facility' and 'Home environment' do not discriminate them.

Sl. No. 23

TITLE:-

Attitude of English medium Secondary School pupils of Kerala towards Malayalam.

AUTHORS:-

Name of Student : James Varghese

Name of Supervising Teacher: Meera .K.P

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Attitude, English medium, Secondary School Pupils Kerala, Malayalam.

OBJECTIVES:-

The Objectives of the study are:

- 1) To find out whether English medium secondary School pupils have a favourable or unfavourable attitude towards Malayalam.
- 2) To find out whether there is any significant difference in mean scores of Attitude of English medium Secondary School Pupils towards Malayalam for the following categories viz.
 - a. Boys and Girls
 - b. Urban and Rural School Pupils
 - c. Pupils of Government and Private Schools.

METHODOLOGY:-

a) Sample:

Sample of 630 secondary school students of Kerala. The sample was selected using the proportionate Stratified random sampling method.

b) Tools used:

Scale of Attitude English medium secondary school pupils towards Malayalam

c) Statistical Techniques:

Test of significance for difference between mean scores (Two – Tailed test)

MAJOR FINDINGS:-

- 1) The study revealed that English medium Secondary School pupils have a more favourable attitude towards Malayalam.
- 2) The study revealed that there is significant difference in mean scores of attitude for Boys and Girls of English medium Secondary school pupils towards Malayalam.
- 3) There existed significant difference in mean scores of attitude of English medium secondary school pupils towards Malayalam. When urban and rural samples were compared.
- 4) The study revealed that there exist significant difference between pupils of Government and private Schools in their attitude towards Malayalam.

Sl. No. 24

TITLE:-

The Difficulties in Learning Science as Perceived by the Secondary School Pupils of Kerala.

AUTHORS:-

Name of Student : Jayalekshmi . K.L

Name of Supervising Teacher: Dr. Sugathakumar

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Difficulties in Learning Science, Perception, Pupil Perception.

OBJECTIVES:-

- 1) To identify the difficulties in Learning Science as perceived by the Secondary School Pupils in the areas of Academic, personal, Environmental, Parental and General aspects.
- 2) To list out the perception of difficulties in Learning Science in Academic, Personal, Environmental, Parental and General areas in the order of their strength of difficulties.
- 3) To find out whether there is any significant difference in the perception of Difficulties in learning Science when we consider the Academic, Personal, Environmental, Parental and General areas for the subjects categorized on the basis of the variables like :
 - a. Type of School Management
 - b. Locale of the School
 - c. Gender of the Sample
 - d. Medium of instruction

VARIABLES:-

Criterion Variable

Perception of Difficulties in Learning Science

Classificatory Variable

- i. Types of the School (Government and Private)
- ii. Locale of the School (Urban and Rural)
- iii. Gender of the Pupil (Girls and Boys)
- iv. Medium Of Instruction (English and Malayalam)

METHODOLOGY:-

a) Research Method

Normative Survey

b) Sample:

Sample of 627 Pupils giving representation to different district of Kerala.

Stratified Sample using for the sample.

c) Tools used:

Structured Questionnaire (D. Sugatha Kumar & jayalakshmi.K.L)

d) Statistical Techniques:

- 1) Percentage Analysis
- 2) Test of Significance of difference between percentage of Agreement for large independent sample

MAJOR FINDINGS:-

- 1) The comparison of pupils perception of Difficulties in Learning Science between Government and Private School Pupils showed significance difference in the aspects of areas like Academic, parental, General, Personal, and Environmental.
- 2) The comparison of pupils perception of Difficulties in Learning Science between Pupils belonging to Urban and Rural areas showed significance difference in the aspects of areas like Academic, Personal, Environmental, Parental and General.
- 3) The comparison of pupils perception of difficulties in Learning Science between Girls and Boys showed significance difference in the aspects of areas like Academic, Personal, Environmental, Parental and General.
- 4) The comparison of pupils perception of difficulties in Learning Science between English medium and Malayalam medium pupils showed significance difference in the aspects of areas like Academic, parental, General, Personal, and Environmental.

Sl. No. 25

TITLE:-

Attitude of Teachers and Parents towards utilization of community resources in Educational Programmes and Involvement of Community in School functioning – a study of Primary Schools of Palakkad District.

AUTHORS:-

Name of Student : Jayasree . K

Name of Supervising Teacher: Ambili Aravind

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Attitude, Community, Community resources, Primary School

OBJECTIVES:-

- 1) To determine the attitude of primary school teachers towards utilization of community resources in the educational programmes of primary school students.
- 2) To determine the attitude of primary school teachers towards involvement of community in School functions.
- 3) To ascertain the attitude of parents of primary school students towards parental involvement in school functions
- 4) To understand the attitude of parents of primary school students towards utilization of community resources in the educational programmes of their wards.

VARIABLES:-

Attitude of teachers towards utilization of community resources, Attitude of parents towards utilization of community resources, Attitude of teachers towards community involvement in school functioning, locale, mode of management of Schools, Parental education.

METHODOLOGY:-***a) Method of Study:***

Normative Survey

b) Sample:

Sample of 500 teachers and parents of Primary School Students, Stratified Sample used.

c) Tools used:

Opinionnaire (Ampili, Jayasree, 1998)

d) Statistical Techniques:

- 1) Computation of Percentage
- 2) Test of Significance of difference between the means.
- 3) One way analysis of variance – ANOVA
- 4) Pearson's Product moment coefficient of correlation.

MAJOR FINDINGS:-

- 1) Higher proportion of teachers and parents are having a highly positive attitude towards the usefulness and importance of the utilization of community resources in educative programmes.
- 2) There exists significant difference in the attitudes of rural and urban teachers towards involvement of community in School functioning.
- 3) There exists a significant difference in the attitudes of rural and urban parents towards community involved activities in School functioning.
- 4) Locale showed an insignificant influence upon the attitude of parents towards utilization of community resources in education programmes.
- 5) There exists a significant influence of parental education in determining the parents attitude towards community involved activities in School functioning.

Sl. No. 26

TITLE:-

Home Environment and Socio Economic Status as Correlates of Achievement in Basic Concepts of Physical Science Among Secondary School Pupils of Kerala.

AUTHORS:-

Name of Student : Rekha Ahamed . A

Name of Supervising Teacher: Mr. V. Sree Kumar

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Home Environment, Socio- Economic Status, Correlation, Achievement in Basic Concepts of Physical Science, Secondary School Pupils.

OBJECTIVES:-

- 1) To find out whether significant relationship exists between Achievement in Basic Concepts of Physical Science and
 - a. Home Environment
 - b. Parental Income
 - c. Parental Occupation
 - d. Parental Education
 - e. Socio – Economic Status

For the whole sample based on locale, sex and medium of instruction.

- 2) To find out whether there exists any significant difference in the relationship of Home Environment, Parental Income, Parental Occupation, Parental Education, Socio – Economic Status with Achievement in Basic Concepts of Physical Science between
 - a. Urban and Rural Pupils
 - b. Boys And Girls
 - c. English medium and Malayalam medium pupils

VARIABLES:-

- 1) Achievement in Basic Concepts of Physical Science (Criterion Variable)
- 2) Socio- Economic Status(Parental Income, Parental Occupation, Parental Education) and
- 3) Home Environment (Associate variables)

METHODOLOGY:-

a) Research Method:

Survey method was

b) Sample:

A Sample of 640Secondary school students of standard VIII in Kollam District, Stratified Random Sampling was used for sampling.

c) Tools used:

Achievement test in Basic Concepts of Physical Science (Rekha Ahamed . A, Mr. V. Sree Kumar, 1998)

d) Statistical Techniques:

- 1) Preliminary Analysis
- 2) Pearson's Product Moment Co-efficient of Correlation ' r '
- 3) Confidence interval of ' r '
- 4) Shared variance
- 5) Test of significance of difference between correlations of different categories of the sample created in pairs.

MAJOR FINDINGS:-

- 1) From the above findings, it was found that the associate variables. Home Environment and Socio – Economic Status have significant correlation with Achievement in Basic Concepts of physical Science

- 2) Findings of the comparison of correlations based on sex, locale and medium of instruction showed that significant difference in relation between boys and girls were noticed only in the case of Home Environment and achievement in Basic Concepts of Physical Science.
- 3) The study showed that the Home Environment and Socio- Economic Status are very much related to Achievement in Basic Concepts of Physical Science.

Sl. No. 27

TITLE:-

A Study of Teaching Aptitude of Student Teacher.

AUTHORS:-

Name of Student : K.S Sajan

Name of Supervising Teacher: Dr. C Sarachandra Raj

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Teaching Aptitude, Student Teacher

OBJECTIVES:-

- 1) To Find out the Teaching Aptitude of Student Teachers
- 2) To make dimension wise study of the teaching aptitude of student teachers
- 3) To make a dimension wise study of the teaching aptitude of student teachers with respect to their sex
- 4) To make a dimension wise study of the teaching aptitude of student teachers with respect to their education qualification
- 5) To make a dimension wise study of the teaching aptitude of student teachers with respect to their optional subject groups.
- 6) To see whether there is any substantial relationship exists between the marks obtained in the graduate level degree examination and teaching aptitude of student teachers.

VARIABLES:-

Teaching aptitude of student teacher, sex, Educational Qualifications, Type of Management of the institution, optional subjects, Level of achievement in the graduate level degree examination.

METHODOLOGY:-

a) Method of study:

Survey method was

b) Sample:

A Sample of 1081 Student teachers, Stratified Random Sampling was used for sampling.

b) Tools:

Test Of Teaching Aptitude (Singh and Sharma, 1998)

d) Statistical Techniques:

- 1) Coefficient of Correlation
- 2) Two – tailed Test of Significance of difference between Means
- 3) Analysis of variance (ANOVA)
- 4) Multiple Range of Test of Significant Difference Between Means

MAJOR FINDINGS:-

- 1) The student Teachers under study have more than 60% of the teaching aptitude score.
- 2) There is a significant – difference on teaching aptitude among male and female student teachers, female student teachers have better teaching aptitude.
- 3) In this case of educational qualification , the highly qualified student teachers have significantly better teaching aptitude than their basic qualified counter parts.
- 4) When the teaching aptitude scores of student teachers of different types of management of institutions were compared, the student teachers of Aided Private Colleges have significantly better scores than the student teachers of Unaided Private colleges. The Student Teachers of University centres also have significantly high score than Unaided Private college students.
- 5) There was no significant difference between scores of student teachers of aided private college and University centres. The Government College student teachers significantly scored better than all the other types of management of institution.
- 6) When Optional Subject group wise comparison of student teachers was made the physical science student teachers scores significantly the highest among the different optional subject groups, and the student teachers of Arabic have significantly the lowest of teaching aptitude.
- 7) When correlation studies have made it is found that for student teachers of all the optional subject groups, the marks obtained in the graduate level degree examination have no substantial relation with aptitude in teaching.

Sl. No. 28

TITLE:-

Attitude towards English and home environment as correlates of achievement in English of Secondary School Pupils.

AUTHORS:-

Name of Student : Suja Koshy

Name of Supervising Teacher: Suresh. K.J

YEAR OF PUBLICATION:-

1998

KEYWORDS:-

Attitude towards English, Home Environment, Achievement in English, Secondary School Pupils.

OBJECTIVES:-

1. To test whether significant difference in the mean scores of 'Achievement in English' exists between
 - a) Boys and girls
 - b) Rural and urban school pupils
 - c) Pupils of government and private schools.
2. To find out whether significant relationship exists between 'Attitude towards English' and 'Achievement in English' in the total sample and sub samples based on sex, locality and type of management of schools.
3. To find out whether significant relationship exists between 'Home environment' and 'Achievement in English' in the total sample and sub samples based on sex, locality and type of management of schools.
4. To find out whether there will be significant difference in the relationship of 'Attitude towards English' with 'Achievement in English between
 - a) Boys and girls
 - b) Rural and urban school pupils
 - c) Pupils of government and private schools.
5. To find out whether there will be significant difference in the relationship of home environment' with achievement in English' between
 - a) Boys and girls
 - b) Rural and urban school pupils
 - c) Pupils of government and private schools.

VARIABLES:-

Dependent variable

Achievement in English

Independent variable

1. Attitude towards English
2. Home environment

METHODOLOGY:-

a) Method of study:

Normative survey

b) Sample:

A sample of 600 secondary school pupils of standard IX in Pathanamthitta district. Stratified random sampling technique was used for the selection of the sample.

c) Tools:

1. Achievement test in English (Suresh & Suja, 1998)
2. Scale of attitude towards English (Suresh & Suja, 1998)
3. Home environment (Suresh & Suja, 1998)

d) Statistical Techniques:

- Descriptive statistics like mean, median, mode, standard deviation, kurtosis, skewness of all the variables studied in worked out for the whole sample
- Test of significance of difference between mean.
- Pearson's product moment coefficient of correlations followed by
 - a) Test of significance of 'r'.
- Test of significance of difference between two 'r' s.

MAJOR FINDINGS:-

1. When the mean scores of the criterion variable 'achievement in English' of sub samples based on sex, locale and type of management of schools were compared the following results were obtained.
 - a) Girls have better achievement in English than boys.
 - b) Pupils of urban schools have better achievement in English than that of rural pupils.

- c) Achievement in English of private schools is significantly higher than compared to government schools.
2. When the extent of relation between 'achievement in English' and the variable 'attitude towards English' were estimated for the whole sample and sub sample based on sex, locale, and type of management of schools the following results were obtained.
 - a) For the whole sample 'attitude towards English' and 'achievement in English' are interrelated.
 - b) There exists a substantial relation between 'attitude towards English' and 'achievement in English' among boys and girls.
 - c) There existed a substantial relationship between 'attitude towards English' and 'achievement in English' for rural school pupils and urban school pupils.
 - d) The result of correlation study, between 'attitude towards English' for pupils of private schools suggests that the relationship is substantial one. In the case of government school pupils also the relationship is substantial.
 3. There existed a significant positive relationship between 'Home environment' and 'Achievement in English' for the whole sample and sub samples.
 4. The coefficient of correlation between the variables obtained for the sub samples were compared using the test of significance of difference between 'r' s. The results obtained are as follows:
 - a) Boys and girls did not differ significantly.
 - b) In the case of rural and urban samples there was no significant difference.
 - c) The pupils of government and private school differ significantly in their relationship between 'Attitude towards English' and 'Achievement in English'.
 5. There was no significant difference in the relationship between 'Home environment' and 'Achievement in English' between boys and girls and between pupils of government and private schools. But in the case of rural and urban pupil, there existed a significant difference.

1999

Sl. No. 129

1. TITLE

Learning difficulties in Biology as perceived by Secondary School Pupils of Palakkad District.

2. AUTHORS

Name of Student : Anila. R

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

1999

4. KEYWORDS

- Learning difficulties in Biology
- Perception
- Pupil perception
- Secondary school pupils of Palakkad district.

5. OBJECTIVES

1. To identify the difficulties in learning biology as perceived by the secondary school pupils of Palakkad district in the areas of academic, personal, environmental, parental and general aspects.
2. To list the difficulties in learning biology in academic, personal, environmental, parental and general areas in the order of their perceived strength of difficulties.
3. To find out whether there is any significant difference in the perception of difficulties in learning biology when we consider the academic, personal, environmental, parental and general areas for the subjects categorized on the basis of the variable like
 - Type of school management
 - Locale of the school and
 - Gender of the sample

6. VARIABLES

- *Criterion variable*

Pupil's perception of difficulties in learning biology.

- *Classificatory variables*
 - Type of school management (government or private)
 - Locale of the school (rural or urban)
 - Gender of the sample (boys and girls)

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample for the study

Sample of 572 pupils giving representation to all areas of Palakkad district.

Stratified sampling technique was used for sampling.

c. Tool

- Structural questionnaire (Dr. Ampili Aravind & Anila. R)

d) Statistical Techniques

- Percentage analysis
- Test of significance of difference between percentage of agreement for large independent sample.

8. MAJOR FINDINGS

1. The comparison of pupils perception of difficulties, in learning biology between government and private school pupils showed significant difference in the aspects of areas like, academic, personal, environmental, parental and general. In environmental area there is no marked difference.
2. The comparison of pupils perception of difficulties in learning biology between pupils belong to urban and rural areas showed significant difference in the aspects of areas like academic, personal, environmental, parental and general. In academic and personal area there is not marked differences.
3. The comparison of pupils perception of difficulties in learning. Biology between girls and boys showed no significant difference in the aspect of areas like academic, personal, environmental, parental and general. There is no marked difference in the above mentioned areas.

Sl. No. 30

1. TITLE

Problem solving ability as a correlate of Mathematical aptitude of secondary school pupils in Malabar area.

2. AUTHORS

Name of Student : Indu. P

Name of Supervising Teacher : Rajagopalan. K

3. YEAR

1999

4. KEYWORDS

- Problem solving ability, mathematical aptitude, secondary school pupils, Malabar area.

5. OBJECTIVES

1. To estimate the relationship of problem solving ability with mathematical aptitude for the total sample and for the sub samples based on sex, locale, and type of school management.
2. To test the significance of the correlation between problem solving ability and mathematical aptitude for the total sample and for the sub samples based on sex, locale and type of management.
3. To test whether there exists any significant difference in the correlation between problem solving ability and mathematical aptitude for the sub samples based on sex, locale and type of management

6. VARIABLES

Problem solving ability, mathematical aptitude.

7. METHODOLOGY

a. Method of Research

Normative survey

b. Sample for the study

Sample size of 500 pupils of standard IX.

Stratified random sampling method was used.

c. Tool

- A test of problem solving ability (Rajagopalan & Indu, 1999)

d) Statistical Techniques

- Pearson's product moment coefficient of correlation.
- Test of significance of 'r' for large independent samples.
- Test of significance for difference in correlation coefficient for large independent samples.

8. MAJOR FINDINGS

1. Significant relationship exists between problem solving ability and mathematical aptitude for the total sample.
2. Significant relationship exists between problem solving ability and mathematical aptitude for boys and girls, rural students and urban students, government and private school students.
3. There is significant difference in the relation between problem solving ability and mathematical aptitude for boys and girls, rural and urban students, government and private school students.

Sl. No. 31

1. TITLE

Leadership difficulties committed by X standard students in certain selected topics of mathematics.

2. AUTHORS

Name of Student : Jyotsna. R
Name of Supervising Teacher : Dr. K.S. Viswanathan

3. YEAR

1999

4. KEYWORDS

- Learning difficulty
- Xth standard students
- Selected topics

5. OBJECTIVES

The objectives of the study are:

1. To estimate the learning difficulties committed by students in the selected topics of standard X for the total sample and relevant sub samples.
2. To compare the incidence of errors in each topic under relevant sub samples.

3. To have a detailed investigation of the causes of errors in each topic.

6. VARIABLES

- Certain selected topics of mathematics is the dependant variable.
- Learning difficulty is independent variable.

7. METHODOLOGY

a) Research Method

Survey method

b) Sample

- A sample of 500 pupils from 10 different schools in Palakkad district.
- Stratified sampling was used for the sampling.

c) Tools Used

- Structured questionnaire (Jyolsna. R, Dr. K.S. Viswanathan, 1999).

d) Statistical Technique

1. Estimation of percentage of errors and their confidence limits.
2. Test of significance of difference between percentage for large independent sample.

8. MAJOR FINDINGS

1. Out of the twelve area studied, “volume and curved surface area of a one” is the topic in which incidence of errors is maximum for the sample studied.
2. For all the twelve areas, total sample and sub sample shows a percentage of errors above 35.
3. When boys and girls were compared for the incidence of errors, there exists no significant sex difference.
4. Significant rural and urban difference was noted in the areas “Notation of functions, test of function, value of a function”. “Factor theorem and its application”, “Reminder Theorem and Application” A.P. and G.P, common difference, common ration, A.P and G.P of 3 consecutive numbers, nth term of an A.P and “Sum of a consecutive terms of as A.P formation of A.P. when 1st term and common difference i.e. given, G.P. of a n consecutive numbers. “There exists no significant locale difference in the other seven topics.
5. The findings of the study is expected to be useful for the parents of pupils studying maths and maths teachers.
6. The study revealed that following difficulties in each topic such as functions, relations, difference between functions and relations, domain and range of a function, notation of a function, test of function, value of a function, factor theorem and its applications, remainder theorem and its applications, A.P, G.P, common

difference, common ratio, total surface area and volume of a pipe, volume and curved surface area of a cone, curved surface area, total surface area and volume of sphere, centre of a circle, central degree measure of a circle, degree measures of major arc, minor arc and semi sphere.

Sl. No. 32

1. TITLE

Achievement in science and mathematics as correlates of achievement in geography among secondary school pupil of Kerala.

2. AUTHORS

Name of Student : Praveen. R

Name of Supervising Teacher : V. Sreekumar

3. YEAR

1999

4. KEYWORDS

- Correlation, Achievement, Achievement in Geography, Achievement in Mathematics, Achievement in Science, Secondary School Pupils

5. OBJECTIVES

1. To find out whether significant relationship exists between achievement in science and achievement in geography for the whole sample and sub samples based on sex, locale and type of management.
2. To find out whether significant relationship exists between achievement in mathematics and achievement in geography for the whole sample and sub samples based on sex, locale and type of management.
3. To find out the influence of the combined effect of achievement in science and mathematics and the achievement in geography for the whole sample and sub samples based on sex, locale and type of management.
4. To find out whether there exists, any significant difference in the relationship of achievement in science and mathematics with achievement in geography between
 - a) Boys and girls
 - b) Urban and rural pupil
 - c) Government and private institutions

6. VARIABLES

- Achievement in geography

- Achievement in science
- Achievement in mathematics

7. METHODOLOGY

a) Method of Study

Survey method

b) Sample

- Sample of 500 secondary school students of standard X
- Stratified random sampling technique were used for sampling.

c) Tools Used

- General achievement test (Praveen, Sreekumar, 1999).

d) Statistical Technique

1. Preliminary analysis
2. Correlation analysis
3. Confidence interval of correlation coefficients
4. Shared variance
5. Test of significance of difference between correlation of different categories of samples treated in pairs.

8. MAJOR FINDINGS

1. To find out whether significant relationship exists between achievement in science and achievement in geography for the whole sample and sub samples based on sex, locale and type of management.
2. To find out whether significant relationship exists between achievement in mathematics and achievement in geography for the whole sample and sub samples based on sex, locale and type of management.
3. To find out the influence of the combined effect of achievement in science and mathematics on the achievement in geography for the whole sample and sub samples based on sex, locale and type of management.

Sl. No. 33

1. TITLE

An analysis of errors committed by standard IX pupils in the unit atomic structure.

2. AUTHORS

Name of Student : Rajasree. R

Name of Supervising Teacher : D. Sugathakumar

3. YEAR

1999

4. KEYWORDS

- Analysis, Error, Secondary School Pupils, Atomic Structure

5. OBJECTIVES

1. To estimate the incidence of errors in the select areas of the unit 'Atomic Structure' for the total sample and relevant sub sample.
2. To rank the areas on the basis of incidence of errors.
3. To rate the level of seriousness of errors in each area for the total sample and relevant sub samples.
4. To compare the incidence of errors in each area between relevant sub samples.
5. To investigate the causes of some of the serious errors in each area.

6. METHODOLOGY

a) Research method

Normative survey

b) Sample

A sample of 545 students of standard X from fourteen secondary schools of Kozhikode District. Stratified random sampling method was the sampling technique.

c) Tools Used

Diagnostic test

d) Statistical Technique

1. Estimation of percentage of errors.
2. Test of significance of difference between percentage for large independent samples based on sex, locale and type of management.
3. Rating of percentage of seriousness of errors.

4. Basic descriptive statistics like mean, median, mode, standard deviation, Skewness and kurtosis.

8. MAJOR FINDINGS

Results of the investigation of the causes of some of serious errors in each areas are given below.

1. Fundamental Particles

- a) Pupils felt difficulty to differentiate between fundamental particles and sub atomic particles.
- b) Pupils fails to understand the fact that atoms of some elements has same number of protons and electrons.

2. The electrical nature of atom

- a) Pupils have idea about the magnitude of charges of fundamental particles, but they are not aware of the nature of charges.
- b) Pupils felt difficulty in computations involving charges of fundamental particles.

3. Structure of atom

- a) Pupils found it difficult to identify the different types of particles in nucleus, their charges and the net charge effect of an atom.

4. Mass of an atom

- a) Pupils have misunderstood that since the number of protons and electrons in an atom are equal, their masses may also be equal.
- b) They assumed that since the neutron is chargeless it has no mass also.

5. Identity of an atom

- a) Pupils failed to master the concept of mass number.
- b) Pupils felt difficulty in calculating the number of protons, electrons and neutrons when necessary data were given.

6. Orbits

- a) Pupils felt difficulty in mastering the shell wise distribution of electrons.

7. Dual nature of electrons

- a) The modern concept of electron showing both particles and wave nature was not known for majority of pupils.

8. Sub shell

- a) Pupils felt difficulty in understanding the maximum number of electrons in each sub shell and types of sub shells present in an atom.

9. Orbital

- a) Pupils failed to differentiate between orbit and orbital.
- b) The pupils misunderstood that the number of orbits indicate the number of electrons in it.

Sl. No. 34

1. TITLE

The Difficulties in Learning Economics as perceived by the Higher Secondary School Pupils of Kannur and Kasargod Districts.

2. AUTHORS

Name of Student : Seena. K

Name of Supervising Teacher : Jayasree. Ns

3. YEAR

1999

4. KEYWORDS

- Perception
- Pupil perception
- Higher secondary school pupils
- Difficulties in learning economics

5. OBJECTIVES

1. To identify the difficulties in learning economics of higher secondary school pupils.
2. To list the difficulties in learning economics in academic, personal, environmental and parental areas in the order of the strength of difficulties as perceived by pupils.
3. To find out whether there is any significant difference in the perception of difficulties in learning economics with respect to the academic, personal, environmental and parental areas for the subject categorised on the basis of variables like
 - a) Gender
 - b) Locale
 - c) Type of school management s

6. VARIABLES

Criterion Variable :

- Difficulties in learning economics

Classificatory Variables:

- Gender of the sample
- Locale of the school
- Type of school management

7. METHODOLOGY

a) Research Method

Normative survey method

b) Sample

Sample of 603 pupils (287 boys and 316 girls, 292 urban and 311 rural, 252 private and 351 government) of standard XII drawn from 15 school of Kannur and Kasargod districts.

c) Tools Used

Structural questionnaire (Jayasree. N & Seena. K)

d) Statistical Technique

1. Percentage analysis
2. Test of significance of difference between percentage of agreement for large independent sample.

8. MAJOR FINDINGS

The study showed that out of fifty eight statement, the seven statement indicates the difficulties posed by pupils. They are as follow:-

1. Lack of group discussion in economic is a handicap.
2. Economics syllabus is rather heavy.
3. Learning of economics is affected by inadequate revision of lessons.
4. Concepts in economics, being difficult, affect my learning.
5. Allotted time for using library is insufficient.
6. Lack of students participation affects learning of economics.
7. Teacher do not employ modern methods of instruction while teaching.
8. Improper introduction of the subject matter affect my learning.

9. Portions are not properly covered within the prescribed time affect my learning.
10. Non availability of up to date economic data affect learning.
11. Economics theories are based on assumptions and it confuse my learning.
12. Inadequate use of economics journals and magazines hinder my studies.
13. Lack of proper guidance from teacher affects learning.
14. Inexperienced statistics teachers makes learning of statistics difficult.
15. Teachers inability in creating interest in the subject affect learning.
16. Examination oriented explanation affects in understanding of the subjects.
17. Lack of provision of creative activities in economics makes the classes uninteresting.
18. Mere text book based explanations affect my learning of economics.
19. Application of economics theories in practical life is not discussed properly in class.
20. The concept of elasticity is difficult to understand.
21. Lack of help from teachers affect learning.
22. Inadequate diagrammatic representation affect my learning of economics.
23. Subjective, rather than psychological approach, is followed in economics.
24. Economics is not given proper importance in the time table.
25. Lack of encouragement from teachers affects learning.
26. The concept of balance of trade and balance of payment are difficult to understand.
27. The concept of tax structure is not easy.
28. Difficulty in understanding the calculation of national income affects learning.
29. Differentiation between National Income and GNP is very difficult
30. Difficulty in learning the features of different market forms affect learning.
31. Understanding the difference between perfect competition and monopolistic competition is very difficult.

Personal

32. Absence of knowledge in basic concepts in Economics makes learning difficult.
33. Lack of interest in the subject affects learning.
34. Poor knowledge in statistics affects learning.
35. Economics programmes on TV and Radio are not properly listened to
36. The pre concerned notion that economics is difficult affect learning.

37. Inability in drawing and interpreting diagrams affect learning.
38. Enough time is not spent in learning economics.
39. Preparing short notes on the topic is rarely practiced.
40. My aim is to score high marks and not to study economics with interest.
41. I prefer other subject to economics.
42. Economics lessons are not learned daily.
43. I am not interested in Economics in day to day life.
44. I am not interested in participating Economic Seminars.
45. I am not interested in reading Economic books.
46. Economics is the most difficult subject among Humanities.

Environmental

47. Absence of good library affects learning.
48. Lack of good class room facility affects learning.
49. The tiresome journey from home to school and back affects my learning.
50. The language used in economics text book is tough.
51. Extra curricular activity absorbs most of my time which badly influence learning.
52. Over crowded classes and lack of individual attention affect learning.
53. Lack of teacher pupil interaction affect my learning.
54. The school atmosphere is not suited for learning economics.

Parental

55. My parents are not able to help me learn economics.
56. Unhealthy compulsion from parents to score high marks affect learning.
57. Too many restrictions from parents affect learning.

Major Findings based on Test of Significance

1. The comparison of pupils' perception of difficulties in learning economics between girls and boys showed no significant difference in all area academic, personal, environmental and parental.
2. The comparison of pupil's perception of difficulties in learning economics between pupils belonging to urban and rural area, showed significant difference in the aspects of areas like.
3. The comparison of pupils perception of difficulties in learning economics between government and private school pupils, showed significant difference in the aspects of academic, personal, environmental but no marked difference in the aspect of parental.

Sl. No. 35

1. TITLE

Effectiveness of synetics model of teaching on the creativity of higher secondary school students.

2. AUTHORS

Name of Student : Sreeja. P

Name of Supervising Teacher : K.P. Meera

3. YEAR

1999

4. KEYWORDS

- Effectiveness,
- Synetics
- Model of Teaching
- Creativity

5. OBJECTIVES

1. To test whether synetics model of teaching has any effect on the creativity of higher secondary school students.
2. To test whether there exists any difference in the creativity of high intelligent group and low intelligent group of higher secondary students when taught through synetic model of teaching.

6. VARIABLES

Synetics model of teaching, creativity of the sample group, previous achievement in English.

7. METHODOLOGY

a. Method of Study

Experimental Method

b. Sample

Sample size of 41 students of 11th class.

c. Tools used

Passi's test of creativity (Dr. B.K. Passi)

Group test of intelligence (Dr. G.C. Ahuja)

d. Statistical Techniques

1. Test of significance for mean difference.
2. Test of significance for small independent sample.

8. MAJOR FINDINGS

1. Synetics model of teaching has significant effect on the creativity of higher secondary school students.
2. There exists significant difference in the creativity of higher intelligent group and low intelligent group when taught through synetics model of teaching.
3. Creativity of students can be enhanced if efficient teaching strategies that can open students minds to new ideas and creative mental habits are employed.

Sl. No. 36

1. TITLE

Teacher perception of the effectiveness of district primary education programme.

2. AUTHORS

Name of Student : Smitha. P.R
Name of Supervising Teacher : Suresh. K.J

3. YEAR

1999

4. KEYWORDS

- Effectiveness, teacher perception, district primary education programme, primary school teachers.

5. OBJECTIVES

1. To find out the effectiveness of the district primary education programme as perceived by primary school teachers to the learn selected dimensions.
2. To find out whether the percentage of agreement disagreement regarding the effectiveness of district primary education as perceived by the primary school teachers is significant.
3. To make a dimension wise study of the primary school teachers perception towards the effectiveness of DPEP with respect to
 - a) Male and female teachers
 - b) The type of the management of school
 - c) Locality of the schools

6. VARIABLES

Criterion variables, Teacher's perception of district primary education programme, Classificatory variables.

- a) Sex
- b) Type of management of schools

7. METHODOLOGY

a. Normative survey method

b. Sample

A sample consist of 580 teachers from 45 primary schools in Malappuram District, stratified random sampling technique was used for sampling.

c. Tools

Opionnaire named 'primary school teacher's perception' towards district primary education programme (Suresh & Smitha, 1999)

d. Statistical Techniques

- Percentage analysis
- Test of signigance between percentage of agreement for large independent sample.

8. MAJOR FINDINGS

1. Majority of the teachers agreed that the objectives of the district primary education programme like development of the infrastructure of the schools, ensuring primary education to all the children in the age group of 6-11 years have been achieved to a great extend. But specific competencies expected to be attained has not been effected considerably. Majority of the teachers were of the view that the district primary education programme is not suitable for a state like Kerala where the education is supposed to be high. Interestingly most of the teachers of the view that district primary education programme should be extended to the English medium primary schools also.
2. The curriculum of the new education programme is acceptable but not satisfactory. New teaching methods and competency development oriented learning activities is needed.
3. Training given to the teacher to carry out the new methods and techniques of the new education programme is inadequate.
4. The learning activities given as a past of the teaching programme are found to be suitable in adjusting to the individual differences of the pupils.
5. Learning outcomes have enhanced very much due to implementation of the district primary education programme.
6. The evaluation methods and techniques followed in the district primary education programme is appreciated to be better.

7. Students teachers, parents and community involved has enhanced through the learning activities in the new educational programmes.
8. Analysis and feedback of the learning activities at the cluster activities helps very much in improving the teaching and to find out solution to the problems encountered during teaching.

2000

Sl. No. 37

1. TITLE

The effectiveness of advance organizer model of teaching on social studies achievement of secondary school pupils.

2. AUTHORS

Name of Student : Anitha. S

Name of Supervising Teacher : N. Jayasree

3. YEAR

2000

4. KEYWORDS

- Effectiveness, Advance organizer model, Social studies achievement, Secondary school pupils

5. OBJECTIVES

1. To examine the effectiveness of advance organizer model of teaching on social studies achievement of secondary school pupils.
2. To examine the effectiveness of advance organizer model of teaching on social studies achievement of secondary school pupils with reference to (a) knowledge (b) Understanding (c) Application level.

6. VARIABLES

1. Independent variable is the advance organizer model and conventional method of teaching.
2. Dependent variable is the achievement in social studies.

7. METHODOLOGY

a. Experimental method

b. Sample

Sample consists of 160 students of Std. VIII.

c. Tools

- Lesson plans according to conventional method.

- Lesson plans according to advance organizer model.
- Achievement test in social studies (Jayasree & Anitha, 2000)

d. Statistical Techniques

1. Arithmetic mean
2. Standard deviation
3. Test of significance

8. MAJOR FINDINGS

1. The group of pupils taught social studies through advance organizer model was found to have a significantly higher achievement than those taught using conventional methods, when the scores of achievement test taken as a whole was compared.
2. The group of pupils taught social studies through advance organizer model was found to have significantly higher achievement from those taught through conventional method with respect to knowledge level of items.
3. The group of pupils taught social studies through advance organizer model was found to have significantly higher achievement than those taught through conventional method with respect to understanding level items.
4. The group of pupils taught social studies through organizer model found to have significantly higher achievement than those taught through conventional method with respect to application level items.

Sl. No. 38

1. TITLE

Impact of moral education classes in the self-concept and ideal concept of students existing moral values.

2. AUTHORS

Name of Student : Bindu. M
 Name of Supervising Teacher : Dr. K.S. Viswanathan

3. YEAR

2000

4. KEYWORDS

- Impact, Moral Education Classes, Self Concept, Ideal Concept, Moral Values

5. OBJECTIVES

1. To test whether moral education classes has any impact on the self concept of students existing moral values.
2. To test whether moral education classes has any impact on the ideal concept of student's existing moral values.
3. To compare the impact of moral education classes in boys and girls.

6. VARIABLES

- Independent variable chosen is the moral education.
- Dependent variable is the self concept and ideal concept of students existing moral values.

7. METHODOLOGY

a. Survey method

b. Sample

A sample consist of 45 students of standard VIII.

c. Tools

1. Moral value scale prepared by the Investigator containing 4 items.
2. Lessons prepared based upon discussion model (Viswanathan & Bindu, 2001)

d. Statistical Techniques

1. MNea, median, mode and standard deviation were calculated.
2. t-test for small sample size.

8. MAJOR FINDINGS

1. The difference in mean scores of pre-test and post-test of students was found to be significant at 0.01 level. The critical ratio C.R of item 1 and items are respectively 11.7 and 14.4 respectively.
2. The difference in mean scores of pre-test and post-test of students were found to be significant at 0.01 level. The critical ratio C.R of item 3 and 4 item are respectively 16.6 and 36 respectively 80 Moral education classes have an impact in the ideal concept of student's existing moral values.
3. The mean score of boys and girls in item 1 and 2 are almost same. The critical ratio are respectively 0.02 and 0.07. This shows that the impact of moral education classes in the self-concept of student's existing moral values among boys and girls are almost same.
4. The impact of moral education classes in the ideal concept of student's existing moral values among boys and girls are almost same

Sl. No. 39

1. TITLE

Opinion of higher secondary school students on the usefulness of educational and informative television programmes.

2. AUTHORS

Name of Student : Harikrishnan. P

Name of Supervising Teacher : Dr. K.E. Valsala

3. YEAR

2000

4. KEYWORDS

- Opinion, Higher secondary school students, Usefulness, Educational Programmes, Informative programmes.

5. OBJECTIVES

1. To know how far the different programmes telecasted through Malayalam television channels are used by higher secondary school students.
2. To know the opinion of the pupils on the usefulness of the different programmes of Malayalam television channels in subject like Science, General Knowledge, Social Science, Economics, International Relations, Arts, Sports and Language and Literature.

6. METHODOLOGY

a. Survey method

b. Tools

Opinionnaire used for opinion of higher secondary school students on the usefulness of education and informative television programme (Valsala, Harikrishnan, 2000)

d. Statistical Techniques

1. Simple statistics
2. Mean percentage score

7. MAJOR FINDINGS

1. The students like to watch programmes based on entertainment most.
2. Educational programmes are least accepted by the students.
3. Informative programmes comes in between entertainment and educational programmes has a moderate acceptance.

4. The usefulness of educational and informative programems on television on various subject areas for different purposes.

Sl. No. 40

1. TITLE

Relationship between language aptitude and achievement in English and Malayalam medium students in secondary schools of Kerala.

2. AUTHORS

Name of Student : Latha. P.S

Name of Supervising Teacher : K.P. Meera

3. YEAR

2000

4. KEYWORDS

- Language aptitude, English medium students, Malayalam medium students.

5. OBJECTIVES

1. To estimate the extend of relationship of 'Language aptitude' and 'Achievement in English' of English medium students and Malayalam medium students for total and sub samples.
2. To test the significance of the difference in 'r's of 'Language Aptitude' and 'Achievement in English' between all comparable groups on the basis of medium of instruction.
3. To compare English medium and Malayalam medium students for their 'Language Aptitude' and 'Achievement in English'.

6. VARIABLES

1. Associate variable
2. Language aptitude
3. Achievement in English
4. Criterion variable
5. Medium of instruction

7. METHODOLOGY

a. Survey method

b. Sample

A sample consist of 600 students of standard IX studying in different high schools of Palakkad and Thrissur districts, stratified random technique was used for sampling.

c. Tools

1. Achievement test in English
2. Language aptitude test (Latha & Meera, 2000)

d. Statistical Techniques

1. Arithmetic mean
2. Standard deviation

8. MAJOR FINDINGS

1. On the basis of 'Medium of Instruction' the mean score obtained for 'Achievement in English of English medium students is found to be higher than Malayalam medium students
2. On the basis of 'Medium of Instruction', the mean score obtained for 'Language Aptitude' of English medium students is found to be higher than Malayalam medium students.
3. There is no significant difference in the mean score of 'Language Aptitude' and achievement in English' between boys and girls, either they were English medium or Malayalam medium.

Sl. No. 41

1. TITLE

Attitude of Tamil medium secondary school pupils of Kerala towards English.

2. AUTHORS

Name of Student : Mini. D.N
Name of Supervising Teacher : V. Sreekumaran

3. YEAR

2000

4. KEYWORDS

- Attitude
- Tamil medium
- Secondary school pupils of Kerala.

5. OBJECTIVES

1. To find out whether Tamil medium secondary school pupils have a favourable attitude towards English.
2. To find out whether there is any significant differences in mean scores of attitude of Tamil medium secondary school pupils have a favoruable attitude towards English in the following categories.
 - a) Boys and girls
 - b) Pupils of urban and rural schools
 - c) Pupils of government and private schools

6. VARIABLES

Criterion variable : Attitude towards English classificatory variable.

- a) Gender
- b) Locale
- c) Type of management

7. METHODOLOGY

a. Normative survey method

b. Sample

A sample consist of 150 pupils studying in standard IX of Tamil medium, stratified random sampling technique was used for sampling.

c. Tools

Scale of attitude of Tamil medium secondary school pupils towards English (Sreekumar & Mini, 2000)

d. Statistical Techniques

Test of significance of difference between mean scores (Two – tailed test)

8. MAJOR FINDINGS

1. The study reveals that Tamil Medium secondary school pupils have a less favourable attitude towards English 2 percentage of pupils have less favourable attitude towards English and percentage pupils have a neutral attitude towards English.
2. When the difference in mean scores of attitude of Tamil medium secondary school pupils towards English based sex, locale, type of management were estimated by means of two tailed test, the results obtained are
 - a. There is significant difference in the mean scores of attitude of Tamil medium secondary school pupils towards English for boys and girls.

- b. When urban and rural samples were compared, the result reveals that there exists significant difference in mean scores of attitude of Tamil medium secondary school pupils towards English.
- c. There exist a significant difference in attitude of pupils of government and private schools.

Sl. No. 42

1. TITLE

A comparative study of environmental awareness in revised curriculum and conventional methods among primary school pupils.

2. AUTHORS

Name of Student : Resmi. K.S

Name of Supervising Teacher : Rajagopalan. K

3. YEAR

2000

4. KEYWORDS

- Environmental awareness, revised curriculum, conventional method.

5. OBJECTIVES

1. To find out the extent of environmental awareness in revised curriculum among primary school pupils.
2. To find out the extent of environmental awareness in conventional method among primary school pupils.
3. To compare the extent of environmental awareness in revised curriculum and conventional methods among primary school pupils.

6. VARIABLES

- a. Gender of the sample
- b. Locale
- c. Type of school management

7. METHODOLOGY

a. Normative survey method

b. Sample

A random sampling technique consist of 600 primary school students of VI standard.

c. Tools

Test of environmental awareness (Rajagopalan, Resmi, 2000)

d. Statistical Techniques

Arithmetic mean

8. MAJOR FINDINGS

Significant differences exist in the mean scores of environmental awareness between revised curriculum and conventional method for total sample and relevant sub samples.

Sl. No. 43

1. TITLE

Attitude towards compulsory social service scheme of graduate level students in colleges under the university of Calicut.

2. AUTHORS

Name of Student : Sreejith. E

Name of Supervising Teacher : Dr. M. Rema

3. YEAR

2000

4. KEYWORDS

- Attitude, Compulsory social service scheme, Graduate level students

5. OBJECTIVES

1. To study the nature of attitude towards compulsory social service scheme of graduate level students in colleges under the university of Calicut.
2. To find out the significant difference in the attitude towards compulsory social service scheme of graduate level students.

6. VARIABLES

Criterion variable : Attitude towards compulsory social service.

Classificatory variable :

- a. Sex of the samples
- b. Type of management of institution
- c. Locality of residence
- d. Optional subject groups

7. METHODOLOGY

a. Normative survey method

b. Sample

Proportionate stratified random sampling method consist of 583 for the graduate level students (Rema & Sreejith, 2000)

c. Tools

Scale of attitude towards compulsory social service scheme of graduate level students.

d. Statistical Techniques

a) Mean and standard deviation.

b) Two tailed test of significance of difference between means of large independent samples.

8. MAJOR FINDINGS

1. Graduate level students in colleges under Calicut University have a favourable aptitude towards (CSS).
2. It is found that male & female students differ significantly in their attitude towards CSS. Female students show more favourable attitude towards CSS.
3. From the study, it is found that government college and private college students do not differ significantly in their attitude towards CSS.
4. Study revealed that urban resident and rural residents students do not differ significantly in their attitude towards CSS.

Sl. No. 44

1. TITLE

A study on the educational values enshrined in the Bhagavad Gita.

2. AUTHORS

Name of Student : Sreelatha. P

Name of Supervising Teacher : Dr. M. Rema

3. YEAR

2000

4. KEYWORDS

- Education, Values, Educational Values, Bhagavad Gita

5. OBJECTIVES

1. To analyse the 'Bhagavad Gita' on the point of view of its educational values.
2. To identify and categorise the educational values enshrined in the 'Bhagavad Gita' in separate headings viz. and spiritual values, social values, cultural values and intellectual values.
3. To compare the identified values of the 'Bhagavad Gita' with the values mentioned in the National policy on Education, 1986.

6. METHODOLOGY

Documental Analysis

7. MAJOR FINDINGS

1. The 'Bhagavad Gita' contains the universal and eternal values mentioned by the National Education policy.
2. The teachings of the 'Bhagavad Gita' in the form of human values are helpful to eliminate obscurantism, religious fanaticism, violence, superstition and fatalism etc.
3. The 'Bhagavad Gita' holds the spiritual value of self-realization or god realization as the ultimate aim of life.
4. The Gita lays much stress on the cultivation of an integrated spiritual life in which the pursuit of knowledge devotional surrender to the god and self-less.
5. The Gita emphasizes divine love for the god.
6. Caste bound divisions do not condition the relation of love for the god.
7. The person whose mind is steady along can obtain peace.
8. Knowledge is stable only in the persons whose senses are under control.
9. The practice of equanimity in favourable and in unfavourable circumstances is conducive to the attainment of spiritual knowledge.
10. Man should fortify themselves with moral virtues of divine nature.
11. Right action comes from the right knowledge.
12. Whatever duty is natural to a man is conducive to the highest good for him.
13. The object of all actions should be the welfare of the world and social harmony.
14. The Gita formulative universal brotherhood based on the experience of the universal immanence of the divine.
15. Fulfilment of spiritual knowledge alone will ensure the integration of human life and the welfare of the world.
16. Spiritual knowledge has the immense potentialities in exterminating sinfulness and bestowing wholesome process on the seeker.

Sl. No. 45

1. TITLE

Educational ideas of Jiddu Krishnamurti

2. AUTHORS

Name of Student : Sudha. R. Nair

Name of Supervising Teacher : K.P. Anilkumar

3. YEAR

2000

4. OBJECTIVES

1. To analyse the educational ideas of Jiddu Krishnamurti
2. To analyse the educational philosophy of Jiddu Krishnamurti.
3. To find out the short comings of present education system according to Jiddu Krishnamurti.
4. To analyse Krishnamurti's views about the schools.
5. To familiarise Krishnamurti's schools in India.

5. METHODOLOGY

Historical type of educational research.

6. MAJOR FINDINGS

1. Krishnamurti's teachings have enormous values for all societies in the world. It is neither western nor eastern.
2. According to Krishnamurti, education should help the individual to be nature and flower in love and goodness.
3. Krishnamurti has observed that the right kind of education create right relationships, not only between individuals but between the individual and the society.
4. Krishnamurti also gave importance to individual freedom. According to him this individual freedom comes with self knowledge.
5. According to Krishnamurti education should always be creative, always new, taking in account the individual child.
6. Krishnamurti pointed out that another fiction of education is to creative new values. Education is intimately related to the present world crisis.
7. Krishnamurti regarded the art of education is very special and the teacher, in a sense has the future of humanity in his hands.
8. Krishnamurti said that if the teacher wish to get respect from his pupils, he must respect his pupils first, and treat them an intelligent beings. Otherwise he can only get indifference or even disrespect from them.

Sl. No. 46

1. TITLE

A comparative study of the relationship between study habit and biology achievement of tribal pupils residing at hostels and at home.

2. AUTHORS

Name of Student : Susmitha. M.R

Name of Supervising Teacher : D. Sugathakumar

3. YEAR

2000

4. KEYWORDS

- Study habit, Biology achievement, Tribal pupils, Pupils residing at hostels, Pupils at home.

5. OBJECTIVES

1. To findout whether there exist any significant difference in the mean scores of study habit of tribal pupils.
2. To findout whether there exist any significant difference in the mean scores of biology achievement of tribal pupils.
3. To findout whether significant relationship exists between study habit and biology achievement of tribal pupils.
4. To find out whether significant difference exists in the correlations of study habit and biology achievement of tribal pupils categorised as high, average, and low on the basis of study habit .

6. VARIABLES

Study habit as the independent variable and biology achievement as the dependent variable.

7. METHODOLOGY

a. Normative survey method

b. Sample

A sample of 500 pupils of IX std. in 27 schools of Wayanad, Kozhikode and Malappuram.

250 tribal pupils residing in hostels and 250 were coming home.

c. Tools

Study habits inventory (Palsane & Sharma)

Achievement Test in Biology (Usha Devi. V.K & Deepa. G. Nair)

d. Statistical Techniques

1. Mean
2. Median
3. Mode
4. Standard deviation
5. Skewness and kurtosis
6. Pearson's product moment coefficient of correlation

8. MAJOR FINDINGS

1. When the difference between mean scores of study habit were tested for significance.
2. The difference between mean scores of biology achievement were tested for significance.
3. The extent of relationship between study habit and biology achievements was estimated for tribal pupils based on residence and gender.
4. When the significance of difference between the correlations of the independent variable, study habit and the dependent variable, biology achievement was tested.
5. The extent of relationship between study habit and biology achievement was estimated for tribal pupils categorised as high average and low habit group.

2002

Sl. No. 47

1. TITLE

Effectiveness of concept attainment model of teaching on achievement in chemistry of secondary school pupils.

2. AUTHORS

Name of Student : Bindu. G.K

Name of Supervising Teacher : Ampili Aravind

3. YEAR

2002

4. KEYWORDS

- Effectiveness, Concept attainment Model, Achievement, Secondary School pupil

5. OBJECTIVES

1. To prepare lesson transcripts based on concept attainment model of teaching for teaching chemistry in VIII std.
2. To determine the effectiveness of concept attainment model of teaching on the achievement in chemistry at secondary school level.
3. To determine the effectiveness of conventional method of teaching on achievement in chemistry.
4. To compare effectiveness of concept attainment model of teaching with conventional method of teaching on achievement in chemistry.
5. To compare effectiveness of concept attainment model of teaching with conventional method on knowledge, understanding and application level.

6. VARIABLES

Teaching strategy is independent variable students performance is dependent variable.

7. METHODOLOGY

a. True experimental method

b. Sample

Two equated groups of students of VIII std. consisting of 90 students

c. Tools

- Lesson transcript based on concept attainment model.

- Lesson transcript based on conventional method.
- Achievement test

d. Statistical Techniques

1. Arithmetic mean
2. Standard deviation
3. Test of significance of difference between means

8. MAJOR FINDINGS

1. The group of pupil taught chemistry through C.A.M. was found to have significantly higher achievement than conventional method.
2. The group of pupils taught chemistry through concept attainment model was found significantly higher achievement than those taught through conventional method with respect to knowledge, understanding and application level.

Sl. No. 48

1. TITLE

Effectiveness of group musical memorization of Malayalam poems.

2. AUTHORS

Name of Student : Doly. E.R

Name of Supervising Teacher : K.P. Anilkumar

3. YEAR

2002

4. KEYWORDS

- Effectiveness, Group musical memorisation

5. OBJECTIVES

1. To find out the effectiveness of musical way of memorizing Malayalam poems.
2. To find out the effectiveness of the group (chorus) method of memorizing Malayalam poems over the individual method.
3. To findout the effectiveness of memorizing Malayalam poems with meaning over memorizing Malayalam poems without meaning.
4. To compare the relative effectiveness of each one of the eight treatments.

6. VARIABLES

Criterion variable is “Effectiveness of group musical memorisation of Malayalam poems.

Gender of the sample (Criterion variable)

7. METHODOLOGY

a. Method

Experimental method

b. Sample

Sample consists of 30 students studying in Std. VII from a higher secondary school in Thrissur district.

c. Tools

The tool consists of a table for recording the time taken for eight treatments.

d. Statistical Techniques

Test of significance for difference in means for small independent samples.

8. MAJOR FINDINGS

1. Musical way of memorisation of Malayalam poems are more effective than non musical way of memorisation.
2. Group method of memorizing Malayalam poems is more effective than individual method.
3. Group with meaning musical is more effective than group without meaning musical.

Sl. No. 49

1. TITLE

A formative evaluation of the effectiveness of instruction through science club in creating scientific awareness in high school students.

2. AUTHORS

Name of Student : Hema

Name of Supervising Teacher : Dr. K.S. Viswanathan

3. YEAR

2002

4. KEYWORDS

- Formative evaluation, Effectiveness, Instruction, Scientific awareness, High School, Student

5. OBJECTIVES

1. The major objectives of study is to find out the effectiveness of instruction through science club in creating scientific awareness among high school student.
2. To compare the scientific awareness of male and female treated with science club instruction.
3. To compare the rural and urban differences, if any in the scientific awareness of high school students with science club treatment.
4. To find out the relationship between the scientific awareness of students treated with science club instruction and the educational status of their parents.

6. VARIABLES

The criterion variables is the scientific awareness

Associate variable is effectiveness of science club instruction.

7. METHODOLOGY

a. Sample survey method

b. Sample

A total of 60 pupils from Thiroor HS, consisting of 22 boys and 38 girls were selected (Viswanathan & Hema, 2002)

c. Statistical Techniques

1. Arithmetic mean
2. Standard deviation .
3. Cbi-square test

8. MAJOR FINDINGS

1. The instruction through science club is effective in creating scientific awareness in high school students.
2. The significant different between the scientific awareness of males and females treated with science club instruction.
3. There is a significant between the scientific awareness of rural and urban students.
4. Thee is a significant relation between the scientific awareness of students treated with science club instruction and monthly family incomes of their parents.
5. No significant relation between the scientific awareness of students treated with science club instruction and educational status of their parents.

Sl. No. 50

1. TITLE

A study of teaching aptitude of student teachers in teacher training institutes.

2. AUTHORS

Name of Student : Jyothi. V

Name of Supervising Teacher : D. Sugathakumar

3. YEAR

2002

4. KEYWORDS

- Teaching aptitude, Student teachers, Teacher training institute

5. OBJECTIVES

1. To find out the teaching aptitude of student teachers.
2. To find out whether there exist any significant difference in the mean scores of teaching aptitude of student teachers.
3. To make a dimension wise comparison of teaching aptitude of student teachers with respect to their subject taken for higher secondary.
4. To see whether there exists any substantial relationship between the marks obtained in the higher secondary level examination and teaching aptitude of student teachers.
5. To findout whether significant difference exists in the correlations of teaching aptitude and marks obtained for higher secondary level examination.
6. To findout whether significant difference exists in the correlations of teaching aptitude and marks obtained for higher secondary level examination of student teachers differing in subject taken for higher secondary.

6. VARIABLES

Dependent Variable :

Teaching aptitude of student teachers as dependent variable

Independent variable

1. Sex
2. Educational Qualification
3. Type of management of the institution.
4. Level of achievement in the higher secondary level of examination.

5. Academic year
6. Location of the institution
7. Subjects taken for higher secondary – humanities / commerce / science.

7. METHODOLOGY

a. Method

Normative survey

b. Sample

Random sample of the size 619 student teachers.

c. Tools

The test of Teaching Aptitude Adapted from the Teaching Test Battery (TATB) designed and developed by Singh and Sharma (1998) (Sugathakumar & Jyothi, 2002)

d. Statistical Techniques

1. Preliminary statistical techniques like mean, median, mode, standard deviation, Skewness and kurtosis.
2. Test of significance between mean for large independent sample.
3. Pearson's product moment coefficient of correlation followed by (1) Test of significance of 'r' (2) Test of significance of difference between correlations.

8. MAJOR FINDINGS

1. When the total sample was analysed the arithmetic mean obtained was 82.87 showing high teaching aptitude.
2. When the difference between mean scores of teaching aptitude were tested for significance on the basis of gender, educational qualification, nature of the institute, academic year and the location of the institute.
3. When the difference between mean scores of teaching aptitude were tested for significance on the basis of subjects taken for higher secondary.
4. The extent of relationship between teaching aptitude and marks obtained for higher secondary level examination.
5. When the significance of difference between the correlations of teaching aptitude and marks obtained for higher secondary level examination for different sub samples categorised on the basis of gender, location of the institute, nature of the institute, academic years were tested.
6. When the significance of difference between the correlations of teaching aptitude and marks obtained for higher secondary level examination for different sub samples categorised on the basis of subjects taken for higher secondary were tested.

Sl. No. 51

1. TITLE

Teacher perception of the support facilities available for plus two course in higher secondary schools of Kerala.

2. AUTHORS

Name of Student : Padmakumar. P

Name of Supervising Teacher : Rajagopalan. K

3. YEAR

2002

4. KEYWORDS

- Teacher perception, support facility, plus two course, plus two teachers.

5. OBJECTIVES

1. To find out the support facilities available in plus two course as perceived by teachers.
2. To find out whether the difference in parentage of agreement regarding the support facilities in plus two course as perceived by teacher is significant or not.
3. To attempt a comparative study of the perception of plus two teachers regarding the facilities with respect to
 - a) Male & female teachers
 - b) Urban and rural teachers
 - c) Aided and government school teachers.

6. VARIABLES

Criterion variable

Teacher perception of support facilities available for plus two schools in Kerala.

Classificatory variables

- a) Sex
- b) Locale
- c) Type of school management

7. METHODOLOGY

a. Normative survey method

b. Sample

Stratified random sampling method was used.

A sample of 550 teachers were selected giving due representation to sex, type of management of locale.

c. Tools

- a) Questionnaire for plus two teachers.
- b) Unstructured interview with plus two schools principals. (Rajagopalan, Padmakumar, 2002)

d. Statistical Techniques

1. Percentage analysis

8. MAJOR FINDINGS

1. The administrative set up of plus two course should be separated from high school section.
2. Their should be separate non teaching staff to deal with the administration of plus two course.
3. District wise directorates for plus two course will improve the efficiency of the institution.
4. Lack of permanent teachers affect the standard of plus two course.
5. Lack of proper government policy in appointment of teachers affect the standard of plus two course.
6. Plus two course should have a separate physical education teacher.
7. Plus two course should have a separate principal.
8. There is lack of sufficient teachers handbook for various subjects.
9. Special refresher course for teachers will improve the quality of teaching.
10. Separate subject councils are necessary for plus two course also.
11. A good library is essential for plus two course.
12. The annual sports and games competitions are conducted regularly.
13. Annual arts competitions are conducted for the plus two sections.
14. Lack of found affect the functioning of plus two course.
15. The policy of government in sanctioning plus two course in unaided sector affect the standard of higher secondary education.
16. The government should take necessary steps for improving the functioning of plus two course.

Sl. No. 52

1. TITLE

An inquiry in to the reading habit of secondary school pupils in Palakkad district.

2. AUTHORS

Name of Student : Rajani. V

Name of Supervising Teacher : Dr. K. Radhamany Amma

3. YEAR

2002

4. KEYWORDS

- Inquiry, Reading, Reading habit.

5. OBJECTIVES

1. To find out reading habit among secondary school pupils.
2. To see whether there is any significant difference in the reading habit of secondary school pupils, classified on the basis of sex, locale, medium of instruction and the type of management.

6. METHODOLOGY

a. Descriptive or normative survey method

b. Tools

Reading interest inventory

d. Statistical Techniques

Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis

8. MAJOR FINDINGS

1. There is no significant difference in the mean score of the variable 'Reading habit' of boys and girls (C.R. value obtained is 1781, not significant even at 0.05 level).
2. There exists significant difference in the mean scores of the variable 'Reading Habit' of urban and rural pupils (CIR) value obtained is 5260 even at 0.05 level.
3. There exists significant difference in the mean score of the variable 'Reading Habit' of English and Malayalam medium pupils (C.R. value obtained in 3.496, significant at 0.01 level).
4. There exists significant difference in the mean score of the variable 'Reading Habit' private and government school pupils (C.R value obtained in 5.504, significant at 0.01 level).

Sl. No. 53

1. TITLE

A study of the teaching strategies adopted by B.Ed. trainees in imparting social studies instruction in high school classes of Palakkad district.

2. AUTHORS

Name of Student : Sumathi. V

Name of Supervising Teacher : Rema. M

3. YEAR

2002

4. KEYWORDS

- Teaching strategies, B.Ed. trainees

5. OBJECTIVES

1. To examine the strategies or combination of strategies that the teacher trainees adopted in imparting social studies instruction in high school classes.
2. To find out the relative importance given by teacher trainees to the various strategies and the difficulties if any, experienced in adopting them
3. To find out the different kinds of teaching aids generally make use of by teachers in teaching social studies and the relative frequency of their use.
4. To find out the degree to which the pupil activity and co-operation are utilized by teachers in teaching social studies.
5. To find out the extent to which teachers attempt to develop skills, attitudes, habits and qualities of character which are set forth as the ultimate aim of teaching social studies.
6. To test the difference in strategies based on (a) sex (b) locale (c) type of school management.

6. VARIABLES

- Criterion variable is teaching strategies adopted by B.Ed. Trainees in imparting social studies instruction in high school classes.
- Pupils variables are (a) Sex (b) Locale (c) Type of school management.

7. METHODOLOGY

a. Normative survey method

b. Sample

20 government schools and 10 private schools. 9 girls high schools and 18 mixed schools.

c. Tools

1. Participant observation with check list.
2. Structured interview schedule.

d. Statistical Techniques

1. The statistical techniques used this study is percentage analysis.
2. Test of significance of differences between percentages of different strategies adopted by B.Ed. trainees.

8. MAJOR FINDINGS

1. Majority of the teachers follow usually the lecture method, some of them follow story telling method and to a certain extent assignment method.
2. Majority of the teacher trainees do not follow the activity method due to the overcrowded nature of the class room and lack of training in participating those strategies.
3. The majority of the teachers make use of black board in an improper manner.
4. The qualities of character like initiative self reliance, and civic consciousness etc. are not given due recognition by the B.Ed. trainees in teaching social studies.
5. Most of the trainees are not making proper use of teaching aids due to certain technical reasons.
6. The study reveals that most of the teachers do not give much importance to the acquisition of habits among the pupils.
7. The teachers do not emphasize the importance of developing pupils skills, attitudes etc.
8. There is no significant difference between the strategies adopted by B.Ed. trainees in rural and urban areas.
9. There is no significant difference between the strategies adopted by B.Ed. trainees in government and private schools.

2003

Sl. No. 54

1. TITLE

A critical analysis of the existing biology text book of standard IX.

2. AUTHORS

Name of Student : Ananthalaksyhmi. P.G

Name of Supervising Teacher : Ushadevi. V.K

3. YEAR

2003

4. KEYWORDS

- Critical analysis

5. OBJECTIVES

To make a thorough analysis of the present biology text book of standard IX with reference to selected internal and external criteria.

The selected internal criteria are:-

1. Content Treatment

- a. Relevance to the mental level of the pupil.
- b. Sequencing
- c. Conceptual clarity
- d. Environment oriented ness
- e. Scope for adopting variety
- f. Strategies
- f. Illustrations
- g. Trivia
- h. Follow up activities
- i. Open endedness

2. Child centered and activity oriented to develop process skills.

3. Scope for application, analysis, synthesis and evaluation.

4. Scope for developing scientific attitude.

5. Scope for creativity
6. Helping pupil to realize the changing nature of science

The external criteria include author of the text book and general get up of the text book.

To identify and pinpoint the specific defects noticed with a view to suggest remedial measures for future guidance.

6. METHODOLOGY

Criteria wise analysis of the text book is attempted in the study.

7. MAJOR FINDINGS

The analysis of the text book led to the following findings. The findings with regard to the internal criteria.

1. Content Treatment

a. Relevance of the mental level of the pupil:-

Pupils are familiar with the agricultural practices in their locality. So the first unit is suitable to the mental level of the pupil. Therefore nutrition in plants is interesting to the people, nutrition in Animals is the continuation of the second unit Nutrition in plants. Therefore units 2 and 3 are suited to the mental level of the pupil.

b. Sequencing:-

The various life processes are presented in a sequence from unit 2 to 7. If agriculture is to be maintained, a thorough understanding regarding plant nutrition is inevitable, unit 2 and unit 3 deals with Nutrition in plants in plants and Nutrition in Animals respectively. This keeps continuity with the earlier unit.

c. Conceptual clarity:-

Many major concepts are divided into minor concepts and are presented in a simply lied way throughout the text book. Appropriate illustrations, pictures, photographs experimental set ups, previous knowledge given in the beginning and summary at the end add to the conceptual clarity.

d. Environment orientedness:-

The examples given in the topic are familiar and life oriented. All the examples given in these units are familiar to the pupil since they are available from their surroundings and are part of their own experiences. These units are based on environment oriented activities.

e. Scope for adopting variety of strategies:-

All the units are incorporated with enough strategies in order to ensure effective learning. Certain strategies have more significance in certain units. Field trip and study tours have more scope in unit 1 dealing with agriculture

and unit 8 concluding with biodiversity pupils are insisted to conduct seminars and debuts on socially relevant in many units.

f. Illustrations:-

Figures, tables, groups, pictures, photographs, diagram, schematic representation etc. are used along with appropriate instructions to make clear the concepts through out the units.

g. Trivia:-

Trivia given in the text book attracts the pupil to the content area and motivates them to make extra reference. The unit Agriculture has provided more trivia to sustain interest in the pupil.

h. Follow up activities:-

Follow up activities given at the end of each unit has significance has relevance in reinforcing the concepts and objectives.

In agriculture thee are to follow up activities. Follow up activities in all the units have scope for observation. Observation helps the pupil to familiarize with nature and the method is appropriate for the study of natural science.

i. Open-endedness:-

In all the units in the text book, many situation are provided which are highly thought provoking. Complete information is provided only in certain places whereas most of the situation are ending up with questions or incomplete data or information which develops. Disequilibrium in the minds of the pupils and they will surely get motivated, findout answers to those question or solutions to certain problems.

2. Child centered and activity oriented to develop process skills:

The activities through out the units have scope for observation, comparison and classification, experimentation, collection of data, analysis and interpretation of data, aiming at pupils' own generalization, communications, drawing inference, predicting, hypothesizing and using number relations.

3. Scope for application, analysis, synthesis and evaluation

The concepts and ideas presented in all the units in the text book helps the pupil to apply it in his life.

4. Scope for developing scientific attitude

Activities are provided throughout the text book to encourage – learning through inquiry. As pupils develop proficiency in using inquiry, they develop scientific attitude also.

5. Scope for creativity

Pupils are insisted to make pictures, charts, cartoons, models, designing experiments, carrying out projects, conducting surveys, arranging interviews etc. which will help them to develop creativity in them.

6. Helping pupil to realize the changing nature of science.

This text book has been presented with a view to familiarize pupils with the dynamic nature of science.

Sl. No. 55

1. TITLE

Effectiveness of co-operative learning strategy in learning strategy in learning accounting among higher secondary pupils.

2. AUTHORS

Name of Student : Baby. A

Name of Supervising Teacher : Rajagopalan. K

3. YEAR

2003

4. KEYWORDS

- Effectiveness, Co-operative learning, Achievement

5. OBJECTIVES

1. To analyse the achievement of the pupil before conducting the experiment.
2. Analyse the achievement of the pupil after conducting the experiment.
3. To compare the mean post test scores of experiment and control group for the total sample and sub sample based on sex.
4. To compare the mean gain scores of students belonging to experimental and control group for the total sample.
5. To compare the mean pre-test and post-test scores of low achievers belonging to experimental and control group.
6. To study the effectiveness of teaching through co-operative learning strategy.
7. To find out the relative effectiveness of co-operative learning strategy in terms of achievement and individual performance upon high-average, and low-achievers.
8. To find out the relative effectiveness of existing teaching strategy in terms of achievement and individual performance upon high average, and low achievers.

6. VARIABLES

- *Independent variable*
 1. Co-operative learning strategy.
 2. Existing teaching strategy.

- ***Dependent variable***

1. Achievement in accounting
2. Individual performance in communication skill, conduct and character, leadership quality and group working skill.

7. METHODOLOGY

a. Experimental method

b. Sample

Two equated of students in Std. XI consisting of one hundred and students, stratified random sampling technique was used for sampling.

c. Tools

1. Lesson transcript for teaching through co-operative learning strategy.
2. Lesson transcript for teaching through existing teaching strategy.
3. Standardized achievement test.
4. Observation schedule (Rajagopalan & Baby, 2003)

d. Statistical Techniques

1. Test of significance (t-test)
2. Percentage analysis
3. ANOVA
4. Scheffe test

8. MAJOR FINDINGS

1. The group of pupils who were taught through co-operative learning strategy was found to have significantly higher achievement at 0.01 level than those who were taught through existing teaching strategy when the achievement post test score was taken as a whole.
2. The group of pupils classified on the basis of sex who were taught co-operative learning strategy was found to have significantly higher achievement at 0.01 level using than who were taught through existing teaching strategy when the post test achievement scores were considered.
3. It was found in mean gain scores for boys in pre-test and post-test is found to be significant.
4. It was found that the difference in mean gain scores for the total sample for the pre-test and post-test is found to be significant.
5. There is no significant difference in mean gain scores for girls in pre-test and post-test.

6. The group of pupil classified as low achievers who were taught through co-operative learning strategy was found to have significantly higher achievement.
7. In the case of the control group low achievers were not found to have significantly higher achievements.
8. Group of pupil who were taught through co-operative learning strategy was found to have significantly higher in individual performance in developing communication skill.
9. Group of people who were taught through co-operative learning strategy was found to have significantly higher in individual performance in developing conduct and character.
10. Group of pupil who were taught through co-operative learning strategy was found to have significantly higher in individual performance in developing leadership qualities.
11. Group of pupil who were taught through co-operative learning strategy was found to have significantly higher in individual performance in developing group working skills.
12. The group of pupil classified as high achievers and low achievers of experimental group, who were taught through co-operative learning strategy was found to have significantly higher in academic achievements and individual performance.
13. The group of pupil classified as higher achievers, average achievers and low achievers who were taught through existing learning strategies was found to have no significant difference in individual performance.

Sl. No. 56

1. TITLE

Emotional intelligence as a correlate of stress of student teachers of Kerala

2. AUTHORS

Name of Student : V.P. Joshith

Name of Supervising Teacher : Suresh. K.J

3. YEAR

2003

4. KEYWORDS

- Emotional intelligence, Stress

5. OBJECTIVES

1. To test whether significant difference in the mean scores of stress and emotional intelligence exists.

2. To find out the extent of relationship between emotional intelligence and stress of the student teachers.
3. To find out whether the relationship between emotional intelligence and stress is difference for the sub samples.

6. VARIABLES

- Stress of the student teacher is the dependent variable.
- Emotional intelligence of the student teachers is the independent variable.

7. METHODOLOGY

a. Normative survey method

b. Sample

Sample of 602 student teachers of various training colleges of Kerala.

c. Tools

1. Test of emotional intelligence
2. Stress inventory (Suresh, Joshith, 2003)

d. Statistical Techniques

- Mean
- Median
- Mode
- Standard deviation
- Kurtosis
- Skewness
- Pearson's product moment coefficient of correlation

8. MAJOR FINDINGS

1. Female have higher stress compared to males.
2. Stress of aided and unaided training college students show that unaided student teachers have slightly higher stress sure than aided student teachers.
3. Stress of aided students is higher than government students.
4. Stress of science student is approximately equal that of arts students.
5. Emotional intelligence of aided students are slightly higher than unaided students.
6. On the basis of subjects of the study emotional intelligence of science students is higher than arts students.

7. Whole sample the correlation between emotional intelligence and stress shows a slight relationship.
8. Emotional intelligence and stress are interrelated.

Sl. No. 57

1. TITLE

Effect of attitude towards mathematics and attitude towards problem solving on computational skills among secondary school pupils.

2. AUTHORS

Name of Student : Manjusha. P

Name of Supervising Teacher : Jayasree. N

3. YEAR

2003

4. KEYWORDS

- Effect, Attitude towards mathematics, Attitude towards problem solving, Computational skills

5. OBJECTIVES

1. To find out the main effects of attitude towards mathematics on computational skills.
2. To find out the main effect of attitude towards problem solving on computational skill.
3. To find out the first order interaction effect of attitude towards mathematics and attitude towards problem solving on computational skill.

6. VARIABLES

- Attitude towards problem solving are the independent variables.
- Computational skills is the dependent variable

7. METHODOLOGY

a. Normative survey method

b. Sample

A sample of 800 pupils of Std. VIII were selected using stratified sampling technique.

c. Tools

1. Test on computational skill.

2. Scale of attitude towards mathematics.
3. Scale of attitude towards problem solving (Jayasree & Manjusha. P)

d. Statistical Techniques

- Preliminary statistics
- Test of significance of difference between the means for large independent sample
- ANOVA with 2x2 factorial design to find out the main effect and interaction effect of independent and dependent variables.

8. MAJOR FINDINGS

1. The mean computational skill scores of boys is found to be higher than girls. It is found that sex has no influence in the attitude towards mathematics.
2. English medium students shows higher computational skills than Malayalam medium students.
3. The main effect of attitude towards problem solving is significant for the total sample and for all the sub samples.
4. The interaction effect of attitude towards mathematics and attitude towards problem solving on computational skill is not significant for the total sample.

Sl. No. 58

1. TITLE

Examination anxiety as a correlative of academic achievement in natural science of secondary school pupils of Kerala.

2. AUTHORS

Name of Student : Raju. V. Kumar

Name of Supervising Teacher : V. Sreekumar

3. YEAR

2003

4. KEYWORDS

- Anxiety, Examination Anxiety, Correlation, Academic Achievement in Natural Science, Secondary school pupils.

5. OBJECTIVES

1. To find out whether significant difference exists in the mean score of achievement in natural science between boys and girls , rural and urban school pupils, pupils of government and private aided schools.

2. To find out whether significant relationship exist between examination anxiety and achievement in natural science in the total sample and the sub samples based on sex, locality and type of management of the school.
3. To findout whether there will be significant difference in the relationship of examination anxiety with achievement in natural science between boys and girls, rural and urban school pupils, pupils of government and private aided schools.

6. VARIABLES

- Examination anxiety as the independent variables.
- Achievement in natural sciences as the dependent variable

7. METHODOLOGY

a. Normative survey method

b. Sample

- A sample of 600 secondary school pupils of standard IX in Malappuram and Palakkad District.
- Stratified random sampling technique was used.

c. Tools

- Achievement test
- Kerala examination anxiety scale
- Kerala general anxiety scale (Sreekumar, Raju. V. Kumar, 2003)

d. Statistical Techniques

- Mean
- Median
- Mode
- Standard deviation
- Kurtosis
- Skewness
- Pearson's product moment coefficient of correlation

8. MAJOR FINDINGS

1. When the scores of achievement in natural science for the sub samples based on sex, locale, and type of management of schools were compared.
2. When the extent of relationship between achievement in natural science and examination anxiety were estimated for the whole sample and sub samples based on sex, locale, type of management of schools.

3. The coefficient of correlation between variables obtained for the sub samples were compared using the test of significance of difference between 'r'.

Sl. No. 59

1. TITLE

An assessment of the results of government implemented programme for the upliftment of primary school dalit student in Palakkad district.

2. AUTHORS

Name of Student : Satheesan. R

Name of Supervising Teacher : Dr. Rema. M

3. YEAR

2003

4. KEYWORDS

- Primary school students, Dalits, Palakkad district.

5. OBJECTIVES

1. To study the extent to which education and other facilities were available to the dalit students.
2. To make recommendations to improve facilities available to the primary school dalit students in Palakkad district.
3. To ascertain the facts in relation to the availability of scholarships and other financial facilities to the dalit students.
4. To suggest improvements in the procedure of granting and distributing scholarships to dalit students.
5. To study the management and functioning of hostels established for dalits in the district.

6. VARIABLES

- Criterion variable is 'The government implemented projects for the upliftment of the primary school dalit students'.

7. METHODOLOGY

a. Historical survey method

b. Sample

Sample consists of 16 pre-metric hostels were distributed in Palakkad district.

c. Tools

1. Opinnionnaire
2. Interview
3. Observation (Rema & Satheesan, 2003)

d. Statistical Techniques

- Percentage analysis

8. MAJOR FINDINGS

1. Among the 16 pre-metric hostels in the Palakkad district, 10 hostels (62.5%) of hostels are working in rented buildings.
2. In the rented hostels there is no sufficient bathrooms, lavatory, kitchen and store room. About (62.5%) of students have reported the lack of these facilities.
3. Around 49% of students in the hostel needed to increase the 51% of them have responded with satisfaction.
4. The authorities are providing nutritional food to the students about 86% of students satisfied on food. However, the fund provided to the food is to be increased because the present amount is sanctioned in 1998.
5. None of the hostel was waster filter.
6. Tamil medium students in hostel code N and D suffers the lack of Tamil medium books in the library.
7. All the hostels subscribe Malayalam newspapers.
8. About 64.5% of students suggested improving the indoor game facilities in the hostels.
9. None of the hostels have the facilities for amusement other than television.
10. The qualifications the wardens and the tutors must be improved.

Sl. No. 60

1. TITLE

An assessment of the intervention programmes implemented in juvenile homes in Kerala.

2. AUTHORS

Name of Student : Sivaprasad. E.K

Name of Supervising Teacher : Ambili Aravind

3. YEAR

2003

4. KEYWORDS

- Juvenile Homes, Intervention Programmes

5. OBJECTIVES

1. To analyse the implementation of various intervention programmes in the juvenile homes of Kerala.
2. To analyse the prescribed curricular for the juvenile homes of Kerala.

6. METHODOLOGY

a. Descriptive survey method

b. Sample

The sample consisted of three juvenile homes in Kerala located at Thrissur, Kozhikode and Thiruvananthapuram.

The sampling was done – randomly.

c. Tools

Questionnaire, Interview, Observation, Schedule

d. Statistical Techniques

- Percentage Analysis

7. MAJOR FINDINGS

1. The intervention programmes implemented in juvenile homes in Kerala are effective only to ascertain extent.
2. To analyse the implementation of various co-curricular activities provided in juvenile homes of Kerala.
4. To assess the instructional methods used in juvenile homes of Kerala.
5. To assess the facilities of juvenile homes of Kerala.
6. To analyse the special training programmes for teachers and other official of juvenile homes.
7. Hall of the inmates of the juvenile homes are self adjusted.
8. Most of the inmates have proper environmental adjustment, good family relationship, better discipline and good inter-personal relationship.
9. Counseling and psychotherapy clinics are not functioning in juvenile homes.
10. Special techniques other than the personal observation by the authorities are not employed in juvenile homes to assess the behaviour modification of the inmates.
11. Juvenile homes are providing opportunities for recreational activities like watching television, reading news papers and playing but they are not adequate for the allround development of the inmates.

12. The existing intervention programme are not adequate to provide individual attention to the inmates.
13. The instructional methods followed in juvenile homes are not adequate to improve the academic and vocational proficiency of the inmates to become socially acceptable human beings.
14. Juvenile homes providing co-curricular activities like exclusion and arts and sports competitions but they are not adequate for the proper development of the inmates.
15. There is no specially prescribed curriculum for juvenile homes other than the state school curriculum.

Sl. No. 61

1. TITLE

Effectiveness of cognitive interactions approach model on the acquisition of English language of secondary school students of Kerala.

2. AUTHORS

Name of Student : Sreekala. M

Name of Supervising Teacher : Dr. K.P. Meera

3. YEAR

2003

4. KEYWORDS

- Effectiveness, Cognitive interaction acquisition, Secondary school students of Kerala.

5. OBJECTIVES

The objectives of the present investigation is to study the effectiveness of cognitive interactionist approach model on the acquisition of English language of secondary school students.

6. VARIABLES

1. Independent variable are cognitive interactionist approach model and existing method of teaching.
2. Dependent variable is acquisition

7. METHODOLOGY

a. Descriptive survey method

b. Sample

VIIIth std. students of two divisions A & C are used.

c. Tools

1. Cognitive interactionist approach model learning materials.
2. Lesson script according to the existing method of teaching English (Meera & Sreekala, 2003).

d. Statistical Techniques

- Two tailed test

8. MAJOR FINDINGS

1. The difference between the pre-test and post-test scores of the experimental group.
2. The critical ratio calculated for the experimental group is higher than the critical ratio.
3. There is no significant difference between mean pre-test scores of the experimental group and control group.
4. There is a significant difference between mean post-test scores of the experimental and control group.

Sl. No. 62

1. TITLE

An analytical study of the existing library facilities and its utilization by the higher secondary school students in Kerala.

2. AUTHORS

Name of Student : Sreela. A.R

Name of Supervising Teacher : D. Sugathakumar

3. YEAR

2003

4. KEYWORDS

- Library facilities, Library utilization, Higher secondary school pupils

5. OBJECTIVES

1. To find out the infrastructural facilities available in the higher secondary school libraries of Kerala state.
2. To identify the library resources and services available in the higher secondary schools of Kerala.
3. To find out the nature of utilization of library facilities by the higher secondary schools pupils based on locality, type of management, sex and subject chosen.

4. To findout whether significant difference exist in the utilisiation of library facilities by the higher secondary school pupils categorised on the basis of sex, type of management of schools, locale and subjects chosen.
 - a. Private and government
 - b. Rural and urban
 - c. Science and arts
 - d. Total girls and total boys

6. VARIABLES

Library facilities in higher secondary schools.

1. Infrastructural facilities.
2. Library resources
3. Utilization of library facilities by higher secondary school pupils.

7. METHODOLOGY

a. Normative survey method

b. Sample

A sample of 1098 pupils attending XI class in 13 schools of Thiruvananthapuram, Thrissur and Kozhikode districts were taken for the percent study.

c. Tools

1. Library facilities questionnaire for librarians.
2. Utilisation of library facilities rating scale for students.

d. Statistical Techniques

- Mean, median, mode, standard deviation, Skewness and kurtosis.

8. MAJOR FINDINGS

1. A separate room for library with all the essential facilities was lacking in all the school except S.M.V.H.S.S. Thiruvananthapuram.
2. Most of the higher secondary school libraries revealed short age of very essential furniture like chairs, tables, benches, desks, shelves, book racks, newspaper stands, periodical stand etc. SMV higher secondary school library had all the essential furniture.
3. Charts and maps are available in all higher secondary school libraries. But they are not arranged properly. They vary from in to 225.
4. The facilities such as stock room, open access system, landing counter and photocopier were rare in libraries.

2004

Sl. No. 63

1. TITLE

A study on difference in socio-personal adjustment of secondary school students in private and governments schools of Kerala.

2. AUTHORS

Name of Student : Biju. T

Name of Supervising Teacher : Dr. K.P. Meera

3. YEAR

2004

4. KEYWORDS

- Socio-personal adjustment, Secondary school students, Government schools, Private schools.

5. OBJECTIVES

1. To find whether there exist any significant difference in social adjustment between students of private and government schools and for the sub sample based on gender and locale.
2. To find whether there existing significant difference in personal adjustment between students of private and government schools and for the sub sample based on gender and locale.
3. To find whether there exist any significant difference in total adjustment between students of private and government schools and for the sub sample based on gender and locale.

6. VARIABLES

1. Socio personal adjustment variables as experimental variables.
2. Experimental variables
 - a) Personal adjustment
 - b) Social adjustment
 - c) Total adjustment

7. METHODOLOGY

- a. *Normative survey method*

b. Sample : Sample of 600 of standard IX pupils.

c. Tools

Kerala socio-personal adjustment scale, standardized by Nair (1976) was used for measuring social, personal and total adjustment.

d. Statistical Techniques

1. Two tail test of significance difference between mean scores of large independent groups.
2. Test of significance of 'r' using t test.
3. Test of significance of difference between two 'r' s.

8. MAJOR FINDINGS

1. Students studying in the government schools had mere social adjustment (mean = 58.36) then the students studying in the private school (mean = 53.72)
2. Government urban girls in the government schools had mere social adjustment (mean = 56.74) then the private urban girls (mean = 53.45).
3. Private rural girls had mere social adjustment (mean = 57.68) then the private boys (mean = 54.41).
4. Government urban boys in the government schools had more social adjustment (mean = 58.74) then the private urban boys (mean = 49.37).
5. When the boys and girls were considered, the social adjustments of girl were slightly greater than (mean = 57.55) that of boys (mean = 56.79).
6. Students studying in the government schools had mere personal adjustments (mean = 58.80) then the studying in the private school (mean = 55.07).
7. Government urban boys in the government school had mere personal adjustment (mean = 63.05) then the private boys (mean = 56.80).
8. Boys shows slightly mere personal adjustment (mean = 57.61) then girls (mean = 56.276).
9. The comparison of personal adjustment of government urban girls (56.826) and private urban girls (56.73) reveal that government urban girls possess a slightly higher personal adjustment than the government urban girls and private urban girls.
10. The comparison of personal adjustment of private urban boys (56.06) and private rural boys (52.49) reveal that private urban boys possess a slightly higher personal adjustment than the private rural boys and private urban girls.

Sl. No. 64

1. TITLE

Emotional intelligence as a correlate of leadership styles of teacher trainees.

2. AUTHORS

Name of Student : Jayasree. V

Name of Supervising Teacher : Dr. M. Rema

3. YEAR

2004

4. KEYWORDS

- Emotional intelligence, Leadership, Leadership styles

5. OBJECTIVES

1. To test whether there exist any significant difference in emotional intelligence.
2. To test whether there exist any significant difference in the leadership styles.
3. To find out the extent of relationship between emotional intelligence and leadership styles of teacher trainees for the total sample..
4. To find out whether there exists any significant difference in relationship between emotional intelligence and leadership styles for male and female teacher trainees.

6. VARIABLES

Independent Variable

Emotional intelligence of teacher trainees.

Dependent Variable

Leadership styles - task oriented and relationship oriented styles of teacher trainees.

7. METHODOLOGY

a. Normative survey method

b. Sample

Sample consisted of 625 teacher trainees from various B.Ed. training colleges of Kerala.

c. Tools

1. Test of emotional intelligence.
2. Leadership style inventory for teachers (Rema & Jayasree, 2004)

d. Statistical Techniques

1. Descriptive statistics like mean, median, mode, standard deviation, kurtosis and Skewness of all the variables under study.
2. Test of significance of difference between means
3. Pearson's product moment coefficient of correlation.
4. Test of significance of 'r'.
5. Test of significance of difference between two 'r' s.

8. MAJOR FINDINGS

1. There exists significant relationship between emotional intelligence and leadership styles of teacher trainees.

Sl. No. 65

1. TITLE

Approaches to studying as a correlate of multiple intelligences of student teachers of Kerala.

2. AUTHORS

Name of Student : Nithu Subash

Name of Supervising Teacher : Ampili Aravind

3. YEAR

2004

4. KEYWORDS

- Approaches to studying, Multiple intelligences, Student teachers.

5. OBJECTIVES

1. To find out the extend of relationship between approaches to studying and multiple intelligences of student teachers of Kerala for the total sample and the relevant sub samples.
2. To find out the approaches to studying relevant among student teachers of Kerala for the total sample and the relevant sub samples.
3. To find out the dominant categories of intelligences among student teachers of Kerala for the total sample and the relevant sub samples.

6. VARIABLES

Independent Variable is the multiple intelligence.

Dependent Variable is the approaches to studying.

7. METHODOLOGY

a. Survey method

b. Sample

A sample of 600 student teachers attending B.Ed. degree course in ten training colleges of Palakkad, Ernakulam and Kozhikode revenue districts, stratified random sampling technique was used for sampling.

c. Tools

1. Approaches to studying inventory.
2. Multiple intelligence inventory (Ampili & Nithu)

d. Statistical Techniques

1. Preliminary statistical techniques like mean, median, mode, standard deviation, Skewness and kurtosis.
2. Percentage analysis
3. Pearson's product moment coefficient of correlation, followed by
 - i) Test of significance of 'r'
 - ii) Test of significance of difference between correlations.

8. MAJOR FINDINGS

1. For the total sample and the sub samples male student teachers, physical science student teachers and language student teachers the obtained value of r denotes a substantial or marked relationship.
2. For the sub samples, female student teachers, mathematics student teachers, commerce student teachers, social studies student teachers and natural science student teachers, the value of r denotes a low or slight relationship.
3. When the comparisons were done significant difference was found to exist in the approaches to studying of student teachers for the total sample and the relevant sub samples.
4. The student teachers had a preference toward, deep-strategic combination in their approach to studying.
5. When the comparisons were done, significant difference was found to exist in the dominant intelligences of student teachers for the total sample and the relevant sub samples.
6. Naturalistic intelligence was found to be the dominant intelligence among student teachers, student teachers of physical science option being an exception.
7. Logical mathematical intelligence was found to be the dominant intelligence of physical science student teachers.

8. Existential intelligence and intrapersonal intelligence were also found to be high among teachers.
9. Verbal intelligence and highly kinesthetic intelligence were found to be low among student teachers.
10. When the significance of difference between the correlations of approaches to studying and multiple intelligences was tested, no significant difference exist in correlation of approaches to studying and multiple intelligences between the sub samples.

Sl. No. 66

1. TITLE

Emotional maturity as a correlate of achievement motivation of Higher Secondary School Students of Kerala.

2. AUTHORS

Name of Student : Premji. V.P

Name of Supervising Teacher : K.P.Anilkumar

3. YEAR

2004

4. KEYWORDS

- Emotional maturity, Achievement motivation

5. OBJECTIVES

1. To find out the extend of relationship between emotional maturity achievement motivation of the higher secondary school students.
2. To find out whether the relationship between emotional maturity and achievement motivation is different.
3. To test whether significant differences in the mean scores of emotional maturity exists.
4. To test whether significant difference in the mean scores of achievement motivation exists.

6. VARIABLES

Achievement motivation of higher secondary school students is the dependent variable.

Emotional maturity of higher secondary school student is the independent variable.

7. METHODOLOGY

a. Normative survey method

b. Sample

A sample of 586 students of different higher secondary schools from 6 districts in Kerala.

Stratified random sampling technique was used.

c. Tools

1. Emotional maturity scale.

2. Scale of achievement motivation (Anilkumar, Premji, 2004)

d. Statistical Techniques

Mean, median, mode, standard deviation, kurtosis, Skewness.

8. MAJOR FINDINGS

1. There exists significant relationship between emotional maturity and achievement motivation of higher secondary schools of Kerala.

Sl. No. 67

1. TITLE

Emotional competence as a correlate of occupational stress among women teachers of secondary schools.

2. AUTHORS

Name of Student : Rajagopal. G

Name of Supervising Teacher : K. Rajagopalan

3. YEAR

2004

4. KEYWORDS

- Emotional competence, Occupational stress

5. OBJECTIVES

1. To find whether there exist any significant difference in emotional competence among women teachers of secondary schools classified on the basis of (a) Age (b) Qualification (c) Type of family (d) Type of institution (e) Experience (f) Subject of teaching.

2. To find whether there exist any significant difference in occupational stress among women teachers of secondary schools classified on the basis of (a) Age (b) Qualification (c) Type of family (d) Type of institution (e) Experience (f) Subject of teaching.
3. To find out the extend of relationship between emotional competence and occupational stress among women teachers of secondary school classified on the basis of (a) Age (b) Qualification (c) Type of family (d) Type of institution (e) Experience (f) Subject of teaching.
4. To find out whether the relationship between emotional competence and occupational stress is different for the sub sample classified on the basis of (a) Age (b) Qualification (c) Type of family (d) Type of institution (e) Experience (f) Subject of teaching.

6. VARIABLES

Independent variable is the emotional competence of women teachers based on Age, Qualification, Type of Experience, Type of Institution, Subject of teaching and Type of family.

Dependent variable is the occupational stress women teachers.

7. METHODOLOGY

a. Sample

A sample of 360 secondary school women teachers of Kerala drawn by stratified random in schools of Thrissur, Palakkad, Malappuram, Kozhikode, Kannur and Wayanad, stratified random sampling technique was used for the sampling.

b. Tools

1. Emotional intelligence test
2. Socio familial inventory
3. Kerala socio-economic status scale (Rajagopal & Rajagopal, 2004)

c. Statistical Techniques

1. Preliminary statistical techniques like mean, median, mode, standard deviation, skewness, kurtosis.
2. Pearson's product moment coefficient of correlation 'r'.
3. Test of significance of 'r' using t test.
4. Test of significance of difference between correlation.
5. One way analysis of variance.
6. Test of significance of difference between mean scores for large independent samples.

8. MAJOR FINDINGS

1. There exists significant relationship between emotional competence and occupational stress among women teachers of secondary schools.

Sl. No. 68

1. TITLE

Some socio-familiar correlates of emotional intelligence among higher secondary school pupils.

2. AUTHORS

Name of Student : Raveendran. N

Name of Supervising Teacher : Dr. K.S.Viswanathan

3. YEAR

2004

4. KEYWORDS

- Socio-familial variables, correlation, emotional intelligence, higher secondary pupils.

5. OBJECTIVES

1. To find whether significant relationship exist between each of the select socio-familial variable and emotional intelligence for the total sample and for sub samples based on gender and locale.
2. To find whether there exists any significant difference in the relationship of the select socio-familial variables with emotional intelligence of higher secondary school pupils for sub samples based on gender and locale.
3. To test whether the mean sources of the select social variables) parental education, parental occupation), parental income, socio-economic status) and familial variables (home learning facility, family acceptance of education, cultural level of family, family environment and family background) obtained for the secondary school pupils of the three levels of emotional intelligence (pupils with high, average and low emotional intelligence) differ significantly.

6. VARIABLES

Independent variable is the socio-familial.

Dependent variable is the emotional intelligence. .

7. METHODOLOGY

a. Survey method

b. Sample

A sample of 524 pupils attending standard XI, stratified random sampling technique was used for sampling.

c. Tools

1. Emotional competence scale developed by R. Bharadwaraj.
2. Occupational stress scale developed by the Investigator with the help of his supervising teacher (Viswanathan & Raveendran, 2004).

c. Statistical Techniques

1. Measure of central tendency.
2. Measure of dispersion
3. Pearson's product moment co-efficient of correlation.
4. Test of significance of 'r' using t test.
5. Test of significance of difference between two 'r's.

8. MAJOR FINDINGS

1. All the familial variables (home learning facility, family acceptance of education, cultural level of family and family background) have significant correlation with emotional intelligence for the total sample, boys, girls, rural sample and urban sample.
2. The correlation between cultural level of family and emotional intelligence for boys and urban samples was found to be significant.
3. Parental occupation was found to be in significant correlation with emotional intelligence in rural samples only.
4. The relationship of parental income with emotional intelligence was significant only for boys. The correlation between socio-economic status and emotional intelligence was found to be not significant for all samples.
5. The findings of the comparison of correlations based on gender and locale showed that significant difference in relation between boys and girls were noticed only in the case of the familial variables (home learning facility, family acceptance of education, cultural level of family and family background) and significant difference in relation between urban and rural sample were noticed only in the case of the variable, parental education.
6. The effect of the select socio-familial variables on emotional intelligence was estimated using one-way analysis of variance. It was found that the variables home learning facility, family acceptance of education and family environment have significant effect on emotional intelligence.

Sl. No. 69

1. TITLE

A comparative study of the reading comprehension in English of secondary school English medium students in Kerala following central and state syllabus.

2. AUTHORS

Name of Student : Siji. P.C

Name of Supervising Teacher : Jayasree. N

3. YEAR

2004

4. KEYWORDS

- Comparative study
- Reading comprehension
- Secondary school students
- English medium students
- Central syllabus
- State syllabus

5. OBJECTIVES

1. To find out the achievement of reading comprehension in English of English medium students following central syllabus.
2. To find out the achievement of reading comprehension in English of English medium students following state syllabus.
3. To compare the achievement of reading comprehension in English of the English medium students following central and state syllabus based on
(a) Gender (b) Locale

6. VARIABLES

Dependent variable is reading comprehension in English.

Independent variable is central and state syllabus.

7. METHODOLOGY

a. Normative survey method

b. Sample

Different English medium high school standard IX was used.

c. Tools

Test on reading comprehension

c. Statistical Techniques

Test of significance of difference between mean for large independent sample.

8. MAJOR FINDINGS

1. The mean score obtained for central syllabus was higher than the mean score of state syllabus.
2. The students following central syllabus have higher reading comprehension ability than state syllabus students.
3. The mean score obtained for the girls following central syllabus was higher than the mean score of the girl of state syllabus.
4. The ability of reading comprehension is almost the same for the rural girls of both syllabus.
5. The urban boys following central syllabus possess higher reading comprehension ability.
6. The girls have higher reading comprehension ability than boys.

Sl. No. 70

1. TITLE

A study on biodiversity awareness among secondary school pupils of Kerala.

2. AUTHORS

Name of Student : Smitha. P. Kumar

Name of Supervising Teacher : V. Sreekumar

3. YEAR

2004

4. KEYWORDS

- Biodiversity
- Biodiversity awareness
- Secondary school pupil

5. OBJECTIVES

1. To find out the biodiversity awareness among secondary school pupils of Kerala.

2. To find out whether there exists any significant locality difference in the biodiversity awareness among secondary school pupils of Kerala.
3. To find out whether significant gender difference exists in the biodiversity awareness among secondary school pupils of Kerala.

6. VARIABLES

The major variable of the study was “Biodiversity Awareness”.

7. METHODOLOGY

a. Normative survey method

b. Sample

Pupils of standard IX in various districts of Kerala.

c. Tools

A questionnaire was used for the study entitled as “Test of Biodiversity Awareness”

c. Statistical Techniques

1. Preliminary statistics like mean, median, mode, standard deviation, skewness and kurtosis.
2. Test of significance
3. Percentage analysis of scores of biodiversity awareness.

8. MAJOR FINDINGS

1. Mean score analysis of the sample based on gender and locality type revealed that secondary school pupils of Kerala have attained a better level of biodiversity awareness.
2. The mean score of biodiversity awareness of boys was found to be 22.17 and those for girls was 21.75. This shows that the mean score of boys was slightly higher than that of girls. But the critical ratio obtained (1.86) indicates that there is no significant difference in biodiversity awareness for boys and girls.
3. Rural students show more biodiversity awareness ($m=23.64$) than that of urban students ($m=20.15$). The mean score of rural students was higher than that of urban students. The critical ratio obtained (8.537) are above the table value 2.58, showing that the difference was significant at 0.01 level.
4. The difference in the mean of rural boys ($m=22.68$) and urban boys ($m=20.66$) was found to be significant. The critical ratio obtained was (3.66) significant at 0.01 level of significance. So there is significant difference occur in the level of biodiversity awareness between rural boys and urban boys.
5. The mean scores of rural girls ($m=22.67$) was higher than that of urban girls ($m=20.73$). The critical ratio obtained was ($t=3.060$) above the table value 2.58, so the difference in the mean score of biodiversity awareness between rural girls and urban girls are significant at 0.01 level.

6. The differences in the mean score of rural boys and urban girls was found to be significant. The critical ratio obtained (3.366) was significant at 0.01 level. This indicates that rural boys have more biodiversity awareness than urban girls.

Sl. No. 71

1. TITLE

Effectiveness of reciprocal teaching on reading comprehension in English of secondary school students of Kerala.

2. AUTHORS

Name of Student : Sobhana. M.D

Name of Supervising Teacher : Suresh. K.J

3. YEAR

2004

4. KEYWORDS

- Effectiveness
- Reciprocal teaching
- Reading comprehension
- Secondary school students of Kerala

5. OBJECTIVES

To study the effectiveness of reciprocal teaching on reading comprehension in English of secondary school students of Kerala.

6. VARIABLES

Independent variable :

Reciprocal teaching, existing method of teaching English.

Dependent variable:

Reading comprehension in English.

7. METHODOLOGY

a. Research Method

The study is experimental research. The design used is pre-test – post-test quasi – experimental design.

b. Sample

The sample selected was VIIIth std. students of Kanikkamatha Higher Secondary School, Palakkad District. The sample size was 109.

c. Tools

Reciprocal teaching lesson transcripts (Suresh & Sobhana, 2004)

c. Statistical Techniques

Two tailed test of significance of difference between means for small independent samples.

8. MAJOR FINDINGS

1. There is no significant difference between the mean pre-test scores in reading comprehension of the experimental group and the control group.
2. There is a significant difference between the mean post-test scores in reading comprehension of the experimental group and the control group.
3. The analysis of the study resulted in the following finding that the group of pupils who were through reciprocal teaching was found to have significantly higher achievement in reading comprehension at 0.05 level of significance than those who were taught through existing method of teaching English.

Sl. No. 72

1. TITLE

An analysis of the government implemented programmes for the upliftment of the scheduled – caste students in pre-metric hostels of Thrissur district.

2. AUTHORS

Name of Student : Balasubramanian. K.C

Name of Supervising Teacher : Dr. Jayasree. N

3. YEAR

2004

4. KEYWORDS

- Pre-metric students
- Schedules caste students
- Thrissur district
- Government implemented programmes

5. OBJECTIVES

1. To study the extent to which education and other facilities were available to the scheduled caste students.
2. To ascertain the facts in relation to the availability of scholarship and other financial facilities to the scheduled caste students.

3. To study the management and functioning of hostels established for scheduled caste students in district.

6. VARIABLES

Criterion variable:

Government implemented projects for the upliftment of the pre-metric scheduled caste students.

7. METHODOLOGY

a. Research method

The design of the study is followed as a descriptive method.

b. Sample

3 pre-metric hostels for boys and 2 pre-metric hostels for girls were selected from Thrissur district. 20 responses were collected from each hostel.

c. Tools

1. Opinionnaire
2. Interview
3. Observation (Balasubramanian & Jaysree, 2005)

c. Statistical Techniques

Percentage analysis

8. MAJOR FINDINGS

1. Although the pre-metric hostels are distributed among the district, the number of hostels are inadequate for the students in Thrissur district.
2. Educational facilities and other facilities i.e. furniture, leisure and amusements are very lower than the present needs of the children.
3. The delay in sanctioning of funds will put out the service nature as well as the interest towards this department.
4. Government is very late to introduce the programme to this department considering the psychological aspects of the students.
5. All hostel faces the problem of lack of infrastructure facilities like telephone, filter, pay ground and leisure materials.

Sl. No. 73

1. TITLE

Teaching competence of primary school teachers in relation to their organisational climate perception.

2. AUTHORS

Name of Student : Dhanya. T. DAs

Name of Supervising Teacher : Amruth. G. Kumar

3. YEAR

2004

4. KEYWORDS

- Teaching competence
- Organisational climate perception
- Primary school teachers

5. OBJECTIVES

1. To estimate the relationship between 'teaching competence' and 'organisational climate perception' of primary school teachers for the total sample and relevant sub samples based on gender, locality of the school, type of institution, educational qualification and teaching experience.
2. To test whether the correlations obtained between 'Teaching Competence' and 'Organisational Climate Perception' for the comparable sub samples differ significantly.

6. VARIABLES

Independent variable

Organisational climate perception of primary school teachers.

Dependent variable

Teaching competence of primary school teachers.

Criterion variables

1. Gender
2. Locality of the school
3. Type of institution
4. Educational qualification
5. Teaching experience

7. METHODOLOGY

a. Research method

Normative survey method

b. Sample

Sample selected for the study was based on stratified random sampling technique. The sample of the study consisted of 242 primary school teachers of 25 schools in Kollam district.

c. Tools

1. Organisational climate perception – questionnaire.
2. Teaching competence – rating scale (Amruth and Dhanya 2006).

c. Statistical Techniques

1. Mean
2. Median
3. Mode
4. Standard deviation
5. Skewness
6. Kurtosis
7. Significance of difference between two means
8. Karl Pearson's product moment coefficient of correlation
9. Test of significance of difference between two correlations

8. MAJOR FINDINGS

1. The scores of correlations obtained between teaching competence and organisational climate for the total samples 0.3312 is negligible, while the correlation –obtained between the variables for the male, female, teachers working in government schools, teachers working in unaided schools, teachers having educational qualification TTC were substantial.
2. The critical ratio obtained for the difference in correlation between “Teaching competence” and “organisational climate perception for male and female samples is not significant at 0.012 level for the total sample and relevant sub samples.

Sl. No. 74

1. TITLE

Student perception of difficulties in learning among teacher trainees with Tamil as mother tongue.

2. AUTHORS

Name of Student : Illayaraja. A

Name of Supervising Teacher : K.P. Anilkuamr

3. YEAR

2004

4. KEYWORDS

- Difficulties in learning
- Perception
- Student perception
- Teacher trainees
- Tamil as mother tongue

5. OBJECTIVES

1. To identify the difficulties in learning among teacher trainees with Tamil as mother tongue.
2. To list the difficulties in learning in academic, personal, institutional and parental / cultural aspects in the order of the strength of difficulties as perceived by student teachers with Tamil as mother tongue.

6. VARIABLES

Criterion variables

Student perception of difficulties in learning.

7. METHODOLOGY

a. Research method

Normative survey method

b. Sample

A sample of 40 student teachers in various subjects whose mother tongue is Tamil.

c. Tools

Structural questionnaire on student perception of difficulties in learning among teacher trainees with Tamil as mother tongue (Anilkumar & Illayaraja, 2006).

c. Statistical Techniques

Percentage analysis

8. MAJOR FINDINGS

1. There exist some difficulties in learning among, teacher trainees whose mother tongue as Tamil.
2. There exists significant difference in the perception of difficulties in learning with respect to the academic, personal, institutional and parental areas.
3. Lack of teacher pupil interaction, shortage of experienced teacher etc. also affect their learning.

2005

Sl. No. 75

1. TITLE

Study habit and interest in science as correlates of achievement in physical science among secondary school pupils.

2. AUTHORS

Name of Student : Manjula. U

Name of Supervising Teacher : V. Sreekumar

3. YEAR

2005

4. KEYWORDS

- Study habit
- Interest in science
- Achievement in physical science

5. OBJECTIVES

1. To find out whether significant relationship exist between study habit and achievement in physical science for the whole sample and for the sub samples based on locale, gender and type of school management.
2. To find out whether significant relationship exist between interest in science and achievement in physical science for the whole sample and for the sub sample based on locale, gender and type of school management.
3. To findout whether there exist any significant difference in the relationship between study habit and achievement in physical science for the sub samples classified on the basis of locale, gender and type of school management.
4. To findout whether there exist any significant difference in the relationship between interest in science and achievement in physical science for the sub samples classified on the basis of locale, gender and type of management.

6. VARIABLES

Independent variable

Interest in science and study habit.

Dependent variable

Achievement in physical science.

7. METHODOLOGY

a. Research method

Survey method was used.

b. Sample

The study was conducted on a sample of secondary school students of standard IX in Thrissur district. Stratified random sampling technique was used.

c. Tools

1. Achievement test in physical science (Manjula & Sreekumar, 2005)
2. Study habit inventory (Palsame and Sharma)
3. Science interest inventory (Ushadevi. V.K and Asha Rani)

c. Statistical Techniques

1. Preliminary statistical techniques like mean, median, mode, standard deviation, skewness, kurtosis.
2. Pearson's product moment coefficient of correlation 'r' followed by
 - (i) Test of significance of 'r'
 - (ii) Confidence interval of 'r'.
 - (iii) Shared variance
3. Test of significance of difference between correlations of different categories of the sample.

8. MAJOR FINDINGS

1. When the extent of relation between 'Achievement in physical science' and each of the variables 'study habit' and 'interest in science' was estimated for the whole sample and sub samples based on locale, gender and type of management. The following results was obtained.

The coefficient of correlation obtained between 'study habit' and 'achievement in physical science' is significant for the relevant sample and for sub samples.

Sl. No. 76

1. TITLE

Attitude and interest towards business studies as correlates of achievement in business studies of higher secondary school pupils in Palakkad district.

2. AUTHORS

Name of Student : Preethi. C

Name of Supervising Teacher : Dr. K.S. Viswanathan

3. YEAR

2005

4. KEYWORDS

- Attitude towards business studies
- Achievement in business studies
- Interest in business studies

5. OBJECTIVES

1. To find whether there is any kind of relationship exists between attitude towards business studies and achievement in business studies in the total sample and sub sample based on gender and locality.
2. To find whether there is any kind of relationship exists between interest in business studies and achievement in business studies in the total sample and sub sample based on gender and locality.
3. To find whether there exists significant difference in the relationship of attitude towards business studies and achievement in business studies between
 - a) Boys and girls
 - b) Rural and urban school pupils
4. To find whether there exists significant difference in the relationship of interest in business studies and achievement in business studies between
 - a) Boys and girls
 - b) Rural and urban school pupils
5. To find whether there exists a significant difference in the mean score of achievement in business studies between
 - a) Boys and girls
 - b) Rural and urban school pupils

6. VARIABLES

Independent variable

Attitude towards business studies and interest.

Dependent variable

Achievement in business studies as the dependent variable

7. METHODOLOGY

a. Research method

Normative survey method

b. Sample

The sample of 580 higher secondary school pupils of XII in Palakkad district. The sample was selected using stratified random sampling technique giving due representation to gender (boys/girls) and locality of the schools (rural / urban)

c. Tools

1. Achievement test in business studies
2. Scale of attitude towards business studies
3. Business studies interest inventory (Viswanathan & Preethi)

c. Statistical Techniques

The major statistical techniques used in the study are the following:

1. Mean, median, mode, standard deviation, kurtosis, skewness of all the variables.
2. Pearson's product moment coefficient of correlation followed by test of significance of 'r'.
3. Test of significance of difference between means.

8. MAJOR FINDINGS

1. Attitude towards business studies and achievement in business studies are interrelated. The boys and girls do not differ significantly in their relationship between attitude and achievement. But the pupils of urban and rural schools differ significantly in their relationships.
2. Interest and achievement in business studies are interrelated. The boys and girls shows high relationship between interest in business studies and achievement than the boys. In the case of urban and rural school pupils, there is no significant difference in relation.
3. The critical ratio reveals that girls achievement is higher than boys. Mean score obtained for urban pupils is higher than that of rural pupils.

Sl. No. 77

1. TITLE

A comparative study of secondary school students in the state and the CBSE curriculum in terms of the achievement of process skills of physical science.

2. AUTHORS

Name of Student : Raghunath. K

Name of Supervising Teacher : Dr. K.E. Valsala

3. YEAR

2005

4. KEYWORDS

- Process skills
- The science process
- State curriculum
- CBSE curriculum
- Secondary school students
- Physical science

5. OBJECTIVES

1. To compare the achievement of process skills of secondary school students in the state and CBSE curriculum.
2. To compare the achievement of process skills of secondary school boys in the state and CBSE curriculum.
3. To compare the achievement of process skills of secondary school girls in the state and CBSE curriculum.
4. To compare the achievement of process skills of urban secondary school students in the State and CBSE curriculum.
5. To compare the achievement of process skills of rural secondary school students in the state and CBSE curriculum.
6. To compare the achievement of process skills of secondary school students of high academic achievement in the state and CBSE curriculum.
7. To compare the achievement of process skills of secondary school students of average academic achievements in the state and CBSE curriculum.
8. To compare the achievement of process skills of secondary school students of low academic achievements in the state and CBSE curriculum.

6. VARIABLES

Criterion variable

Process skill achievement

Classificatory variable

1. Type of curriculum
2. Gender of the sample
3. Locale

7. METHODOLOGY

a. Research method

Survey method

b. Sample

Stratified random sampling was used. A sample of 300 secondary school students in the state curriculum and 200 students in the CBSE curriculum were selected.

c. Tools

Questionnaire (Valsala and Raghunath, 2005)

c. Statistical Techniques

1. Mean
2. Median
3. Mode
4. Standard deviation
5. Skewness
6. Kurtosis
7. Test of significance

8. MAJOR FINDINGS

1. Significant difference exists in the mean scores of the test of process skill achievement between students in the State and CBSE curriculum for the total sample and relevant sub samples.

Sl. No. 78

1. TITLE

Academic satisfaction of students of arts and science colleges under university of Calicut.

2. AUTHORS

Name of Student : Smitha. T

Name of Supervising Teacher : K. Rajagopalan

3. YEAR

2006

4. KEYWORDS

- Satisfaction
- Academic satisfaction

5. OBJECTIVES

1. To identify the academic satisfaction of graduate level students of arts and science colleges under the university of Calicut.
2. To identify the academic satisfaction of the girls and boys students of arts and science colleges.
3. To find out the academic satisfaction of students of government, aided and unaided colleges.
4. To find out the academic satisfaction of the urban and rural colleges.
5. To find out whether there exists any significant difference in the academic satisfaction of students on relevant sub sample classified on the basis of
 - a) Gender
 - b) Type of management of institution (government, aided, unaided)
 - c) Locale (urban and rural)
6. To find out whether there exist any significant main effect of the variable.

6. VARIABLES

Criterion variable

Academic satisfaction

Classificatory variable

1. Gender of the samples

2. Type of management of institution (government, aided, unaided)
3. Locale (urban and rural)

7. METHODOLOGY

a. Research method

Normative survey

b. Sample

The sample was 600 graduate level students in colleges under the government, aided and unaided streams of university of Calicut.

c. Tools

1. Academic satisfaction questionnaire
2. 5 point Likert scale (Rajagopalan & Smitha, 2006)

c. Statistical Techniques

1. Preliminary analysis
2. Two tailed test of significance of difference between means for large independent samples.
3. Analysis of variance (2 way ANOVA)

8. MAJOR FINDINGS

1. It is found out that academic satisfaction of students is related to different factors and related to classroom environment activities.
2. It is found out that the students in urban and rural areas significantly differ in academic satisfaction.
3. It is found that government college students have more academic satisfaction than the aided college students.

Sl. No. 79

1. TITLE

A study on gender and locale difference in the achievement in commerce of higher secondary school students.

2. AUTHORS

Name of Student : Soumya. P

Name of Supervising Teacher : Dr. K.P. Meera

3. YEAR

2005

4. KEYWORDS

- Achievement
- Achievement in commerce
- Higher secondary school students
- Gender difference

5. OBJECTIVES

1. To findout whether there exists, any significant differences in the achievement in commerce between boys and girls.
2. To findout whether there exists, any significant difference in the achievement in commerce based on the locality of schools.

6. VARIABLES

Independent variables

Achievement in commerce

Dependent variables

Gender & Locale

7. METHODOLOGY

a. Research method

Survey method

b. Sample

Sample selected for the study was based on stratified random sampling technique. The sample of the study consists of five hundred higher secondary school students of Palakkad and Thrissur districts.

c. Tools

Achievement test in business studies (Meera and Soumya, 2005)

c. Statistical Techniques

1. Preliminary analysis
2. Test of significance of difference between means of large independent samples of the study.

8. MAJOR FINDINGS

1. There exists significant difference in the achievement in commerce between boys and girls, i.e. the mean score of girls was higher than that of boys.
2. Urban students achieve more in commerce than of rural students. Among them urban girls achieve more than that of boys. The study proved that the locale plays an important role in the achievement in commerce among higher secondary school students.

Sl. No. 80

1. TITLE

Student perception of effectiveness of environmental education in secondary schools of Palakkad district.

2. AUTHORS

Name of Student : Sunandakumari. C

Name of Supervising Teacher : Ushadevi. V.K

3. YEAR

2005

4. KEYWORDS

- Student perception
- Effectiveness
- Environmental education
- Secondary school
- Palakkad district

5. OBJECTIVES

1. To estimate the extent of student perception of effectiveness of environmental education in the secondary schools.
2. To findout whether significant difference exists in the mean scores and student perception of effectiveness of environmental education in secondary schools between groups based on
 - a) Locality of schools (rural and urban)
 - b) Type of management of the school (govt. and private aided)
3. To identify the prominent areas which help in effective implementation fo environmental education as per student perception.
4. To findout whether there exists any significant difference in the perception of effectiveness of environmental education in the prominent areas identified between groups based on
 - a) Locality of schools (rural and urban)
 - b) Type of management of the school (govt. and private aided)

6. VARIABLES

1. Locality of the school (urban or rural)
2. Type of management of the school (govt. and private aided)

7. METHODOLOGY

a. Research method

Survey method

b. Sample

Five hundred secondary school students selected by stratified sampling technique constitute the sample for the present study.

c. Tools

Student perception inventory of effectiveness of environment education (Ushadevi & Sunandakumari, 2005).

c. Statistical Techniques

1. Percentage analysis
2. Two-tailed test of significance of difference between the mean for large independent samples.
3. Percentage analysis to determine prominent areas of effectiveness of environmental education.
4. Two-tailed test of significance of difference between percentages for large independent sample.

8. MAJOR FINDINGS

1. Majority of the secondary school students have high and average perception of effectiveness of environmental education.
2. Classroom extension activities and teaching strategies help more towards environmental education.
3. Secondary school students under study from different localities of the schools do not differ significantly in the percentage of agreement of student perception of effectiveness of environmental education, but do differ in different management of schools.

Sl. No. 81

1. TITLE

Extent of use of internet facilities by student teachers of Kerala.

2. AUTHORS

Name of Student : Jjesh. K

Name of Supervising Teacher : Seema Menon. K.P

3. YEAR

2005

4. KEYWORDS

- Internet
- Student teacher

5. OBJECTIVES

1. To find out the extent of use of internet facilities by the student teachers of Kerala.
2. To find out whether there is any significant difference in the extent of use of internet facilities by the student teachers of Kerala on the basis of
 - a) Gender
 - b) Qualification
 - c) Locale
 - d) Type of management of the institution
 - e) Optional subjects

6. VARIABLES

Criterion variable

Use of internet facilities

Classificatory variable

- Gender
- Qualification
- Locale
- Type of management of the institution
- Optional subjects

7. METHODOLOGY

a. Research method

Survey method

b. Sample

The sample is selected using stratified random sampling technique. Sample size – 500 student teachers of Kerala.

c. Tools

Questionnaire (Seema, Jijesh – 2006).

c. Statistical Techniques

1. Percentage analysis
2. Test of significance of difference between percentages.

8. MAJOR FINDINGS

1. Most of the student teachers depend on internet facilities for acquiring knowledge, educational information etc.
2. There exist a significant difference in the extent of use of internet facilities by the student teacher on the basis of gender.
3. Majority of the student teachers are not at all satisfied with the internet facilities provided in their institution.
