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OTTAPALAM

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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. This is the second volume of research abstracts published from our college. We are immensely happy to understand that the first Volume of this work is well accepted by the student teachers and Teacher educators. Volume II is a compilation of all the research works undertaken by M.Ed. students from 2006-2014. 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
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2006

Sl. No. 82

1. TITLE

A study on the self-concept of children residing in orphanages of Kerala.

2. AUTHORS

Name of Student : Latha. M

Name of Supervising Teacher : K. Rajagopalan

3. YEAR

2006

4. KEYWORDS

- Self concept
- Orphanage

5. OBJECTIVES

1. To find out the self-concept of children residing in orphanages of Kerala.
2. To find out whether there is a significant difference in the self-concept of children residing in orphanages of Kerala among sub samples classified on the basis of
 - a) Gender
 - b) Locale (urban and rural)
 - c) Type of management (hindu management, muslim management and Christian management)
3. To find out whether there exist any significant main effect of the select variables on the criterion variable.

6. VARIABLES

Criterion variable

Self concept

Classificatory variable

- Gender of the samples
- Locale of the institution (urban and rural)
- Type of management of the institution (hindu management, muslim management and Christian management).

7. METHODOLOGY

a. Research method

Descriptive

b. Sample

The sample size selected was 600 children residing in orphanages under the hindu management, muslim management and Christina management in Kerala. Stratified random sampling method was used for selecting the sample.

c. Tools

1. Self concept scale
2. Five point Likert type attitude scale (Rajagopalan & Latha, 2007)

c. Statistical Techniques

1. Preliminary analysis consisted of computation of mean, median, mode, standard deviation, skewness and kurtosis to test normality.
2. Test of significant of difference in mean for large independent sample.
3. Analysis of variance to test the main effects and interaction effects of classificatory variables on the criterion variable.

8. MAJOR FINDINGS

1. There exist difference in self concept in children residing only in the orphanages managed by different religious groups.
2. The selected classificatory variables do not have interaction effect on the criterion variable self-concept except in the case of the interaction of gender and type of management on the variable self-concept.

Sl. No. 83

1. TITLE

Extent of problem solving ability in mathematics among secondary school pupils under Sarva Siksha Abhiyan.

2. AUTHORS

Name of Student : Praseeja. E.J
Name of Supervising Teacher : K. Rajagopalan

3. YEAR

2007

4. KEYWORDS

- Problem solving ability

- Sarva Siksha Abhiyan

5. OBJECTIVES

1. To find out the extend of problem solving ability in mathematics among secondary school pupils under SSA.
2. To find out the difference in extend of problem solving ability in mathematics among secondary schools pupils under SSA for the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
3. To find out the difference in teacher perception about the extend of problem solving ability in mathematics among secondary school pupils under SSA based on
 - a) Gender
 - b) Locale
 - c) Type of management

6. VARIABLES

Criterion variable (dependent)

Problem solving ability

Classificatory variable

- Gender, locale and type of management.

7. METHODOLOGY

a. Research method

Survey method

b. Sample

Stratified sampling method was used. Sample of five hundred IX standard students from 16 schools of Palakkad district in Kerala was selected.

c. Tools

1. Problem solving ability test.
2. Interview schedule (Rajagopalan & Praseeja, 2007)

c. Statistical Techniques

Preliminary Analysis

1. Measure of central tendency

Mean

Median

Mode

2. Measures of dispersion

Standard deviation

3. Measures of divergence from normality

Skewness

Kurtosis

4. Test of significance of mean difference

5. One way analysis of variance (ANOVA)

6. Two way analysis of variance (for unequal sample size – Winer 1971).

8. MAJOR FINDINGS

1. Students studying under SSA programme have high problem solving ability in mathematics.
2. There exists significant difference regarding problem solving ability in mathematics for the total sample and sub samples based on sex, locale and type of management of schools.

Sl. No. 84

1. TITLE

An analytical study of high failure rate in mathematics in higher secondary school students of Kerala.

2. AUTHORS

Name of Student : Priya Joseph Chemmannur

Name of Supervising Teacher : Ampili Aravind

3. YEAR

2006

4. KEYWORDS

- Failure, pupil
- Failure rate
- Higher secondary school students

5. OBJECTIVES

1. To analyse the causes for high failure rate in mathematics of higher secondary school students.
2. To find out whether significant difference exist in the student perception of high failure rate in mathematics of higher secondary school students between sub samples based on
 - a) Gender
 - b) Type of management
3. To find out whether significant difference exist in the teacher perception of high failure rate in mathematics of higher secondary school students between sub samples based on
 - a) Gender
 - b) Type of management
4. To compare the reasons for increased failure rate in mathematics of higher secondary school students as perceived by teachers and students.
5. To find out whether there exist any significant main effect of the select classificatory variables on student perception of high failure rate in mathematics of higher secondary school students.
6. To find out whether there exist any significant interaction effect of the select classificatory variables on student perception of high failure rate in mathematics of higher secondary school students.
7. To find out whether there exist any significant main effect of the select classificatory variables on teacher perception of high failure rate in mathematics of higher secondary school students.
8. To find out whether there exist any significant interaction effect on the select classificatory variables teacher perception of high failure rate in mathematics of higher secondary school students.

6. VARIABLES

- Criterion variable
- Classificatory variable.

7. METHODOLOGY

a. *Research method*

Survey method

b. *Sample*

Stratified random sampling method was used for selecting the sample. The sample size was five state resource group co-ordinators, ten district resource group co-

ordinators, 400 mathematics teachers and 500 plus two students in higher secondary schools.

c. Tools

1. Student perception inventory & high failure rate in mathematics of higher secondary school students.
2. Teacher perception inventory of high failure rate in mathematics.
3. Structured interview schedule for higher secondary principals, DRG & SRF coordinators. (Ampili Aravind & Priya Joseph Chemmannur)

c. Statistical Techniques

1. Percentage analysis
2. Test of significance (t-test) of difference between means for large independent samples.
3. Analysis of variance (ANOVA)

8. MAJOR FINDINGS

1. Overloaded curriculum, inadequate number of permanent teachers, scarcity of expert resource persons, students and their home environment – adversely affects the learning of mathematics.
2. Infrastructure facilities and libraries have less impact on failure in mathematics.
3. The mean score of perception of
 - Boys was higher than that of girls.
 - Government higher secondary school students was higher than that of aided school students.
 - Aided higher secondary school students was higher than that of aided higher secondary school students.
 - Male higher secondary mathematics teachers was higher than that of female mathematics teachers.

Sl. No. 85

1. TITLE

Self concept as a correlate of job involvement among secondary school teachers.

2. AUTHORS

Name of Student : Rajani. P

Name of Supervising Teacher : Seema Menon. K.P

3. YEAR

2006

4. KEYWORDS

- Self concept
- Job involvement

5. OBJECTIVES

1. To find out the self concept among secondary school teachers.
2. To find out the job involvement among secondary school teachers.
3. To find out whether there is any significant difference in self concept among secondary school teachers for the sub samples classified on the basis of
(a) Gender (b) Locale (c) Type of management
4. To find out whether there is any significant difference in job involvement among secondary school teachers for the sub samples classified on the basis of
(a) Gender (b) Locale (c) Type of management
5. To find out whether there is any significant relationship between self concept and job involvement among secondary school teachers for the total sample and sub sample classified on the basis of
(a) Gender (b) Locale (c) Type of management
6. To find out whether there is any significant difference in relationship between self concept and job involvement among secondary school teachers for the sub sample classified on the basis of
(a) Gender (b) Locale (c) Type of management

6. VARIABLES

- Independent variable : Teacher's job
- Dependent variable : Self concept

7. METHODOLOGY

a. Research method

Survey method

b. Sample

The sample of four hundred secondary school teachers, working in schools of government, aided and unaided sectors. The sample for the present study was drawn by stratified random sampling techniques.

c. Tools

1. Self concept scale for teachers developed by Dr. Kamala. S. Pillai (1989).

2. Job involvement scale for teachers developed by Investigator (Seema Menon, Rajani, 2007).

c. Statistical Techniques

1. Measures of central tendency
2. Measures of dispersion
3. Percentage analysis
4. Two tailed test of significance of difference between means for large independent sample.
5. Karl Pearson's product moment co-efficient of correlation.
6. Test of significance of 'r' using 't' test.
7. Test of significance of difference between two 'r' s.

8. MAJOR FINDINGS

1. The percentage of teachers with average level of self concept is greater than that of low level of self concept.
2. The percentage of teachers with higher level of job involvement and average job involvement is almost equal.
3. It was found that there exists no significant difference in the self concept among male and female teachers of secondary schools and in rural and urban areas.
4. The teachers working in government schools have more self concept than that of teachers working in aided schools. The teachers of unaided and aided schools have more or less same self concept.
5. Significant difference does not exist in the job involvement among male and female teachers of secondary schools, rural and urban areas, government and aided schools. And in government and unaided schools.

Sl. No. 86

1. TITLE

Socio-personal adjustment as a correlate of multiple intelligences of student teachers of Kerala.

2. AUTHORS

Name of Student : Resmi. T. Kartha

Name of Supervising Teacher : Ampili Aravind

3. YEAR

2006

4. KEYWORDS

- Adjustment
- Socio-Personal Adjustment
- Multiple Intelligences
- Student Teachers

5. OBJECTIVES

1. To find out the extent of relationship between multiple intelligences and socio-personal adjustment of student teachers of Kerala for the total sample and the relevant sub samples based on
 - a) Gender
 - b) Subject of study
2. To determine the socio-personal adjustment of student teachers of Kerala for the total sample and the relevant sub samples based on
 - a) Gender
 - b) Subject of study
3. To find out the dominant categories of intelligences among student teachers of Kerala for the total sample and relevant sub samples based on
 - a) Gender
 - b) Subject of study
4. To find out whether there exist any significant difference in the correlation of socio-personal adjustment and multiple intelligences of student teachers for the sub sample based on
 - a) Gender
 - b) Subject of study

6. VARIABLES

- Criterion variables
Socio-personal adjustment and multiple intelligences.
- Classificatory variables
Gender and subject of study

7. METHODOLOGY

a. Research method

Survey method

b. Sample

A sample of 600 student teachers from 10 training colleges of Thrissur, Malappuram, Ernakulam, Palakkad.

c. Tools

1. Socio-personal adjustment inventory (Ampili Aravind & Resmi, 2006).
2. Multiple Intelligences Inventory (Ampili Aravind & Resmi, 2006).

c. 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
 - Test of significance of 'r'.
 - Test of significance of difference between correlations.

8. MAJOR FINDINGS

1. For the total sample and for the sub samples – male student teachers, female student teachers, social studies student teachers, commerce student teachers, physical science teachers and language teachers the 'r' value lies between 0.20 and 0.40, which indicates a low relationship
2. The extent of relationship of the variables socio personal adjustment and multiple intelligences were comparatively low.
3. There exist no significant difference between the correlations of socio-personal adjustment and multiple intelligences for student teachers of different subjects of study.

Sl. No. 87

1. TITLE

Teaching aptitude as a correlate of attitude towards teaching profession among B.Ed. trainees.

2. AUTHORS

Name of Student : Sonia Raj
Name of Supervising Teacher : Dr. K.E. Valsala

3. YEAR

2006

4. KEYWORDS

- Teaching aptitude
- Attitude towards teacher profession
- Correlation
- B.Ed. Trainees

5. OBJECTIVES

1. To find whether there is any significant relationship between teaching aptitude and attitude towards teaching profession among B.Ed. trainees for the total sample and sub samples classified on the basis of
 - a) Gender
 - b) Type of management of the institution
 - c) Subject of specialisation
2. To find whether there is any significant difference in the relationship between teaching aptitude and attitude towards teaching profession among B.Ed. trainees for the sub sample classified on the basis of
 - a) Gender
 - b) Type of management of the institution
 - c) Subject of specialisation
3. To find whether there is significant difference in teaching aptitude among B.Ed. trainees for the sub sample classified on the basis of
 - a) Gender
 - b) Type of management of the institution
 - c) Subject of specialisation
4. To find whether there is significant difference in attitude towards teaching profession among B.Ed. trainees for the sub sample classified on the basis of
 - a) Gender
 - b) Type of management of the institution
 - c) Subject of specialisation

6. VARIABLES

- Classificatory variables
 1. Teaching aptitude
 2. Attitude towards teaching profession

7. METHODOLOGY

a. Research method

Survey method

b. Sample

Stratified random sample of 500 B.Ed. trainees.

c. Tools

1. Scale of attitude towards teaching profession (Valsala ad Soniaraj – 2006).
2. The 'Test of teaching aptitude adopted from the teaching aptitude test battery (Singh and Sharma – 1998).

c. Statistical Techniques

1. Preliminary statistical techniques like mean, median, mode, standard deviation, skewness and kurtosis.
2. Pearson's product moment co-efficient of correlation.
3. Test of significance of 'r' using 't' test.
4. Test of significance of difference between 'r' s.
5. Test of significance between means for large independent sample.

8. MAJOR FINDINGS

1. There exists significant difference in correlation of teaching aptitude and attitude towards teaching profession between male and female B.Ed. trainees, B.Ed. trainees of government training college and private unaided training college, B.Ed. trainees of private unaided training college, B.Ed. trainees of private aided and university teacher education centre and B.Ed. trainees belonging to science and humanities subject specialization.

Sl. No. 88

1. TITLE

A study on the difficulties faced by the higher secondary science teachers of Kerala in implementing the grading system.

2. AUTHORS

Name of Student : Sreenath. U

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

3. YEAR

2006

4. KEYWORDS

- Grading system
- Higher secondary science teachers

5. OBJECTIVES

1. To identify the major difficulties faced by higher secondary science teachers of Kerala in implementing the grading system to
 - a) Curriculum and planning
 - b) Infrastructure and other facilities
 - c) The teaching learning process
 - d) Evaluation
 - e) Subject of specialisation of the teacher
 - f) Locality of the institution
 - g) Type of management
2. To collect creative suggestions from higher secondary science teachers of Kerala for the improvement of grading system.
3. To identify the irrelevant topics in the new curriculum.

6. VARIABLES

- Criterion variable
Difficulty faced by higher secondary science teachers in implementing the grading system.
- Classificatory variable
The subject of specialisation of the teacher.
Locality of institution.
Type of management.

7. METHODOLOGY

a. Research method

Normative survey

b. Sample

Cluster sampling technique was used. The sample consisted of 600 higher secondary science teachers from two randomly selected districts of Kerala.

c. Tools

1. Questionnaire
2. An unstructured interview (Valsala & Sreenath, 2007).

c. Statistical Techniques

1. Percentage analysis.
2. Test of significance of difference between means.
3. Analysis of variance (ANOVA)

8. MAJOR FINDINGS

1. There exist certain difficulties as faced by the higher secondary science teachers of Kerala in implementing the grading system.
2. There exist no significant difference between the difficulties faced in implementing the grading system by the higher secondary science teachers working in rural and urban localities.
3. There exist significant difference between the difficulties faced in implementing the grading system by the higher secondary science teachers working in government and private schools.
4. There exist no significant difference between the difficulties faced by the higher secondary physics and biology teachers in implanting the grading system.
5. There exists significant difference between the difficulties faced by the higher secondary physics and chemistry teachers in implementing the grading system.
6. There exists significant difference between the difficulties faced by the higher secondary chemistry and biology teachers in implementing the grading system.

Sl. No. 89

1. TITLE

An analytical study of the effectiveness of women. Empowerment programmes under Sarva Sikhsa Abhiyan.

2. AUTHORS

Name of Student : Sujatha. K.V

Name of Supervising Teacher : Ampili Aravind

3. YEAR

2006

4. KEYWORDS

- Analytical study
- Women empowerment
- Programmes
- Sarva Siksha Abhiyan

5. OBJECTIVES

1. To identify the essential women empowerment programmes expected from an educational project.
2. To analyse the women empowerment activities under Sarva Siksha Abhiyan.
3. To compare the perception of students regarding the women empowerment activities of Sarva Siksha Abhiyan based on
 - a) Locality of the school
 - b) Type of management of the school
4. To compare the perception of teachers regarding the women empowerment activities of Sarva Siksha Abhiyan based on
 - a) Gender
 - b) Locality of the school
 - b) Type of management of the school
5. To find out whether there exists any significant main effect of the select classificatory variables of student sample on the criterion variable.
6. To find out whether there exists any significant interaction effect of the select classificatory variables of student sample on the criterion variable.
7. To find out whether there exists any significant main effect of the select classificatory variables of teacher sample on the criterion variable.
8. To find out whether there exists any significant interaction effect of the select classificatory variables of teacher sample on the criterion variable.

6. VARIABLES

- Criterion variable
Women empowerment.
- Classificatory variables
 - a) Gender
 - b) Locality of the school
 - b) Type of management of the school

7. METHODOLOGY

a. Research method

b. Sample

The sample of 170 girl students of various school.

c. Tools

1. Structured interview schedule for SSA.
2. Student perception questionnaire.
3. Teacher perception questionnaire (Ampili Aravind, Sujatha)

d. Statistical Techniques

1. Preliminary analysis
 - a) Mean
 - b) Standard deviation
 - c) Skewness
 - d) Kurtosis
2. Percentage analysis
3. Test of significance of difference between mean.
4. Analysis of variance

8. MAJOR FINDINGS

1. The areas where women empowerment programmes are essential as far as an educational project is concerned were identified.
2. The study reveals the extend of effectiveness of programmes of SSA for women empowerment.
3. The present investigation also point out some minor defects in the implementation of such programmes.
4. The student community consider all women empowerment programmes of the SSA are having above average effectiveness.
5. There exists no significant difference in the perception of girl's student of rural and urban areas and the teachers of rural and urban areas regarding the women empowerment programmes under SSA.
6. There exists significant main effect of gender, locale and type of management on the variable women empowerment.

Sl. No. 90

1. TITLE

Implementation of programmes of Harisree educational project in Palakkad district.

2. AUTHORS

Name of Student : Sujatha. K.G

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2006

4. KEYWORDS

- Harisree educational project

5. OBJECTIVES

1. To find out the basic facilities available in schools for successful implementation of Harisree project.
2. To identify the major programmes introduced by Harisree project for the quality improvement of education in Palakkad districts.
3. To find out the major steps implemented for removing educational backwardness in schools.
4. To find out the improvement in SSLC examination results in schools during Harisree projects in Palakkad district.
5. To find out the new teaching learning strategies adopted in schools during Harisree projects.
6. To identify the in-service training programmes provided by Harisree project.

6. VARIABLES

7. METHODOLOGY

a. Research method

Survey method

b. Sample

There are 190 high schools (govt. and aided) and 234 upper primary schools (govt. & aided) in Palakkad districts and selected 400 sample of teachers.

c. Tools

1. Questionnaire
2. Interview (Rajagopalan & Sujatha)

d. Statistical Techniques

Percentage analysis

8. MAJOR FINDINGS

1. Majority of the teachers agreed that the physical facilities available in schools are adequate.
2. Most of the higher secondary schools have a well equipped computer lab and well experienced computer instructor.
3. Majority of teachers agreed that there is insufficiency in new teaching – learning materials.
4. The academic programmes introduced by Harisree in schools of Palakkad is successful to a great extent.
5. Programmes implemented for removing educational backwardness in the district are satisfactory and there is increase in the SSLC result in percentage.

2008

Sl. No. 91

1. TITLE

A study on value attainment through select curricular and co-curricular activities among secondary school students.

2. AUTHORS

Name of Student : Dhanya. K.G

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

3. YEAR

2008

4. KEYWORDS

- Curricular activities
- Co-curricular activities
- Value attainment
- Secondary school students

5. OBJECTIVES

1. To find out the extent of value attainment through the selected curricular and co-curricular activities among secondary school students.
2. To find out whether there exists significant difference in value attainment through the selected curricular and co-curricular activities among secondary school students classified on the basis of
 - a) Gender
 - b) Locale of the school
 - c) Type of school management
 - d) Socio economic status

6. VARIABLES

- Dependent variable
Value attainment.
- Independent variable
Select curricular and co-curricular activities.

- Classificatory variable

Locale of the school gender, type of school management.

7. METHODOLOGY

a. Research method

Survey method

b. Sample

It consists of 400 secondary school students of Thrissur district.

c. Tools

1. Value attainment scale (Anilkumar, Dhanya, 2008).
2. Kerala socio economic status scale (A.S. Nair, 1990).

d. Statistical Techniques

1. Preliminary statistical techniques like mean, median, mode, standard deviation, skewness and kurtosis.
2. Percentage analysis
3. Test of significance of difference between mean for large independent samples.

8. MAJOR FINDINGS

1. It was found that there exists significant different in the attainment of the value tolerance, between boys and girls.
2. In the case of such sample based on the locale of the school; there exists significant difference in the attainment the value of honesty, between the rural and urban school student.
3. The study found that there was no significant difference in the attainment of any of the six values in the sub sample based on the socio-economic status.
4. The percentage of attainment of total six values in pupils of government, aided and unaided school is 33.42, 34.07 and 32.49 respectively.
5. Significant difference is noticed between pupils of government and unaided scholar in the attainment of the value patriotism.

Sl. No. 92

1. TITLE

Environmental awareness and attitude towards local environmental issues among student teachers of secondary level of Palakkad district.

2. AUTHORS

Name of Student : Dhanya. R

Name of Supervising Teacher : Dr. V.K. Ushadevi

3. YEAR

2008

4. KEYWORDS

- Environmental awareness
- Attitude towards local environmental issues
- Student teachers at secondary level.
- Palakkad

5. OBJECTIVES

1. To estimate the level of environmental awareness among student teachers at secondary level of Palakkad district.
2. To estimate the nature of attitude towards local environmental issues among student teachers at secondary level of Palakkad district.
3. To estimate the extent of relationship between environmental awareness and attitude towards local environmental issues among student teachers at secondary level of Palakkad district.
4. To test for the effect of environmental awareness on attitude towards local environmental issues.
5. To test for difference if any in the environmental awareness and attitude towards local environmental issues of student teachers at secondary level based on gender, locale, subject of specialization.

6. VARIABLES

- Independent variable
Environmental awareness.
- Dependent variable
Attitude towards local environmental issues.
- Classificatory variable

1. Gender
2. Locale of residence
3. Subject of specialisation

7. METHODOLOGY

a. Research method

b. Sample

1. 814 student teachers at secondary level of Palakkad district.
2. Stratified sampling technique was used.

c. Tools

1. Environmental awareness test (Ushadevi & Dhanya, 2008).
2. Scale of attitude towards local environmental issues (Ushadevi & Dhanya, 2008).

d. Statistical Techniques

1. Percentage analysis
2. Pearson's product moment coefficient
3. One way analysis of variance
4. Test of significance of difference between means for large independent samples.

8. MAJOR FINDINGS

1. Level of environmental awareness of student teachers at secondary level of Palakkad district in above average.
2. Student teachers of secondary level of Palakkad district have favourable attitude towards local environmental issues.
3. Significant correlation exist between environmental awareness and attitude towards local environmental issues among student teachers at secondary level.
4. Significant difference in the mean scores of environmental awareness, in the case of groups formed on the basis of locale and subject of specialization.
5. Significant difference exist in the case of groups formed on the basis of subject of specialisation with respect to attitude towards local environmental issues.

Sl. No. 93

1. TITLE

Influence of select environmental experiences on achievement in commerce among higher secondary school students.

2. AUTHORS

Name of Student : Divya. I

Name of Supervising Teacher : Dr. S. Premkumar

3. YEAR

2008

4. KEYWORDS

- Influence
- Environment
- Environmental experiences
- Select environmental experiences
- Achievement
- Achievement in commerce
- Higher secondary school students

5. OBJECTIVES

1. To find out whether significant difference in the mean scores of select environmental experiences exists between:
 - a) Boys and girls
 - b) Rural and urban students
2. To find out whether significant difference in the mean scores of achievement in commerce exists between:
 - a) Boys and girls
 - b) Rural and urban students
3. To find out whether there exists significant relationship between environmental experience and achievement in commerce.
 - a) Boys and girls
 - b) Rural and urban students

4. To find out whether there exists a significant difference in relationship between environmental experience and achievement in commerce among:
 - a) Boys and girls
 - b) Rural and urban students
5. To find out the extend of relationship between:
 - a) Family influence and achievement in commerce
 - b) Experiences from school and achievement in commerce.
 - c) Mass media and achievement in commerce.
 - d) Self involvement and achievement in commerce

6. VARIABLES

- Independent variable
Environmental factors such as family, school, mass media and self involvement.
- Dependent variable
Achievement in commerce

7. METHODOLOGY

a. Research method

Survey method

b. Sample

The sample of three hundred and forty five higher secondary school students of plus one of Thrissur and Palakkad districts.

c. Tools

1. Achievement test in commerce.
2. Environmental influence inventory.

d. Statistical Techniques

1. Descriptive statistics like mean, median, mode, standard deviation, kurtosis, skewness of all the variables studied worked out of the whole sample.
2. Test of significance of difference between mean scores.
 - a) Pearson's product moment coefficient of correlation.
 - b) Test of significance of difference between two 'r' s.

8. MAJOR FINDINGS

1. When the means cores of the independent variable "environmental experiences" of the sub samples based on gender and locality of students were compared.

- On the basis of gender, boys and girls are almost at the same levels of ‘environmental experiences’.
 - On the basis of locality, urban students achieve more in “environmental experiences” than that of rural students.
2. When the mean scores of the dependent variable ‘achievement in commerce’ of sub sample based on gender and locality of students were compared.
 - Boys and girls are almost at the same level of achievement in commerce.
 - Urban students achieve more in commerce than that of rural students.
 3. The coefficient of correlation between the variables obtained for the sub samples were compared using the test of significance of difference between ‘r’ s.
 - Boys and girls do not differ significantly in their relationship between ‘environmental experience’ s and achievement in commerce.
 - Rural and urban students, there is significant difference in the relationship between “environmental experiences” and “achievement in commerce”.
 4. The correlation between effects of mass media and ‘achievement in commerce’ is using high
 - The relationship between self involvement and ‘achievement in commerce’ is very high.

Sl. No. 94

1. TITLE

Computer usage as a correlate of achievement in natural science of higher secondary school pupils of Kerala.

2. AUTHORS

Name of Student : Jayalekha. G

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

3. YEAR

2008

4. KEYWORDS

- Computer usage
- Correlation
- Achievement in natural science
- Higher secondary school pupils

5. OBJECTIVES

1. To find out the preference of computer usage under the dimensions like internet, exploratory and application.
2. To find out whether significant difference exists in the mean score of computer usage between the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
3. To find out whether significant dependence exists between the computer usage and achievement in natural science for the total sample and sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management

6. VARIABLES

- Independent variable
Computer usage
- Dependent variable
Achievement in natural science

7. METHODOLOGY

a. Research method

Normative survey method

b. Sample

Stratified random sampling technique was used. The sample consist of 610 higher secondary school pupils of Palakkad district. .

c. Tools

1. Achievement test in natural science .
2. A rating scale for assessing computer usage (Sajan & Jayalekha, 2008).

d. Statistical Techniques

1. Descriptive statistics like mean, median, mode, standard deviation, kurtosis, skewness.
2. Percentage analysis.
3. Test of significance of difference between mean

4. Chi square test followed by contingency co-efficient.

8. MAJOR FINDINGS

1. Under the three dimensions like internet, exploratory and application uses 49.65% were using the computer for internet, and 56.08% were using the computer for application purposes and 59.55% were using the computer for exploratory purpose.
2. There exist no difference in computer usage between the rural and urban school pupils. But there is significant difference in computer usage between boys and girls government and aided, government and unaided. Aided and unaided school pupils.
3. The significant dependence or association between the computer usage and achievement in natural science shows a slight relationship.

Sl. No. 95

1. TITLE

Effectiveness of remote sensing methods and geographical information system on achievement in geographical among higher secondary school students.

2. AUTHORS

Name of Student : Krishnakumar. M

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2008

4. KEYWORDS

- Remote sensing
- Geographical information system (GIS)
- Effectiveness
- Achievement

5. OBJECTIVES

1. To prepare lesson transcript based on remote sensing methods and GIS technique for teaching geography in standard XII.
2. To determine the effectiveness of remote sensing methods and GIS techniques on the achievement in geography at higher secondary school level.
3. To determine the effectiveness of conventional method of teaching on the achievement in geography at higher secondary school level.

4. To compare the effectiveness of using remote sensing method and GIS techniques with conventional methods of teaching on achievement in geography at higher secondary school level.
5. To compare the effectiveness of remote sensing methods and GIS techniques with the conventional methods on the achievement in geography under the categories.
 - a) Knowledge
 - b) Understanding
 - c) Application

6. VARIABLES

- Independent variable

Remote sensing method and geographical system and conventional method of teaching.

- Dependent variable

Achievement in geography.

7. METHODOLOGY

a. Research method

Experimental method

b. Sample

It consists of hundred students of standard XI of the government higher secondary school, Kizhakkenchery, Palakkad (Dt).

c. Tools

1. Lesson transcripts based on remote sensing and GIS techniques (Krishnakumar, Rajagopalan, 2008).
2. Lesson transcript based on conventional method of teaching.
3. Achievement test in geography based on objectives.
4. Software on GIS techniques.

d. Statistical Techniques

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

8. MAJOR FINDINGS

1. The group of students taught geography by remote sensing and GIS was found to have a significantly higher achievement at (0.01 level), than those who are taught

- using conventional method, when the scores of the achievement test taken as a whole was compared.
2. The group of students taught by remote sensing and GIS was found to have a significantly higher achievement (at 0.01 level) than those taught through conventional method with respect to knowledge level of them.
 3. The group of students taught geography through remote sensing and GIS was found to have significantly higher achievement at (0.01 level) than those taught through conventional method with respect to understanding level items.
 4. The group of students taught geography through remote sensing and GIS was found to have significantly higher achievement at (0.01 level) than those taught through conventional method with respect to application level items.

Sl. No. 96

1. TITLE

Effectiveness of memories on achievement in chemistry among higher secondary school students of Kerala.

2. AUTHORS

Name of Student : Pooja. R. Nair

Name of Supervising Teacher : Dr. Jayasree. N

3. YEAR

2008

4. KEYWORDS

- Effectiveness
- Memories
- Achievement in chemistry
- Higher secondary school students of Kerala.

5. OBJECTIVES

1. To compare the mean scores of achievement in chemistry (post0test 1) between experimental group and control group.
2. To compare the mean scores of achievement in chemistry (post-test II) between experimental group and control group.
3. To compare the mean gain scores of achievement in chemistry (post-test 1, pre-test)
4. To compare the mean retention scores of achievement in chemistry (post test-II, pre-test) between experimental group and control group.

6. VARIABLES

- Independent variable

Pneumonic method of teaching and activity oriented method of teaching.

- Dependent variable

Achievement in chemistry.

7. METHODOLOGY

a. *Research method*

Pre-test, post-test, experimental method.

b. *Sample*

80 students of XI standard of DBHSS Parumala, Pathanamthitta.

c. *Tools*

1. Lesson transcript based on pneumonic method.
2. Lesson transcript based on activity oriented method.
3. Achievement test in chemistry.

d. *Statistical Techniques*

Test of significance of difference between mean

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

8. MAJOR FINDINGS

1. The result reviews that pneumonic method is more effective than the activity oriented method in the achievement of chemistry.
2. The study reveals that pneumonic method is superior to the conventional method on achievement in chemistry. Making learning more retentive.

Sl. No. 97

1. TITLE

Relationship between utilization of internet and achievement in commerce among higher secondary school students of Kerala.

2. AUTHORS

Name of Student : Prameela. P

Name of Supervising Teacher : Sunil Kumar. A.S

3. YEAR

2008

4. KEYWORDS

- Relationship
- Utilization
- Internet
- Achievement in commerce
- Higher secondary school students

5. OBJECTIVES

1. To find out the preference and extent of utilization of different services available in internet among higher secondary commerce students.
2. To find out whether significant difference exists in the mean score of achievement in commerce between pupils of highly utilized group, moderately utilized group and less utilized group.
3. To estimate the context of dependence between achievement in commerce and utilization of internet.
4. To standardize an achievement test in commerce.

6. VARIABLES

- Independent variable
Utilization of internet
- Dependent variable
Achievement in commerce
- Classificatory variable
Gender, locality and type of management of the institution.

7. METHODOLOGY

a. Research method

Survey method

b. Sample

500 higher secondary school pupils of XI in Palakkad, Thrissur and Malappuram districts.

c. Tools

1. Achievement test in commerce (Sunilkumar & Prameela, 2008).

2. Questionnaire on utilization of internet (Sunilkumar & Prameela, 2008).

d. Statistical Techniques

1. Descriptive statistics – Mean, median, mode, standard deviation, kurtosis, skewness.
2. Chi-square test followed by contingency co-efficient.
3. Percentage analysis
4. t-test

8. MAJOR FINDINGS

1. The descriptive statistics computed by preliminary analysis and findings showed that achievement in commerce and utilization of internet resources are almost normally distributed, which suggest that majority of school pupils have only average achievement in commerce.
2. There exists a significant dependence between utilization of resources in internet and achievement in commerce of higher secondary pupils in the total sample and sub sample based on gender, locale and management.

Sl. No. 98

1. TITLE

Influence of institutional climate perception on information literacy of post graduate students.

2. AUTHORS

Name of Student : Rajesh. K

Name of Supervising Teacher : Dr. Amruth. G. Kumar

3. YEAR

2008

4. KEYWORDS

- Institutional climate perception
- Information literacy
- Post graduate students

5. OBJECTIVES

1. To test whether the mean scores of ‘information literacy’ among three groups (high, average and low) of post graduate students with different levels of ‘institutional climate perception’ differ significantly.

2. To estimate the relationship between ‘information literacy’ and ‘institutional climate perception’ for the total sample and for the relevant sub samples selected.
3. To estimate the relationship between ‘information literacy’ and each of the ‘institutional climate perception’ variables viz. academic climate perception, social climate perception, physical climate perception and administrative climate perception for the total sample and for the relevant sub samples selected.
4. To test whether the correlations obtained between ‘information literacy’ and ‘institutional climate perception; of post graduate students based on the sub samples differ significantly.
5. To test whether the correlations obtained between information literacy and each of the institutional climate perception, variables (academic climate perception, social climate perception, physical climate perception and administrative climate perception) of post graduate students’ for the comparable sub samples differ significantly.
6. To identify the best predictor variable of ‘information literacy’ using ‘institutional climate perception’ variables.

6. VARIABLES

- Independent variable : Institutional perception.
- Dependent variable : Information literacy of post graduate students.
- Classificatory variable : Gender, locality of the institution.

7. METHODOLOGY

a. Research method

Survey method

b. Sample

Post graduate students in Palakkad, Thrissur, Malappuram and Kozhikode district.

c. Tools

1. Information literacy inventory (Amruth & Rajesh)
2. Institutional climate perception questionnaire (Kumar. A.G and Raj. G.S, 2004)

d. Statistical Techniques

1. Measures of central tendency : Arithmetic mean, median, mode.
2. Measures of dispersion : Standard deviation.
3. Measures of divergence form normality : Skewness, Kurtosis.
4. Analysis of variance (ANOVA)
5. Test of significance of difference between means.
6. Pearson’s product moment coefficient of correlation.

7. Test of significance of difference between two correlation.
8. Multiple regression analysis.

8. MAJOR FINDINGS

1. There is significant difference in information literacy among the three groups of post graduate students with different level of institutional climate perception.
2. There exist significant relationship between the variables information literacy and institutional climate perception.
3. There exist a substantial relationship between the variables information literacy and physical climate perception.
4. There exist a marked relationship between the variables information literacy and academic climate perception.

Sl. No. 99

1. TITLE

Functioning of women's cell in regular colleges under Calicut University.

2. AUTHORS

Name of Student : Rekha. K

Name of Supervising Teacher : Dr. Amruth. G. Kumar

3. YEAR

2008

4. KEYWORDS

- Functioning
- Women's cell
- Regular colleges

5. OBJECTIVES

1. To find out the nature and organisational characteristics of women's cell in regular colleges.
2. To identify the women empowerment activities undertaken by women's cell in regular colleges.
3. To find out whether the women empowerment activities of women's cell are in accordance with the objectives put forward by UGC.
4. To find out whether there exist any significant difference in the attitude of teachers towards the functioning of women's cell in regular colleges for the sub samples based on

- a) Gender
 - b) Type of institution
5. To find out whether there exists any significant difference in the attitude of female teachers and male teachers towards the activities of women's cell in regular colleges under the dimensions.
- a) General awareness
 - b) Legal awareness
 - c) Life skills
 - d) Financial support
 - e) Celebration of days
6. To find out whether there exists any significant difference in the attitude of girl students towards the functioning of women's cell in regular colleges for the sub samples based on
- a) Course of study
 - b) Type of institution
7. To find out whether there exists any significant difference in the attitude of girls students of arts option, science option, and commerce option towards the activities of women's cell in regular colleges under the dimensions.
- a) General awareness
 - b) Legal awareness
 - c) Life skills
 - d) Financial supports
 - e) Celebration of days

6. VARIABLES

- Criterion variables :
Functioning of women's cell
- Classificatory variables :
Gender, type of institution, course of study.

7. METHODOLOGY

a. Research method

Normative survey method.

b. Sample

A sample of 850 people, which includes 500 girl students, 340 teachers and 10 women's cell co-ordinators.

c. Tools

1. Structured interview schedule for women's cell co-ordinators (Ampili Aravind & Rekha)
2. A scale of attitude for measuring the attitude towards the functioning of women's cell in regular colleges among girl students (Ampili Aravind & Rekha)
3. A scale of attitude for measuring the attitude towards the functioning of women's cell in regular colleges among teachers (Ampili Aravind & Rekha)

d. Statistical Techniques

1. Preliminary statistical techniques like mean, median, mode, standard deviation, skewness and kurtosis.
2. Percentage analysis
3. Test of significance (t-test)

8. MAJOR FINDINGS

1. There exist a significant difference in the attitude of (a) female teachers and male teachers (b) teachers of co-educational institutions and women's only institutions (c) girls students of arts option and commerce option (d) girl students of science option and commerce option (e) girl students of art option and science option towards the functioning of women's cell in regular colleges.
2. There exist significant difference in attitude of (a) female teachers and male teachers (b) girl students and science option and commerce option towards the activities of women's cell under the dimensions.
 - a) General awareness
 - b) Life skills
 - c) Financial support
 - d) Celebration of days.

Sl. No. 100

1. TITLE

A study of guidance needs of secondary school students in educationally backward schools of Kerala.

2. AUTHORS

Name of Student : Soumya Menon. P

Name of Supervising Teacher : Dr. S. Premakumar

3. YEAR

2008

4. KEYWORDS

- Guidance
- Guidance needs
- Educationally backwardness
- Educationally backward schools
- Secondary school students

5. OBJECTIVES

1. To find out whether there exist guidance programme in schools.
2. To find out the extent of guidance needs of secondary school students in educationally backward schools in the total sample.
3. To find out whether there exist significant difference in guidance needs of secondary school students between relevant sub samples based on
 - a) Gender
 - b) Locality
 - c) Type of school management
4. To find out the opinion of teacher towards guidance programme.

6. VARIABLES

- Criterion variables :
Guidance needs
- Classificatory variables :
Sex, locale and type of management

7. METHODOLOGY

a. Research method

Normative survey method.

b. Sample

A sample of 300 secondary school students and 115 teachers drawn from educationally backward schools of Ernakulam, Thrissur and Palakkad districts in Kerala. The sample was selected by stratified random sampling technique.

c. Tools

1. Guidance needs inventory (Abdul Basheer and Sreepriya, 2005)
2. Guidance needs opinionnaire for teachers (Premakumar and the Investigator)

d. Statistical Techniques

1. Measures of central tendency
2. Measures of dispersion
3. Measures of divergence from normality
4. Test of significance of difference between means for large independent samples.
5. Percentage analysis

8. MAJOR FINDINGS

1. Most of the schools do not provide guidance programme.
2. Students have highest guidance needs in educational area 82.83% and comparatively lowest guidance – needs in familial area 59.5%. The percentage of mean score of total guidance needs is 76.4%, which shows high requirement of students far guidance (educational area – 82.83, vocational area – 81.91, economical area – 80.15, physical area – 80.03, psychological area – 76.35, geographical area – 74.15, cultural area – 71.69, social area – 71.66, familial area – 59.5).
3. When analysed component wise there exists no significant difference between mean scores of guidance needs of boys and girls at 0.05 level of significance in any components.
4. There exist significant difference between scores of guidance needs of students in rural and urban areas in familial needs, social needs, cultural needs and total guidance needs.
5. There exist no significant difference between mean score of guidance needs of students in rural and urban areas at 0.05 level of significant in these components (vocational needs – CR = 0.92, educational needs – C.R = 1.23, psychological needs – C.R = 0.51, physical needs – C.R = 0.06, geographical needs – C.R = 0.51, economical needs – C.R = 0.61.
6. (a) There exist significant difference between mean scores of guidance needs of students in government and aided schools.

(b) There exist no significant difference between mean scores of guidance needs of students in government and aided schools at 0.05 level of significance in any components. (vocational needs – CR = 1.03, educational needs – C.R = 1.76, psychological needs – C.R = 1.55, cultural needs – C.R = 0.61, economical needs – C.R = 0.89.

2010

Sl. No. 101

1. TITLE

Effectiveness of an instructional package in developing social disaster management awareness among higher secondary students.

2. AUTHORS

Name of Student : Saidalavi Kundupuzhakkal

Name of Supervising Teacher : Jayaprakash. R.K

3. YEAR

2010

4. KEYWORDS

- Effectiveness
- Instructional package
- Disaster management
- Social disaster management
- Awareness
- Higher secondary school

5. OBJECTIVES

1. To construct an instructional package on the topic social disaster management.
2. To evaluate the effectiveness instructional package in developing social disaster management awareness – among higher secondary students.
3. To compare the awareness score of the students studying by the traditional methods of teaching with that of the students studying through instructional package.

6. MINOR OBJECTIVES

1. To analyse the SDM awareness of the pupil before conducting experiment.
2. To analyse the SDM awareness of the pupil after conducting experiment.
3. To compare the mean pre-test scores of experiment and control group for the total sample and sub sample based on gender.

7. VARIABLES

- Independent variable
Instructional package on social disaster management.
- Dependent variable
Post-test scores of awareness test.

8. METHODOLOGY

a. Research method

Quasi experimental method.

b. Sample

80 students of XIth standard of government vocational higher secondary school, Tirurangadi, Malappuram.

c. Tools

1. Instructional package on social disaster management (Jayaprakash and Saidalavi, 2010).
2. Social disaster management awareness (Jayaprakash and Saidalavi, 2010).
3. Lesson plans

d. Statistical Techniques

1. Paired t-test for comparing pre-test and post-test scores of conventional method and instructional package.
2. Independent t-test for comparing awareness between experimental and control group.
3. Dependent variable for comparing between experimental and control group and pre-test and post-test scores and gain scores.

8. MAJOR FINDINGS

1. Students feel more interest towards new method of teaching.
2. The students scored more in awareness test after conducting the lessons either by instructional package or by conventional method but the mean score of students who learned through IP was higher.
3. The teacher was engaged in the IP classroom, clearing the doubts of the learners and in guiding them in proper ways.
4. The classroom was very active in the IP learning method where the learners were busy in finding the answers, reading the lessons and evaluating themselves.

Sl. No. 102

1. TITLE

Effectiveness of problem based learning module in developing process standard in mathematics among secondary school students.

2. AUTHORS

Name of Student : Sefoora. P.K

Name of Supervising Teacher : Tara. S. Nair

3. YEAR

2010

4. KEYWORDS

- Effectiveness
- Problem based learning module
- Process standard in mathematics
- Secondary school students of Kerala.

5. OBJECTIVES

1. To find out whether there is significant difference in the mean pre-test scores of process standard in Mathematics between the experimental group and control group.
2. To find out whether there is significant difference in the mean post-test scores of process standard in mathematics between the experimental group and control group.
3. To find out whether there is significant difference in the mean pre-test and post-test scores of the process standard in mathematics between the experimental group and control group on the basis of gender.
4. To find out whether there is significant difference in the mean gain scores of process standard in mathematics between experimental group and control group.

6. VARIABLES

- Dependent variable
Process standard in mathematics.
- Independent variable
(1) Problems based learning module (2) constructivist method of teaching.

7. METHODOLOGY

a. Research method

Experimental method

b. Sample

76 secondary school students belonging to standard VIII DHOHSS, Pookaratra, Malappuram Dist.

c. Tools

1. Problem based learning module (Tara. S. Nair & Sefoora. P.K, 2010).
2. Lesson transcript based on constructivist method of teaching
3. Test of process standard in mathematics (Tara. S. Nair & Sefoora. P.K, 2010).

d. Statistical Techniques

1. Preliminary analysis such as mean, median, mode, S.D, skewness and kurtosis.
2. Test of significant difference between means.

8. MAJOR FINDINGS

1. There is no significant difference in the pre-test scores of experimental and control group for the total sample the higher mean scores are associated with the experimental group.
2. There is no significant difference in pre-test and post-test scores in the control group.
3. There is no significant difference in developing process standard in mathematics for both boys and girls in the control group who are exposed constructivist method of teaching.
4. There is significant improvement in the experimental group who were exposed to problem based learning modular approach.
5. There is no significant difference in developing process standard in mathematics for both boys and girls in the experimental group who were exposed to problem based learning modular approach.

Sl. No. 103

1. TITLE

A comparative study of some socio-familial conditions in relation to the achievement among secondary school students of coastal and non-coastal areas in Kerala.

2. AUTHORS

Name of Student : Shanoj. K

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2010

4. KEYWORDS

- Comparative study
- Socio-familial variables
- Achievement
- Coastal areas
- Non-coastal areas
- Secondary school students

5. OBJECTIVES

1. To find out the socio-familial condition of secondary school students of coastal and non-coastal areas in Kerala.
2. To find out the achievement of secondary school students of coastal and non-coastal areas in Kerala.
3. To find out the difference in socio-familial conditions of secondary school students for total sample of coastal and non-coastal areas.
4. To find out the difference in socio-familial conditions of secondary school students for the sub samples based on gender.
5. To find out the difference in achievement of secondary school students for total sample of coastal and non-coastal areas.
6. To find out the relationship between socio familial conditions and achievement for the total sample.
7. To find out the difference in achievement of secondary school students for the relevant sub sample classified on the basis of gender.
8. To find out the difference and relationship between socio familial condition and achievement for the total sample of coastal and non coastal areas.

9. To find out the difference and relationship between socio-familial condition and achievement for the relevant sub sample classified on the basis of gender.

6. VARIABLES

- Criterion variable : Socio-familial
- Classificatory variable : Gender

7. METHODOLOGY

a. Research method

Normative survey method

b. Sample

It consists of 600 students of standard IX. In selecting the sample due representation was given to factors like gender.

c. Tools

1. Questionnaire (Rajagopalan & Shanoj, 2010).
2. Achievement test in social science (Rajagopalan & Shanoj, 2010).

d. Statistical Techniques

1. Mean, median and mode.
2. Test of significance of difference.
3. Pearson's correlation analysis.
4. Test of significance for difference in 'r' for large independent sample.

8. MAJOR FINDINGS

1. It is found that, there exist a significant difference in the mean scores of socio-familial conditions among coastal and non coastal areas. But on the other hand there is no significant difference in the case of boys and girls.
2. In the case of achievement, it is found that there exist no significant difference between coastal and non-coastal areas. But on the other hand there is a significant difference between boys and girls.
3. In the case of relationship of socio familial condition and achievement, it is found that coastal areas is having significant relationship.
4. It is found that, when the relationship of socio familial conditions and achievement of boys and girls were compared there is exists a significance difference. The probable reason for this may the girl students are relatively are emotional attached than boys.

Sl. No. 104

1. TITLE

Interaction effect of emotional intelligence and achievement motivation on achievement in geometry among students at secondary level of Kerala state.

2. AUTHORS

Name of Student : Rasna Raveendran. M.C

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

3. YEAR

2010

4. KEYWORDS

- Interaction effect
- Emotional intelligence
- Achievement motivation
- Achievement in geometry

5. OBJECTIVES

1. To test whether significant difference exists between the relevant sub samples for the three variables 'emotional intelligence', 'achievement motivation' and 'achievement in geometry'.
2. To study the main effect of 'emotional intelligence', 'achievement motivation' on 'achievement in geometry' for total sample and sub samples.

6. VARIABLES

- Dependent variables :
Emotional intelligence and achievement motivation.
- Independent variable :
Achievement in geometry
- Classificatory variables
Gender, local of residence and type of management of school.

7. METHODOLOGY

a. Research method

Normative survey method

b. Sample

The stratified random sampling method was used for selecting the sample. The sample size was 600 secondary school students of standard VIII in Kerala.

c. Tools

1. Achievement test in geometry.
2. Achievement motivation test (Viswanathan & Rasna Raveendran)
3. Emotional intelligence scale (Dr. Sudheesh Kumar & Rasna Raveendran)

d. Statistical Techniques

1. Mean
2. Median
3. Mode
4. Standard Deviation
5. Kurtosis
6. Skewness

8. MAJOR FINDINGS

1. Boys and girls proved to be dissimilar with respect to emotional intelligence and achievement motivation.
2. The result reveals that aided and government students are dissimilar with respect to emotional intelligence and similar with respect to achievement motivation.
3. The result reveals boys and girls are similar with respect to achievement in geometry where as urban and rural are dissimilar with respect to achievement in geometry.
4. Result reveals aided and government students are similar with respect to achievement in geometry.

Sl. No. 105

1. TITLE

Effectiveness of brain based learning strategy on achievement in mathematics among secondary school students of Kerala.

2. AUTHORS

Name of Student : Meera. K. Pillai

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

3. YEAR

2010

4. KEYWORDS

- Effectiveness
- Brain based learning strategy
- Achievement in mathematics
- Secondary school students of Kerala

5. OBJECTIVES

1. To find out whether there is significant difference between the mean pre-test scores of the experimental group and control group.
2. To find out whether there is significant difference between the mean post-test scores of the experimental group and control group.
3. To find out whether there is significant difference between the mean pre-test and post-test scores of the control group.
4. To find out whether there is significant difference between the mean pre-test and post-test scores of the experimental group.

6. VARIABLES

- Independent variables :
Brain based learning strategy, existing teaching method
- Dependent variable :
Initial academic level of students in mathematics.

7. METHODOLOGY

a. Method of Research

This is an experimental method. The design used in this study is pre-test, post-test, non equivalent groups – design.

b. Sample

Purposive sample of 88 students of Std. IX.

VHSS Pulpally of Wayanad district.

c. Tools

1. Lesson transcript of existing teaching method.
2. Lesson transcript of brain based learning strategy.
3. Standardised academic achievement test in mathematics (Viswanathan and Meera, 2010).

d. Statistical Techniques

Test of significance difference between mean.

8. MAJOR FINDINGS

1. There is no significant difference between experimental group and control group in the case of pre-test scores.
2. There is a significant difference between experimental group and control group in the case of post-test scores.
3. There is no significant difference between mean pre-test score and post-test scores of control group.
4. There is a significant difference in mean scores of pre-test and post-test of the experimental group.

Sl. No. 106

1. TITLE

Influence of studying approach on reading comprehension in English of secondary school students.

2. AUTHORS

Name of Student : Priya Vellithodi

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2010

4. KEYWORDS

- Studying approach, reading comprehension, secondary school students.

5. OBJECTIVES

1. To find out the levels of reading comprehension in English of secondary school students having different studying approaches.
2. To test whether the mean scores of reading comprehension in English among these groups (high, average, low) of secondary school students with different studying approaches differ significantly.
3. To find out the relationship between reading comprehension in English and studying approaches of secondary school students for the main sample and for the relevant sub sample selected.

4. To find out whether there exist any difference among the various types of studying approaches (deep approach, surface approach and strategic approach) with respect to
 - a) Medium of instruction
 - b) Gender
5. To find out whether there exist any difference in the relationship between reading comprehension in English and studying approaches of secondary school students with respect to
 - a) Medium of instruction
 - b) Gender

6. VARIABLES

- Independent variables :
Studying approach
- Dependent variable :
Reading comprehension

7. METHODOLOGY

a. Method of Research

Survey method is used in this study

b. Sample

The accessible population was students of standard IX studying in different English and Malayalam medium schools of Malappuram, Palakkad and Thrissur districts of Kerala.

c. Tools

1. Test on reading comprehension developed by the Investigator.
2. Approaches to studying inventory (Usha and Ampili Aravind, 2002).

d. Statistical Techniques

1. Mean
2. Standard deviation
3. Test of significance (t-test)
4. Pearson's product moment coefficient of correlation
5. One way ANOVA
6. Scheffe test

8. MAJOR FINDINGS

1. English medium students have high reading comprehension in English compared to Malayalam medium students.
2. Boys and girls do not differ significantly in their reading comprehension in English.
3. The percentage analysis of studying approach among secondary school students shows that 35% of students are having strategic studying approach and 32.5% have deep and 32.5% have surface approach.
4. By comparing boys and girls in their studying approach, strategic approach to studying is preferred by a higher percentage of boys students.
5. The result of percentage analysis of studying approach calculated among the sub sample medium of instruction shows that the English medium students have percentage of high strategic approach (84.74), and Malayalam medium students have high percentage of deep approach (58.85).
6. The test of significance of different studying approach of secondary school students with respect to gender and medium of instruction shows that English medium students differ significantly compared to Malayalam medium students. Hence, English medium students differ significantly compared to Malayalam medium students.
7. The result of correlation between studying approach and reading comprehension in English shows that there is a slight positive correlation between studying approach and reading comprehension in English.

Sl. No. 107

1. TITLE

Relationship between academic satisfaction and sensitivity to professional ethics among student teachers at secondary level.

2. AUTHORS

Name of Student : Melby Merin. K.A

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

3. YEAR

2010

4. KEYWORDS

- Academic satisfaction, sensitivity to professional ethics, student teachers at secondary level.

5. OBJECTIVES

1. To find out the relationship between academic satisfaction and sensitivity to professional ethics of student teachers at secondary level.
2. To find out the difference in academic satisfaction of students teachers at secondary level with respect to
 - a) Gender
 - b) Type of management of the institution
 - c) Subject of specialisation
3. To find out the difference in sensitivity to professional ethics of student teachers at secondary level with respect to
 - a) Gender
 - b) Type of management of the institution
 - c) Subject of specialisation

6. VARIABLES

- Independent variables :
Academic satisfaction
- Dependent variable :
Sensitivity to professional ethics
- Classificatory variables
Gender, type of management of institution, subject of specialization.

7. METHODOLOGY

a. Method of Research

Survey method is used in this study

b. Sample

- The study is conducted on 525 student teachers at secondary level of various training colleges under University of Calicut.
- Stratified random sampling technique is used.

c. Tools

1. Academic satisfaction inventory.
2. Professional ethics sensitivity (Ushadevi and Melby Merin, 2010).

d. Statistical Techniques

1. Descriptive statistics like mean, median, mode, standard deviation, kurtosis, skewness of all variables.
2. Test of significance of difference between means.
3. Pearson's product moment co-efficient of correlation followed by test of significance of 'r'.

8. MAJOR FINDINGS

1. The academic satisfaction and sensitivity to professional ethics are interrelated.
2. There exists low relationship between academic satisfaction and sensitivity to professional ethics for male student teachers. But in the case of female a moderate relationship was noticed.
3. The relationship between academic satisfaction and sensitivity to professional ethics is higher in government colleges – compared to aided and unaided colleges.
4. The relationship between academic satisfaction and sensitivity to professional ethics for arts student teachers are comparatively higher than that of science student teachers.

2011

Sl. No. 108

1. TITLE

Vocational interest in relation to the level of aspiration of secondary school students.

2. AUTHORS

Name of Student : Baby Sudha. K.C

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2011

4. KEYWORDS

- Vocational interest, operational definition of vocational interest, level of aspiration, operational definition of level of aspiration.

5. OBJECTIVES

1. To find out the vocational interest of secondary school students.
2. To find out the level of aspiration of secondary school students.
3. To compare the vocational interest of secondary students for the relevant sub samples classified on the basis of (a) Gender, (b) Locale, (c) Type of management.
4. To compare the level of aspiration of secondary students for the relevant sub samples classified on the basis of (a) Gender, (b) Locale, (c) Type of management.
5. To find out the relationship between vocational interest and level of aspiration for the secondary students.
6. To find out whether the relationship between vocational interest and level of aspiration is significant.
7. To find out whether there is any significant difference in relationship between vocational interest and level of aspiration of secondary school students for the sub sample classified on the basis of (a) Gender, (b) Locale, (c) Type of management.

6. VARIABLES

- Independent variables :
Level of aspiration
- Dependent variable :
Vocational interest

- Classificatory variables
Gender, Locale, Type of management.

7. METHODOLOGY

a. Method of Research

Normative survey method is used for study.

b. Sample

- Stratified random sampling technique is used in this study.
- Sample selected consists of 400 secondary students from Palakkad and Thrissur districts.

c. Tools

1. Vocational interest inventory.
2. Scale for assessing level of aspiration (Rajagopalan and Baby Sudha, 2011).

d. Statistical Techniques

1. Test of significance of difference in mean for large independent samples.
2. Karl Pearson's product moment coefficient of correlation.
3. ANOVA

8. MAJOR FINDINGS

1. Secondary school students have different level of aspiration and vocational interest.
2. The vocational interest among students differs significantly with respect to type of management only.
3. The vocational interest among students with respect to gender and locale do not differ significantly.
4. The level of aspiration among secondary school differ significantly with respect to gender, locale and type of management except for aided and unaided school students.
5. There is a significant positive correlation between vocational interest and level of aspiration for the total sample and sub samples.
6. In the case of rural and urban sample a significant positive correlation is found out between the vocational interest and level of aspiration.
7. Boys have more aspiration compared to girls, but in the case of vocational interest there does not show difference.

Sl. No. 109

1. TITLE

Utilisation of physical education facilities and sports participation of secondary schools in Malappuram district.

2. AUTHORS

Name of Student : Rajitha. C

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2011

4. KEYWORDS

- Utilisation, physical education facilities, physical education, participation.

5. OBJECTIVE

1. To find out the extent of utilization of physical education facilities in secondary schools.
2. To find out the extent of sports participants of secondary school students.
3. To find out the students perception about physical education programes in secondary schools.
4. To find out whether there exist any significant difference in the utilization of physical education facilities among secondary schools for the sub samples based on
 - a) Locale
 - b) Type of management
5. To find out whether there exist any significant difference in the sports participation of secondary school students for the sub samples based on
 - a) Locale
 - b) Type of management

6. VARIABLES

- Criterion variables
Utilisation of physical education facilities, sports participation.
- Classificatory variables
Locale, Type of management

7. METHODOLOGY

a. Method of Research

Survey method is used for the study.

b. Sample

- Stratified random sampling method is used.
- The study is conducted on a representative sample of 100 physical education teachers and 400 secondary school students in Malappuram district.

c. Tools

1. Questionnaire on utilisation of physical education facilities (prepared by the Investigator)
2. Questionnaire on sports participation (prepared by the Investigator)
3. Questionnaire on student perception about physical education programmes (prepared by the Investigator)

d. Statistical Techniques

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

8. MAJOR FINDINGS

1. Schools are running without sufficient number of physical education teachers according to the strength of the students.
2. Majority of schools are running without sufficient playfield, courts and equipment facilities.
3. Sports fund available in schools is very scarce.
4. The rate of participation of students in sports activities is less. Majority of the students does not feel the necessity of the participation.

Sl. No. 110

1. TITLE

‘Brahmaswom Madham’: The residential Vedic school – a case study

2. AUTHORS

Name of Student : Rathi. K.N

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2011

4. KEYWORDS

- Brahmaswom Madham, residential Vedic school

5. OBJECTIVES

a. Major objectives

To conduct a case study on 'Brahmaswom Madham' : The residential Vedic school

b. Specific objectives

1. To trace the history of 'Brahmaswom Madham'.
2. To study the origin and development of Vedic education in 'Brahmaswom Madham'.
3. To study the aims and objectives of 'Brahmaswom Madham'.
4. To analyse the aims of education in the education system followed at 'Brahmaswom Madham'.
5. To analyse the curriculum followed at 'Brahmaswom Madham'.
6. To analyse the methods of teaching followed at 'Brahmaswom Madham'.
7. To analyse the role of teacher in the education system followed at 'Brahmaswom Madham'.
8. To analyse the contributions of 'Brahmaswom Madham'. Towards attaining values.
9. To analyse the discipline followed at 'Brahmaswom Madham'.
10. To analyse the teacher-pupil relationship followed at 'Brahmaswom Madham'.
11. To find out the opinion of teachers of mainstream education about the behaviour of students who are the inmates of 'Brahmaswom Madham'.
12. To analyse the success of the Alumni members of 'Brahmaswom Madham'.

6. VARIABLES

Nil

7. METHODOLOGY

a. Method of Research

Case study method is used here.

b. Sample

- Technique used is observation.
- Interview and document analysis.

c. Tools

1. Interview schedule for the administrator of 'Brahmaswom Madham'.
2. Interview schedule for the Vedic teachers of 'Brahmaswom Madham'.
3. Interview schedule for the teachers of 'Brahmaswom Madham'.
4. Opinionnaire on educational system to the students of 'Brahmaswom Madham'.
5. Questionnaire for teachers of main stream educational institution.
6. Interview schedule for the Alumni members of 'Brahmaswom Madham'.

d. Statistical Techniques

1. Percentage analysis of the opinionnaire.
2. Percentage analysis of the questionnaire.

8. MAJOR FINDINGS

1. 'Brahmaswom Madham'. Is a Vedic educational institution which imparts Vedic education in the Gurukula system.
2. The aim of curriculum followed at 'Brahmaswom Madham'. To equip the students for higher studies in main stream education and Vedic field simultaneously.
3. The Alumni members include Chief Minister, Doctor, Supreme Court Judge, Scientist and Vice Chancellor of University.
4. In Vedic teaching, no book is referred by teachers but mouth to mouth – transmission of the text along with the Hasthamudras.
5. The institution is now working with the co-operation of Indira Gandhi National Centre for Arts and Maharshi Sandeepani Rashtriya Veda Vidya Pratishthanam.
6. The institution provides free education and accommodation for the students.
7. Vedic scholars doing their duty of transmitting their knowledge to the next generation.
8. The current system does not include the study of the meaning of the Vedas.
9. The admission is restricted to boys only.
10. Only institution in Kerala where all the three Vedas are taught in traditional Kerala style.

Sl. No. 111

1. TITLE

Language aptitude as a correlate of creating comprehension among student teachers of English at secondary level

2. AUTHORS

Name of Student : Rathilaja
Name of Supervising Teacher : Tara. S. Nair

3. YEAR

2011

4. KEYWORDS

- Aptitude in English, Reading comprehension

5. OBJECTIVES

1. To find out the language aptitude of student teachers at secondary level.
2. To find out the achievement in reading comprehension of student teachers at secondary level.
3. To study the relationship between aptitude in English and Reading comprehension among student teachers at secondary level.
4. To study whether there exist any difference in aptitude in English among student teachers at secondary level on the basis of locale.
5. To study whether there exist any difference in Reading Comprehension among student teachers at secondary level on the basis of locale.

6. VARIABLES : Nil

7. METHODOLOGY

a) Method of Research

Survey method is used for the study.

b) Sample

Random sampling technique is used. The study is conducted on two hundred student teachers of English at secondary level.

c) Tools Used

- Language Aptitude Test
- Reading Comprehension Test

d) Statistical Techniques

- t-test
- Coefficient of correlation
- Mean, Median, Mode

8. MAJOR FINDINGS

1. It is found that there exists a significant relationship between aptitude in English and Reading comprehension among student teachers of English at secondary level.
2. It is found that there exists a significant difference in the mean scores of language aptitude among student teachers of English in the urban and rural areas.

3. In the case of reading comprehension, it is found that there exist no significant difference in the mean scores of reading comprehension among student teachers of English in the urban and rural areas.

Sl. No. 112

1. TITLE

A comparative study of self concept and vocational preference of hearing impaired and mainstream students of vocational higher secondary schools in Kerala.

2. AUTHORS

Name of Student : Remya. K. Unni

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2011

4. KEYWORDS

- Comparative study, Self-concept, Vocational preference mainstream students, Vocational higher secondary school.

5. OBJECTIVES

1. To find out the self concept of hearing impaired and mainstream students.
2. To find out the vocational preference of hearing impaired and mainstream students.
3. To find out the self concept of hearing impaired and mainstream students with regard to
 - Gender
 - Subject of study
4. To find out the vocational preference of hearing impaired and mainstream students with regard to
 - Gender
 - Subject of study
5. To compare the self concept of hearing impaired and mainstream students for the total sample and relevant sub samples based on
 - Gender
 - Subject of study
6. To compare the vocational preference of hearing impaired and mainstream students for the total sample and relevant sub samples based on

- Gender
- Subject of study

6. VARIABLES

a) Independent variable

Self concept

b) Dependent variable

Vocational preference

c) Classificatory variable

- Gender
- Subject of study

7. METHODOLOGY

a. Method of Research

Normative survey method.

b. Sample

Stratified random sampling technique. The study was conducted on a sample of 250 hearing impaired and 250 mainstream students of vocational higher secondary schools.

c. Tools Used

- Self concept scale
- Vocational preference scale

d. Statistical Techniques

- Estimation of average
- Estimation of percentage
- Test of significance of mean scores
- Analysis of variance

8. MAJOR FINDINGS

1. Estimating the percentage of the variable self concept of mainstream and hearing impaired students, the self-concept of mainstream students is higher than hearing impaired students.
2. When the mean scores of self concept of mainstream students and hearing impaired students were compared by means of test of significance of difference between mean scores, there exists significant difference in the mean scores of the variable self concept.

3. When the mean scores of variable self concept of the mainstream and hearing impaired students were compared on the basis of gender and subject of study by means of test of significance of difference between means cores it was found that
 - a. There is no significant difference in the mean scores of the variable self concept of mainstream and hearing impaired male students.
 - b. There is a significant difference in the mean scores of the variable self concept of mainstream and hearing impaired female students.
 - c. There exists a significant difference in the mean scores of the variable self concept of mainstream and hearing impaired science students.
 - d. There is no significant difference in the mean scores of the variable self concept of mainstream and hearing impaired commerce students.
 - e. There exists a significant difference in the mean scores of the variable self concept of mainstream and hearing impaired technical students.
4. There is no significant difference in the mean scores of self concept between the subjects of study of mainstream and hearing impaired students.
5. There is no considerable difference in the preference for vacation from major occupational areas based on gender of mainstream and hearing impaired students.
6. There is a relationship between subject of study and preference of vocation from occupational areas of mainstream and hearing impaired students.
7. There is relationship between self concept and vocational preference. The students have high self concept give preference to higher level of vocations and students have low self concept gave preference to lower level of vocation.

Sl. No. 113

1. TITLE

Influence of perceived school organisational climate on job involvement of secondary school teachers.

2. AUTHORS

Name of Student : Renuka. K
 Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2011

4. KEYWORDS

- Influence, Perceived school organisational climate, Job involvement, Secondary school teachers.

5. OBJECTIVES

1. To estimate the levels of job involvement.
2. To estimate the levels of perceived school organisational climate of secondary school teachers.
3. To find out whether there is any significant difference in the mean scores of perceived school organisational climate among secondary school teachers for the sub-samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teacher experience
4. To find out whether there is any significant difference in the mean scores of job involvement among secondary school teachers for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teacher experience
5. To find out whether there is any significant relationship between perceived school organisational climate and job involvement among secondary school teachers.

6. VARIABLES

a) Independent variable

Perceived school organisational climate.

b) Dependent variable

Job involvement

c) Classificatory variables

- Gender
- Locale
- Type of management
- Teacher experience

7. METHODOLOGY

a. Method of Research

Survey method is used in this study.

b. Sample

Stratified random sampling technique. Representative sample of 400 secondary school teachers belonging to Palakkad District.

c. Tools Used

- School organisational climate descript questionnaire.
(Dr. Mothilal Sharma, Gujarat University)
- Job involvement scale
(prepared by Investigator)

d. Statistical Techniques

- Measures of central tendency.
- Measures of dispersion
- Percentage analysis
- Two tailed test of significance of difference between mean for large sample.
- Karl Pearson's product moment co-efficient of correlation.
- Test of significance 'r' using t-test.
- ANOVA

8. MAJOR FINDINGS

1. When the percentage of secondary school teachers with different levels of perceived organisational climate was estimated it was found that:
 - a) The percentage of secondary school teachers with high and average level of perceived school organisational climate is found to be more or less equal.
 - b) The percentage of teachers with average level of perceived school – organisational climate is greater than that of teachers having low level of perceived school organisational climate.
2. When the percentage of secondary school teachers of with different levels of job involvement, it was found that:
 - a) The percentage of secondary school teachers with high and average level of job involvement is found to be more or less equal.
 - b) The percentage of teachers with low level of job involvement is greater than that of teachers having high level of job involvement.
3. When the mean score of perceived school organisational climate was considered it was found that:

- a) There is no significant difference in the perceived school organisational climate among male and female teachers, teachers belonging to rural and urban areas, teachers having teaching experience – greater than and less than 15 years.
 - b) There is a significant difference in the perceived school organisational climate among teachers of government, aided and unaided secondary schools.
4. When the mean score of dependent variable job involvement was considered, it was found that:
- a. There is no significant difference in the job involvement among teachers of secondary schools belonging to rural and urban areas, teachers of government, aided and unaided schools, teachers having teaching experience greater than and less than 15 years.
 - b. There exists a significant difference in the job involvement among male and female teachers of secondary schools.
5. The correlation between perceived school organisational climate and job involvement among secondary school teachers shows a significant positive relationship.

Sl. No. 114

1. TITLE

A comparative study on Socio-Emotional adjustment of higher secondary school students with respect to the type of educational system.

2. AUTHORS

Name of Student : Sabeena. P.S

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

3. YEAR

2011

4. KEYWORDS

- Adjustment, socio adjustment, Emotional adjustment socio emotional adjustment, Type of educational system, Higher secondary school students

5. OBJECTIVES

1. To study whether there exists any significant difference in the socio-emotional adjustment of higher secondary school students with respect to type of educational system.
2. To study whether there exists any significant difference in the socio-emotional adjustment of higher secondary school students with respect to type of educational system based on type of management.

6. VARIABLES

a) Independent variable

Socio emotional adjustment.

b) Dependent variable

Type of educational system.

c) Classificatory variable

Locale type of management.

8. METHODOLOGY

a) Method of Research

Normative survey method is used for collecting data.

b) Sample

The present study was conducted on a sample of 400 higher secondary school students in Palakkad District. Stratified random sampling technique.

c) Tools Used

Socio emotional adjustment scale

(developed and standardised by Sabeena with the help of Viswanathan Sir)

d) Statistical Techniques

- Preliminary analysis
- Test of significance of difference between means of large independent sample of the study.

9. MAJOR FINDINGS

1. The result reveals that co-educational and single-sex higher secondary school students are dissimilar with respect to socio-emotional adjustment.
2. Co-educational higher secondary school students have more adjustment than the single – sex higher secondary school students.
3. The results reveals that co-educational and single-sex urban higher secondary school students don't differ with respect to socio-emotional adjustment.
4. The 't' value obtained is 1.793. The result reveals that co-educational and single sex rural higher secondary school students don't differ with respect to socio emotional adjustment.
5. Co-educational private higher secondary school students adjusted more than the single private higher secondary school students.

Sl. No. 115

1. TITLE

A critical analysis of the Biology Textbook of Standard X.

2. AUTHORS

Name of Student : Sreelatha. K

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

3. YEAR

2011

4. KEYWORDS

- Critical Analysis, Biology, Text book

5. OBJECTIVES

To make thorough analysis of the Biology textbook of standard X with reference to selected internal and external criteria.

Internal Criteria

1. The criteria selected from authorised textbooks and Vogel's score card.
2. Criteria highlighted by the SCERT – Kerala.
3. Organisation according to taxonomy for science education stated by Mc Cormack and Yager.

External Criteria

1. The authors of the text book.
2. The general get up of the text book.

6. METHODOLOGY

Document analysis of the text book is attempted for the study. The text book is prepared based on criteria given to the textbook committee by the SCERT. The study is conducted based on selected criteria from this and hence the study is criteria wise analysis of the textbook as internal and external criteria.

7. MAJOR CONCLUSIONS

Analysing the textbook, the Investigator found that 92.85% of the criteria selected from the authorised textbooks and Vogel's criteria are fulfilled in the unit five – when Equilibrium Disrupts, which is the highest score in the textbook when this criteria is considered.

Unit seven – how we became what we are – scored the highest score of 89.28% when the criteria highlighted in the SCERT – Kerala is considered.

Unit five – when Equilibrium Disrupts again scored the highest score of 100% of organisation according to taxonomy for science education stated by Mc Cormack and Yager (1989).

Unit one – Beyond the senses – scored the lowest score in textbook both in the criteria selected from the authorised textbook and Vogel’s score card is 57.14\$ and criteria highlighted by the SCERT Kerala is 21.42%.

Unit two – responses like these two and unit three – the chemistry behind responses scored the lowest score of 60% in the criteria organisation according to taxonomy for science education stated by Mc Cormack and Yager (1989).

The overall get up of the textbook is rated as average.

Sl. No. 116

1. TITLE

A critical analysis of chemistry laboratory facilities in the higher secondary schools.

2. AUTHORS

Name of Student : Sujina. M.S

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2011

4. KEYWORDS

- Laboratory facilities, Critical Analysis

5. OBJECTIVES

1. To find out the infrastructure facilities available in higher secondary school chemistry laboratory.
2. To find out the difficulties faced by the higher secondary schools.
3. To find out the difficulties faced by the higher secondary pupil’s categorized on the basis of management and locality.
4. To find out the chemicals and apparatus available in higher secondary schools chemistry laboratory for pupils.
5. To find out whether significant difference exists in the utilization of chemistry laboratory facilities by the higher secondary school teachers for the sub samples classified on the basis of management.

6. VARIABLES

Criterion Variable : Laboratory facilities

Classificatory Variables : Locale and type of management

7. METHODOLOGY

a) Method of Research

Normative survey method is used.

b) Sample

Random sampling method is used. The study consists of 600 students in XIIth and 30 chemistry teachers in higher secondary schools of Palakkad District.

c) Tools Used

1. Questionnaire to find out the availability and usability of chemistry laboratory facilities as perceived by teachers.
2. Questionnaire to find out the availability and usability of chemistry laboratory facilities as perceived by students.

d) Statistical Technique

Percentage analysis is used.

8. MAJOR FINDINGS

1. All the higher secondary schools have separate room for laboratory, electricity, ventilation, water facilities, exhaust fan, demonstration table, fire extinguisher and seating facilities.
2. Satisfactory number of schools has laboratory equipments and chemicals.
3. Students felt some difficulties in performing lab activities. 78% of the students pointed out the difficulty in identifying the carbonate ion in the salt analysis without conducting lime water test.
4. 80.6% students pointed out that difficulty in preparing sodium fusion extract.
5. 79.2% of students pointed out the difficulty to do experiments without Tollen's reagent.
6. 75% of students have difficulty in identifying acetate ion.
7. Percentage of difficulty faced by students in unaided schools are slightly greater than that in government schools.
8. Moderate number of government schools has sufficient availability of chemicals.
9. Moderate number of schools has laboratory apparatus.
10. More number of government schools has utilized chemistry laboratory facilities.
11. Liquid paraffin, sodium potassium tartarate, minerals, Fehling's A, and ammonium bromide are not available in majority of schools.
12. Less number of schools has utilized chemistry laboratory facilities.

Sl. No. 117

1. TITLE

Awareness of child rights and attitude towards corporal punishments in school among secondary school teachers.

2. AUTHORS

Name of Student : Reshmi Ramachandran

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

3. YEAR

2011

4. KEYWORDS

- Awareness of child rights attitude towards corporal punishments
- Secondary school teacher

5. OBJECTIVES

1. To find out the level of awareness of child rights of secondary school teachers.
2. To find out the attitude of secondary school teachers towards corporal punishment.
3. To find out whether there is significant difference in mean scores of awareness of child rights for sub samples based on
 - a) Locale
 - b) Type of management
 - c) Teacher experience
4. To find out whether there is significant difference in mean scores of attitude towards corporal punishments of secondary school teacher for sub samples based on
 - a) Locale
 - b) Type of management
 - c) Teacher experience
5. To find out whether there is significant relationship between awareness of child rights attitude towards corporal punishments of secondary school teachers for total sample and sub sample based on
 - a) Locale
 - b) Type of management
 - c) Teacher experience
6. To find out whether there is significant difference in relationship between awareness of child rights and attitude towards corporal punishments of secondary school teachers for sub samples based on
 - a) Locale
 - b) Type of management
 - c) Teacher experience

6. VARIABLES

Independent variable : Awareness of child rights

Dependent variables : Attitude towards corporal punishments

7. METHODOLOGY

a) Method of Research

Survey method

b) Sample

The sample of 400 secondary school teacher of Palakkad district. Stratified random sampling was used for the sampling.

c) Tools Used

1. Awareness of child right test (developed by the Investigator under the supervision of the supervising teacher).
2. Attitude towards corporal punishments (developed by the Investigator under the supervision of the supervising teacher).

d) Statistical Technique

1. Preliminary analysis
2. Test of significance of difference between means of large independent sample of the study.
3. ANOVA
4. Correlation analysis
5. Test of diffidence between the correlation

8. MAJOR FINDINGS

1. The extent of awareness of child rights among the secondary school teachers is found to be average.
2. The level of attitude towards corporal punishments among the secondary school teachers is found to be average.
3. The study reveals that teachers of urban school have more awareness than teachers of rural school.
4. The study reveals that government school teachers have more awareness than aided school and unaided school teachers.
5. The study reveals that teachers having experience above 15 years have more awareness than teachers having experience below 15 years.

Sl. No. 118

1. TITLE

A critical analysis of “The right to education act 2009” with reference to school indicators.

2. AUTHORS

Name of Student : Suneer. A

Name of Supervising Teacher : Jayaprakash. R.K

3. YEAR

2011

4. KEYWORDS

- Right to Education Act 2009.
- Social Indictors

5. OBJECTIVES

To analyse the right to education act 2009 with reference to social indicators of Kerala with respect to

- a) Gender b) Enrolment c) Access d) Equity

6. METHODOLOGY

a) Method

Survey method

b) Sample

Collected data from 350 teachers of LP, UP and high school from Palakkad and Malappuram district.

c) Tools used

Interview Schedule

- a) Interview schedule for teachers b) Interview schedule for experts

d) Statistical Techniques

Percentage analysis

7. MAJOR FINDINGS

1. Schools within walking distance from child’s residence is not relevant because Kerala is saturated with schools.
2. Total environment in Kerala is 99%, balance 1% tribal and physical challenged.

3. About 57% of schools are operated by private sector. According to government figures:

912	-	State board	764	-	CBSE
108	-	ICSE	26	-	Kendriya Vidyalaya
14	-	Navodaya			

4. Comparing to other state, Kerala has the lowest inequality.
5. Kerala accepted early enough that mass literacy needs mass schooling.
6. Kerala marched a head of many other states in female literacy level, enrolment in schools, SC/ST in schools.
7. Kerala encouraged school education as an effective tool against caste, gender, class discrimination.
8. RTE Act Sec (12) provides 25% reservation for economically disadvantaged communities in addition to Class I in all private schools. In Kerala enrolment of students in government school fill by 25.6% where as it increase, it increased by 7% in private unaided schools.
9. 90% of government and aided schools follows two records:
 - a) Admission registration
 - b) Student evaluation profile
10. 90% of unaided private school which follows state and CBSE maintains more records like admission register, student evaluation profile, cumulative record, health card etc.
11. In Kerala 1974 belongs to government sector and 1988 are private aided sector.
12. More than 2000 PTA is acting efficiently in most schools.
13. Kerala is one of the state in India where more than 40% school receiving community contribution.
14. In Kerala, SCERT appointed by government prepares curriculum for class 1st to 10th standard.
15. CCE was introduced by SCERT in 2005-06.
16. In Kerala teacher – pupil ratio stood roughly to 1:26 during 2006-10.
17. Teacher costs account for 85% of total government spending on education in Kerala.
18. In Kerala 99.93% of government school are functioning in pucca building.
19. Local self government institutions and SSA programme have contributed much to overall development in government schools in the state.
20. In Kerala 98.49% of government schools has access to drinking water and 99.13% of government schools have urinal/latrine and also have free lunch to students.

Sl. No. 119

1. TITLE

Effect of video lesson on achievement in commerce at higher secondary level.

2. AUTHORS

Name of Student : Supraba. K

Name of Supervising Teacher : Rajagopalan. K

3. YEAR

2011

4. KEYWORDS

- Effect - Producing a result
- Video Lesson - Preparing lesson using picture and sound information.

5. VARIABLES

- Video Lesson - Independent Variable
- Achievement in Commerce - Dependent Variable

6. OBJECTIVES

1. To develop video lesson in commerce for higher secondary level.
2. Comparison of pre-test scores of experimental and control group for the total sample and for sub sample based on gender.
3. Comparison of post-test scores of experimental and control group for the total sample and for sub sample based on gender.
4. Comparison between pre-test and post-test scores of control group for the total sample and for sub sample based on gender.
5. Comparison between pre-test and post-test scores of experimental group for the total sample and for sub sample based on gender.
6. Comparison of mean gain scores of experimental and control group for the total sample and for sub sample based on gender.

7. METHODOLOGY

a) Method

Quasi-experimental method.

b) Sample

Collected data from 60 students of XII Std. of government higher secondary school, Thrissur District.

c) Tools used

- a) Video lesson plan developed by Investigator along with the supervising teacher.
- b) Lesson transcript based on constructivist method.
- c) A standardized achievement test.
- d) Raven's progressive matrices for equating the group.
- e) Socio economic status scale for equating the group.

d) Statistical Technique

- a) Mean
- b) Median
- c) Standard deviation
- d) Test of significance difference (t-test)

8. MAJOR FINDINGS

1. Result in comparison of pre-test scores between experimental and control group for total sample and for sub sample based on gender. The result shows that there is no significant difference in the achievement of commerce for both boys and girls in the control group and experimental group who were exposed to traditional method of teaching.
2. Result of comparison of mean post-test scores between experimental and control group for total sample and for sub sample based on gender. The obtained result indicated that the performance of experimental and control groups were dissimilar.
3. The video lessons teaching strategy to be more effective in commerce than on constructivist method in the subject like business studies.
4. Result of comparison of mean scores of pre-test and post-test scores of the control group for total sample and for sub sample base on gender. The obtained result shows that there is difference in the mean scores of pre-test and post-test score of the control group for total sample and sub sample based on gender.
5. Result of comparison of mean scores of pre-test and post-test of the experimental group for total sample and for sub sample based on gender. The result shows that there is significant improvement in experimental group, who were exposed to video lessons based teaching strategy.
6. Comparison of mean gain scores between experimental group and control group for total sample and for sub sample based on gender. This implies significant difference in gain score among experimental and control group.

Sl. No. 120

1. TITLE

Psychological problems of students in children's homes of Kerala.

2. AUTHORS

Name of Student : Surekha. S

Name of Supervising Teacher : Dr. Seema Menon. K.P

3. YEAR

2011

4. KEYWORDS

- Psychological problems
- Students
- Children's home

5. OBJECTIVES

1. To find out the major areas of psychological problems experienced by the students in children's home of Kerala.
2. To find out whether there exist any significant difference in the psycho-social problem experienced by the students in children's homes with respect to;
 - a) Gender
 - b) Locale
 - c) Type of Management
3. To find out the perception of the staff and administrators about the psychological problems experienced by the students in children's homes of Kerala.

6. VARIABLES

Psychological problems are the criterion variable in the study and Gender, Locale and Type of Management are treated as the classificatory variables.

7. METHODOLOGY

a) Method

Survey method is were to collect data for the study.

b) Sample

Random sampling technique is sued. The present study was conducted on a sample of six hundred students in children's homes of government, aided and unaided institutional sectors of Kerala.

c) Tools

- a) Psychological problem scale to measure the psychological problem of students in children's homes developed by the Investigator with the help of supervising teacher.
- b) Interview schedule to know the perception of the staff and administrators.

d) Statistical Technique

- a) Preliminary analysis
- b) Percentage analysis
- c) Two failed test of significance of difference between means of criterion variable.
- d) Analysis of variance.

8. MAJOR FINDINGS

1. There exists significance difference in the psychosocial problems are greater among boy students than girl students.
2. There exist significance difference in the psychosocial problems are higher among rural students than urban students.
3. There exists significance difference in the psychosocial problems of students in children's home of Kerala in different types of management.
4. Result of LSD show that the psychosocial problems are higher among students in unaided institution and aided and lowest for government institution.
5. The opinion of teachers and administrators, about the psychosocial problems experienced by the student is 21.

Sl. No. 121

1. TITLE

Influence of Environment awareness on attitude towards Disaster Management of higher secondary students of Palakkad District.

2. AUTHORS

Name of Student : Rajeswari. K.C
Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2011

4. KEYWORDS

- Environmental awareness

- Attitude towards disaster management
- Disaster
- Disaster management
- Higher secondary students
- Palakkad

5. VARIABLES

1. Environment awareness – independent variable.
2. Attitude towards management – dependent variable
3. Classification of variables are as follows
 - a) Gender
 - b) Type of management
 - c) Optional subject
 - d) Type of syllabus
 - e) Locale of residence

6. OBJECTIVES

1. To find out the level of environmental awareness among higher secondary students of Palakkad district. .
2. To find out the level of attitude towards disaster management among higher secondary students of Palakkad district.
3. To find out whether there exist any significant relationship between environment awareness and attitude towards disaster management of higher secondary students of Palakkad district.
4. To find out whether there exist any significant difference in environmental awareness among higher secondary students of Palakkad district for sub samples based on gender, type of management, optional subject, type of syllabus and locale of residence.
5. To find out whether there exist any significant difference in attitude towards disaster management among higher secondary students of Palakkad district for sub samples based on gender, type of management, optional subject, type of syllabus and locale of residence.
6. To find out whether there exist any significant influence of environment awareness on attitude towards disaster management of higher secondary students of Palakkad district.

7. METHODOLOGY

a) Tools used

1. Environment awareness test (prepared and standardized by Investigator)
2. Scale of attitude towards disaster management (prepared and standardised by Investigator).

b) Samples

Random sampling. : The study was carried out on a sample of 600 higher secondary students of Palakkad district.

c) Statistical Technique

- a) Percentage analysis
- b) Two tailed test of significance of difference between mean scores for large independent samples.
- c) One-way analysis of variance.

8. MAJOR FINDINGS

1. The level of environment awareness among higher secondary students of Palakkad district is found to be varying. Most of higher secondary students of Palakkad district have high level of environmental awareness of 41%, average of 31.66% and 26.60%.
2. The level of attitude towards disaster management among the higher secondary students of Palakkad district is found to be varying. Most of the higher secondary students of Palakkad district have high level of attitude towards disaster management 41.30%, average level of 31.80% and 26.80%.
3. When the correlation analysis was conducted to find out the extent of relationship between environmental awareness and attitude towards disaster management among higher secondary students of Palakkad district, it was found that there is a significant relationship between both.
4. When the sub samples based on Gender, Type of Management, Optional Subjects, Type of Syllabus, Locale of residence were compared to find out mean difference existing if any, it was found that;

I. In case of variable environmental awareness

- a) There exists significant mean difference between male and female higher secondary students with respect to environmental awareness.
- b) Significant mean difference exists between higher secondary students belonging to government, aided and unaided in environmental awareness.
- c) Significant mean difference exists between higher secondary students belonging to science and non science group in environmental awareness.

- d) Significant mean difference exists between higher secondary students belonging to state and CBSE in environmental awareness.
- e) Significant mean difference exists between higher secondary students belonging to locale of residence rural and urban in environmental awareness.

II. In case of variable attitude towards Disaster Management

- a) There exists significant mean difference between male and female higher secondary students with respect to attitude towards disaster management.
 - b) Significant mean difference exists between higher secondary students belonging to government, aided and unaided in attitude towards disaster management.
 - c) Significant mean difference exists between higher secondary students belonging to science and non science group in attitude towards disaster management.
 - d) Significant mean difference exists between higher secondary students of state and CBSE in attitude towards disaster management.
 - e) There is no significant mean difference exists between higher secondary students belonging to locale of residence, rural and urban in attitude towards disaster management.
5. When the one way analysis of variance was conducted to find out the influence of environmental awareness and attitude towards disaster management. It was found that it has significant influence on attitude towards disaster management of higher secondary students of Palakkad district.

Sl. No. 122

1. TITLE

Effectiveness of problem based learning SSMP on achievement in English language components among students of upper primary schools of Kerala.

2. AUTHORS

Name of Student : Sajitha. E

Name of Supervising Teacher : K. Mridula

3. YEAR

2011

4. KEYWORDS

- Effectiveness
- Problem based learning SSMP

5. OBJECTIVES

- 1. To find the levels of achievement in English language among upper primary students of Kerala.

2. To find the levels of achievement in English language components among upper primary students of Kerala.
3. To identify the area where improvement is needed for the achievement in English language.
4. To develop problem based learning SSMP for giving emphasise on language components.
5. To find the effectiveness of problem based learning SSMP on achievement in English language among upper primary students of Kerala.
6. To find the effectiveness of problem based learning – SSMP on achievement in English language components among upper primary students of Kerala.
7. To compare the adjustment mean scores of achievement in English language of experimental and control group when pre-achievement is taken as co-variable.

6. VARIABLE

Independent Variable : Problem based learning – SSMP

Dependent Variable : Achievement in English Language Components

7. METHODOLOGY

a) Method

Quasi experimental design used in this study.

b) Sampling Technique

Non-probability sampling technique is used.

c) Tools

Lesson models based on problem based learning – SSMP & Achievement test are used.

8. STATISTICAL TECHNIQUE

Descriptive statistics technique are used, test of significance of difference between mean & analysis of co-variance.

9. MAJOR FINDINGS

1. There is a significant difference in the level of achievement in English language among upper primary students in Kerala.
2. There is a significant difference in the level of achievement in terms of language components among upper primary students of Kerala.
3. There exist a significant effect of problem based learning – SSMP on achievement in English language among upper primary students of Kerala.
4. There exist a significant of problem based learning – SSMP on achievement in English language components among upper primary students of Kerala.

Sl. No. 123

1. TITLE

Awareness in laws related to women and gender sensitivity among students of arts and science colleges.

2. AUTHORS

Name of Student : Jayaprakas. T.K

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2011

4. KEYWORDS

- Gender sensitivity
- Laws related to women

5. OBJECTIVES

1. To find whether there exist a significant difference in gender sensitivity among the students of arts and science colleges for the sub sample classified on the basis of gender, locale and subject.
2. To find whether there exist a significant difference in awareness in laws related to women among the students of arts and science colleges for the sub sample classified on the basis of gender, locale and subject.
3. To find out the extent of relationship between awareness in laws related to women and gender sensitivity among total sample and the students of arts and science colleges classified on the basis of gender, locale and subject.
4. To find out whether exists significant difference in the relationship between awareness in laws related to women and gender sensitivity among the students of arts and science colleges on the basis of gender, locale and subject.

6. VARIABLES

a) Independent Variable

Awareness in laws related to women.

b) Dependent Variable

Gender sensitivity

c) Classificatory Variable

a) Gender b) Locale c) Subjects

7. MAJOR FINDINGS

a. Method

Normative survey method.

b. Sample

Stratified random sampling technique. The sample selected for the study consist of 500 students from Malappuram district studying in arts and science colleges.

c. Tools

- Questionnaire for measuring the gender sensitivity (Jayaprakas. T.K and Dr. Rajagopalan. K, 2011)
- Questionnaire for measuring the awareness in laws related to women (Jayaprakas. T.K and Dr. Rajagopalan. K, 2011)

d. Statistical Technique

- Test of significance of difference in mean for large independent sample.
- Karl Pearson's product-moment coefficient of correlation.
- Test of significance of r
- Test of significance in difference in r of large independent sample
- One way analysis of variance

8. MAJOR FINDINGS

1. The mean score of dependent variable gender sensitivity of sub samples based on gender, locale and subject of the study were compared and it is found that
 - a) The mean score of gender sensitivity of female of greater than that of male female students of arts and science college had shown greater gender sensitivity than male students.
 - b) Urban students of arts and science colleges had shown high gender sensitivity than the rural students of arts and science colleges.
 - c) Arts and science students of arts and science colleges had not shown difference in gender sensitivity.
 - d) Science and language students of arts and science colleges had shown no difference in gender sensitivity.
 - e) Arts students and language students had shown difference in gender sensitivity.
2. The mean value of independent variable awareness in laws related to women of sub samples based on gender locale and subject of the study were compared and it is found that
 - a) Female students of arts and science colleges had shown high awareness in laws related to women than male students.

- b) Urban students of arts and science colleges shows awareness in laws related to women than the rural students.
 - c) Arts and science students do not show difference in awareness in laws related to women.
 - d) Science and language students of arts and science colleges show difference in awareness in laws related to women.
 - e) Arts students and language students show difference in awareness in laws related to women.
3. The correlation between gender sensitivity and awareness in laws related to women of the sub samples based on gender, locale, subject of the study were calculated and it is found that
- a) There is no significant relationship between gender sensitivity and awareness in laws related to women among male.
 - b) There is no significant relationship between gender sensitivity and awareness in laws related to women among female.
 - c) There is significant relationship between gender sensitivity and awareness in laws related to women among rural and urban students.
 - d) There is significant relationship between gender sensitivity and awareness in laws related to women among arts students science students and language students.
4. The male students and female students, do not differ significantly in their relationship between gender sensitivity and awareness in laws related to women.
- a) The rural students and urban students do not differ significantly in their relationship between gender sensitivity and awareness in laws related to women. The arts students and science students, do not differ significantly in their relationship between gender sensitivity and awareness in laws related to women.
 - b) The arts students and language students do not differ significantly in their relationship between gender sensitivity and awareness in laws related to women.
 - c) The science students and language students do not differ significantly in their relationship between gender sensitivity and awareness in laws related to women.

Sl. No. 124

1. TITLE

Attitude of primary school teachers towards cluster meeting in relation to their teaching competence.

2. AUTHORS

Name of Student : Sangeetha. M

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2011

4. KEYWORDS

- Attitude
- Primary school teachers
- Cluster meeting
- Teaching competence

5. OBJECTIVES

1. To find out the extent of attitude of primary school teachers towards cluster meeting.
2. To find out the level of teaching competence of primary school teachers.
3. To find out whether there is any significant difference in the mean score of attitude of primary school teachers towards cluster meeting for the samples based on gender, type of management and teaching experience.
4. To find out where there is any significant difference in the mean score of teaching competence of primary school teachers of the sub sample based on gender, type of management, and teaching experience.
5. To find out whether there is any significant relationship between attitude towards cluster meeting and teaching competence of primary school teachers.
6. To find out whether there is any significant relationship between attitude towards cluster meeting and teaching competence of primary school teachers for the sub samples based on gender, type of management and teaching experience.
7. To find out whether there is any significant difference in relationship between attitude towards cluster meeting and teaching competence of primary school teachers for the sub samples based on gender, type of management and teaching experience.
8. To analyse the suggestions of teachers for the ways to improve in the conduct of cluster meetings.

6. VARIABLES

- Gender
- Type of management
- Teaching experience

7. METHODOLOGY

a. Sample : Random Sampling

400 primary school teachers of Palakkad district were taken as sample of the study.

b. Tools

1. A scale of attitude towards cluster meeting.
2. Teaching competence rating scale.
3. Opionnaire of teacher to improve cluster meeting.

c. Statistical Techniques

1. Mean
2. Median
3. Mode
4. Standard Deviation
5. Skewness
6. Kurtosis
7. Test of significance between means
8. Karl Pearson product moment of correlation
9. ANOVA
10. Percentage Analysis

8. MAJOR FINDINGS

1. The level of attitude towards cluster meeting at primary level is found to be average.
2. The level of teaching competence among teachers at primary level is found to be above average.
3. When the sub samples based on gender, type of management and teaching experience were compared to find out mean difference existing if any, it was found that.
 - a. In case of variable attitude towards cluster meeting, there is no significant mean difference between sub samples based on gender, type of management and teaching experience

- b. In the case of variable teaching competence there is no significant difference between male and female teachers, but in case of type of management there is significant difference.
 - c. There is no significant difference in teaching competence with respect to teaching experience.
4. The co-efficient of correlation shows, for total sample and sub sample female primary school teachers, aided and unaided schools, government schools have a negotiable relationship. For male teachers it shows slight relationship.
 5. The significance of difference between the correlation of attitude towards cluster meeting and teaching competence, shows no significant difference exist in between male and female primary school teachers in aided and unaided school, government schools. But in teaching experience the primary school teachers of aided, unaided and government school shows a significant difference in correlation between attitude towards cluster meeting and teaching competence.
 6. 89.5% of teachers show agreement with the statement ‘special allowance should be given for participation in cluster meetings’. 87% of teachers show agreement with the statement ‘resource person should be efficient and active’. To the statement ‘through cluster meeting teachers can understand their limitations and get knowledge to overcome that’. 58.5% of teachers shows agreement with the statement ‘cluster meetings should be conducted during vacation on Saturdays’. Approximately 57.75% of teachers were agreed to the statement ‘particular parameters are followed in selecting the resource person’. Least percentage of 38.5% was shown on the statement ‘due to cluster meetings students loose their hours and ‘The influence of teacher union can be seen in cluster meetings.

Sl. No. 125

1. TITLE

Teaching Aptitude as a Correlate of Job Commitment among Higher Secondary School Teachers.

2. AUTHORS

Name of Student : Rejitha Remanan
 Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2011

4. KEYWORDS

- Teaching Aptitude
- Job commitment higher secondary school teachers.

5. OBJECTIVES

1. To find out the level of teaching aptitude of teachers at higher secondary level.
2. To find out the level of job commitment of teachers at higher secondary level.
3. To find out whether there exist a significant relationship between teaching aptitude and job commitment of teachers at higher secondary level.
4. To find out whether there exist any significant difference in teaching aptitude of teachers at higher secondary level for the sub samples based on
 - a) Gender
 - b) Teaching Experience
 - c) Type of Management

6. VARIABLES

Independent Variable – Teaching Aptitude

Dependent Variable – Job Commitment

Classificatory Variable – Gender, Teaching Experience and Type of Management

7. METHODOLOGY

- a) *Method* : Survey method is used.
- b) *Sample for the study* : This consist of 370 higher secondary school.
- c) *Tools* : Teaching Aptitude Test Battery (TATB)
Scale of Job Commitment
- d) *Statistical Techniques*
 1. Test of significance of difference between mean
 2. Karl-Pearson's product moment coefficient of correlation
 3. ANOVA

8. MAJOR FINDINGS

1. The percentage of arithmetic mean obtained, for teaching aptitude the most of the higher secondary school teachers have average level of teaching aptitude.
2. The percentage of arithmetic mean obtained for job commitment, the higher secondary school teachers have high level of job commitment.
3. For the extent of relationship between teaching aptitude and job commitment for higher secondary school teachers, the value of r, showing high correlation between the two variables.

4. When the difference between mean scores of teaching aptitude were tested for significance on the basis of gender, type of management and teaching experience the following findings were observed.

- For male and female

5. When the difference between mean scores of job commitment were tested for significance on the basis of gender, type of management and teaching experience.

Sl. No. 126

1. TITLE

Effectiveness of issue based critical pedagogy in developing creative thinking of secondary school students.

2. AUTHORS

Name of Student : Dhanya. D

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2011

4. KEYWORDS

- Effectiveness
- Issue based learning
- Critical pedagogy
- Creative thinking
- Secondary school students

5. VARIABLES

Independent Variable

- Issue based critical pedagogy
- Constructivist teaching strategy

Dependent Variable

- Creative thinking

6. OBJECTIVES

1. To find out whether there is any significant difference in the mean pre-test scores of creative thinking between experimental and control group for the total sample.

2. To find out whether there is any significant difference in the mean pre-test and post-test scores of creative thinking of control group for the total sample.
3. To find out whether there is any significant difference in the mean pre-test and post-test scores of creative thinking of control group for the sub sample of girls.
4. To find out whether there is any significant difference in the mean pre-test and post-test scores of creative thinking of control group for the sub sample of boys.
5. To find out whether there is any significant difference in the mean pre-test and post-test scores of creative thinking of experimental group for the total sample.
6. To find out whether there is any significant difference in the mean pre-test and post-test scores of creative thinking of experimental group for the sub sample of girls.
7. To find out whether there is any significant difference in the mean pre-test and post-test scores of creative thinking of experimental group for the sub samples of boys.
8. To find whether there is any significant difference in the mean post-test scores of creative thinking between experimental and control groups for the total samples.
9. To find whether there is any significant difference in the mean post-test scores of creative thinking between experimental and control groups for the sub sample of girls.
10. To find whether there is any significant difference in the mean post test scores of creative thinking between experimental and control group for the sub sample of boys.

7. METHODOLOGY

a) Design :

The design of the study was pre-test, post-test and non-equivalent group design.

b) Sample :

The study was conducted on a sample of 80 pupils of 9th standard students.

c) Tools :

1. Test of creative thinking (prepared and standardised by the Investigator)
2. Lesson transcript based on constructivist strategy.
3. Lesson transcript based on issue based critical pedagogy.

d) Statistical Techniques

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

8. MAJOR FINDINGS

1. The result of the comparison of mean pre-test and post-test scores of creative thinking of control group for the total sample indicated that performance of the control group before and after the treatment are dissimilar.
2. The mean score of the pre-test and post-test of control group for the sub sample of girls were different.
3. The mean score of the pre-test and post-test of control group for the sub sample of boys were different.
4. The mean performance of the pre-test and post-test scores of experimental group for the total sample were different.
5. The mean performance of the pre-test and post-test scores of experimental group for the sub sample of girls were different.
6. The mean performance of the pre-test and post-test scores of experimental group for the sub sample of boys were different.
7. The result obtained from the comparison of post-test scores of control group and experimental group indicated that the performance of experimental and control group were dissimilar.
8. The critical issue based pedagogy approach proved to be more effective in developing creative thinking than the constructivist approach.
9. The comparison of post-test scores of control group and experimental group for the sub sample of girls found dissimilar. It means that critical issue based pedagogy approach proved to be effective in developing creative thinking than the constructivist approach.
10. The comparison of post-test scores of control group and experimental group for the sub sample of boys were found dissimilar. It means that critical pedagogy approach proved to be more effective than the constructivist approach.

Sl. No. 127

1. TITLE

A study on self concept of Tribal and Non-tribal Secondary School Students in Palakkad District.

2. AUTHORS

Name of Student : Meera. T

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2011

4. KEYWORDS

- Self concept
- Tribal students
- Non-tribal students
- Secondary school student

5. OBJECTIVES

1. To compare the self concept of tribal students with respect to gender.
2. To compare the self concept of non tribal students with respect to gender.
3. To compare the difference in self concept of tribal and non tribal students for the total sample and relevant sub samples based on gender.

6 VARIABLES

Criterion Variable

- Self Concept

Classificatory Variable

- Gender

7. METHODOLOGY

a) Method

Normative survey method is used to collect data.

b) Sample :

The sample consist of 300 tribal students and 300 non tribal students. Stratified random sampling technique is used to collect data.

c) Tool :

Self concept scale is used for the measure mat of self concept of tribal and non tribal students.

d) Statistical Techniques

Test of significance of difference in mean scores for large independent sample.

8. MAJOR FINDINGS

1. Test of significance of difference in ; there exists significant difference in the mean scores of the variable self concept among tribal boys and girls.

2. There exist significant difference in the mean scores of the variable self concept among non tribal boys and non tribal girls, tribal and non tribal students, tribal girls and non tribal girls, tribal boys and non tribal boys and total boys and total girls.

Sl. No. 128

1. TITLE

Effect of organisational climate perception of B.Ed. Students on their attitude towards internal assessment.

2. AUTHORS

Name of Student : Sheena. C

Name of Supervising Teacher : Dr. Devika. R

3. YEAR

2011

4. KEYWORDS

- Organisational climate perception
- B.Ed. students attitude
- Internal assessment

5. OBJECTIVES

1. To test whether there exist any significant group difference (high average, low) in the attitude towards internal assessment of B.Ed. students for the total sample and sub samples.
2. To estimate the relationship between organisational climate perception and attitude towards internal assessment for the total sample and relevant sub samples.

6 VARIABLES

Independent Variable

- Organisational climate perception is the independent variable.

Dependent Variable

- Attitude towards internal assessment.

Classificatory Variable

- Gender
- Type of management
- Optional subjects

7. METHODOLOGY

a) Method of Research

Survey method

b) Sample :

- Stratified random sampling technique.
- The total sample consist of 600 student teachers.

c) Tools Used :

- Scale for measuring student teachers
- Attitude towards organisational climate
- Perception prepared and standardized by Kumar. A.G
- Scale for measuring student teachers
- Attitude towards internal assessment prepared by the Investigator with the help of the guide.

d) Statistical Techniques

- Measures of Central Tendency
Mean, Median, Mode
- Measures of Dispersion
Standard Deviation
- Measures of divergence from Normality
Skewness, Kurtosis
- Test of significance between two means
Karl Pearson's product moment coefficient of correlation
- Test of significance of difference between two correlations
Analysis of variance

8. MAJOR FINDINGS

1. Analysis of variance followed by the test of significance in difference between mean scores of internal assessment of high average and low group of B.Ed. students with the different levels of organisational climate perception reveals that organisational climate perception has a crucial role in deciding the attitude of B.Ed. students towards internal assessment.

2. The correlation between the two variable organisational climate perception and attitude towards internal assessment shows that there is no significant relationship between the two variables.
3. The correlation between the two variable organisational climate perception and attitude towards internal assessment shows that there is no significant relationship between the sub samples based on gender, type of management and optional subjects.

Sl. No. 129

1. TITLE

Social competence in relation to Life Skills among Secondary School Students

2. AUTHORS

Name of Student : Banu Deepa. C

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2011

4. KEYWORDS

- Social Competence
- Life Skills

5. OBJECTIVES

1. To find whether there exist a significant difference in social competence among the secondary school students for the sub sample classified on the basis of gender, locale and type of management.
2. To find whether there exist a significant difference in skills of secondary school students for the sub samples classified on the basis of gender, locale and type of management.
3. To find out the extent of relationship between social competence and life skills among the secondary school classified on the basis of gender, locale and type of management.

6 VARIABLES

Dependent Variable

- Life Skills

Independent Variable

- Social Competence

Classificatory Variable

- Gender
- Locale
- Type of management

7. METHODOLOGY

a) Method

Normative method is used.

b) Sample :

The study was conducted on 600 students from Palakkad District.

c) Tools:

- Scale of social competence to measure the social competence.
- A questionnaire for life skill to measure the life skills.

d) Statistical Techniques

- Mean scores of large independent sample.

8. MAJOR FINDINGS

1. In the case of social competence, there is a significant difference between male and female not significant at rural and urban and significant at government, aided students.
2. In the case of life skills, the significant difference exist in between male and female, rural and urban and not significant at government and aided students.
3. In the case of life skills, the significant difference exist in between male and female, rural and urban and not significant at aided students and aided schools.
4. The extend of relationship between social competence and life skills, in these result, there is significant positive relationship between social competence and life skills among the rural, urban, government unaided and total sample. There does not exist significant positive relationship between the two variables among male and female.
5. There is no significant difference in relationship between social competence and life skills.

Sl. No. 130

1. TITLE

Student perception of learning difficulties in English as a correlate of achievement in English among secondary schools.

2. AUTHORS

Name of Student : Reshma. E

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2011

4. KEYWORDS

- Student perception
- Learning difficulty
- Achievement in English
- Secondary school

5. OBJECTIVES

1. To find out the student perception of learning difficulty in English for the total sample and relevant sub samples classified in the basis of gender, locale and type of management.
2. To find out the achievement in English for the total sample and relevant sub samples classified as the basis of gender, locale and type of management.
3. To find out whether there exist significant difference in mean scores of student perception of learning difficulties in English with respect to their gender, locale and type of management.
4. To find out whether there exist significant difference in mean scores of achievement in English for the sub samples classified as the basis of gender, locale and type of management.
5. To find out the relationship between student perception learning difficulties in English and Achievement in English.
6. To find out whether the relationship between student perception of learning difficulty in English and achievement in English significant to the total sample and relevant sub samples.
7. To find out whether the difference in relationship between student perception of learning difficulty in English and achievement in English is significant to the relevant sub samples.

6 VARIABLES

Classificatory Variables

- Gender
- Type of management
- Locale

7. METHODOLOGY

a) Method

Normative survey method is used in this study.

b) Sample :

The sample consist of 600 IX std. students.

c) Tools:

- Questionnaire
- Achievement test

d) Statistical Techniques

- The major statistical techniques are the following

Mean, median, mode, standard deviation, skewness, kurtosis, percentage analysis, test of significance, Pearson's product moment co-efficient of correlation.

8. MAJOR FINDINGS

When compared to Gender, Locale, Type of Management of the sample, girls have high level of learning difficulties in English when compared to boys, rural students have high perception of learning difficulties in English when compared to the urban students and government school students have high perception of learning difficulties in English when compared to the aided school students.

There is no significant relation between boys and girls in their achievement in English, also there is no significant relation between rural and urban in achievement in English. But there is significant relation between government and aided students in their achievement in English.

There is a significant relation between achievement perception in learning English. There is a significant correlation between achievement and perception in learning difficulties in English.

Test of significant relationship between student perception of learning difficulties in English with respect to their gender, locale and type of management of the student shows he following findings;

1. The correlation relation between boys and girls is positive.

2. There is significant relation between boys and girls in their perception in learning difficulties in English. The correlation coefficient values in negative i.e., the relation between rural and urban students in negative.

The correlation coefficient value is –ve. i.e. the relation between government school and aided school students is –ve.

There is significant relation between government and aided students in their perception in learning difficulties in English.

Test of significant difference in relationship between achievement in English with respect to gender, locale, type of management of the student indicates this following findings.

There is significant correlation between boys and girls in their achievement in English. The correlation coefficient is negative which means the relation between boys and girls is positive. More over the CR value is less than the table value.

The correlation coefficient value is positive, the relation between rural and urban students is positive. There is no significant relation between rural and urban in their achievement in English.

The correlation coefficient value is positive, which means the relation between government school and aided school students is positive. More over the CR value is greater than the table value. There is significant relation between government and aided student in their achievement in English.

Sl. No. 131

1. TITLE

A study on the educational programmes implemented in the special schools for hearing impaired in Kerala.

2. AUTHORS

Name of Student : Ajith Syam Prasad

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2011

4. KEYWORDS

- Educational Programmes
- Special schools for hearing impaired

5. OBJECTIVES

1. To study the scholastic programmes implemented in the special schools for hearing impaired in Kerala.

2. To study the co scholastic programmes implemented in the special schools for hearing impaired in Kerala.
3. To identify the social intervention programmes implemented in the special schools for hearing impaired in Kerala.
4. To study the environmental intervention programmes implemented in the special schools for hearing impaired in Kerala.
5. To find out the difference in the perception of teachers of special schools for the hearing impaired in the south, central and north Kerala about the educational programmes implemented.

7. METHODOLOGY

a) Method of Research

b) Sample :

Stratified random sampling. The population of the present study consisted of 200 teachers. Among them 68 teachers were from south Kerala i.e. from Thiruvananthapuram, Kollam, Pathanamthitta districts, 66 teachers from the central Kerala i.e. from Thrissur, Palakkad Districts and 66 from the North Kerala i.e. from Kozhikode, Kannur and Kasargod districts.

c) Tools Used :

Questionnaire for gathering data from the teachers of special school for hearing impaired about the implemented educational programmes.

d) Statistical Techniques

- Percentage Analysis
- Chi-Square Test

8. MAJOR FINDINGS

1. The educational programmes implemented in the special schools for hearing impaired in Kerala are generally effective for the around development of students.
2. The teachers of special school throughout the state keeps identical and satisfactory opinion about the staff training programmes implemented. Still there is shortage of programmes in the area of educational psychology.
3. The present status of utilisation of the programmes from victors channel in school is not adequate.
4. Through the communication training in the area demanding prime priority in the educational programmes, nearly forty percentage of the schools studied do not have a functional language laboratory.
5. Teachers of the special school have identified many students in the school who exhibit talent in dance and drawing. There is no sanctioned vacancy of drawing teachers in the special schools. At the same time only a small percentage of the schools have made alternate arrangement to provide training in drawing with the

- help of specialised teachers. Projects, seminars and assignment undertaken and organised by students and continuously evaluated by teachers offer limited effectiveness in inculcating research attitude among students.
6. Regarding the guidance and counseling programmes implemented, 45% of total teachers respond that they do not utilize the service of a behaviour specialist and 38 percentage of teachers reveal that their school does not have a guidance and counseling unit to handle the students who demand special care and expert advice.
 7. The vocational education imparted at the school offer limited ability to help the students to identify future career vocational education fails to accomplish its broader objectives of fostering values such as dignity of labour and self competence.
 8. The educational programmes arranged in the special schools are effective in ensuring parental involvement in all the necessary spheres of school functioning.
 9. The measures adopted to develop discipline among the students are very much effective through out the state especially in north Kerala. Still there exist certain unaddressed issues regarding the maintenance of democratic structure of discipline in the schools.
 10. With reference to the health check up programmes, the facilities made available in the special schools for hearing impaired are satisfactory in general there exists some deficiency in the follow up activities.
 11. Limited opportunity is available to the hearing impaired students for mingling with their hearing counterparts in academic and other activities.
 12. The group activities organised in the special schools are not adequate in fostering social skills such as mutual dependence, sharing, co-operation, appreciation etc.
 13. The number of special schools for hearing impaired are limited in a district. The teacher resource exchange programmes are insufficient through out the state especially in the schools of central Kerala.
 14. The special schools for hearing impaired receive a lot of support from the immediate and adjacent community in which they function. The programmes are helpful to a certain extent in breeding mutuality and community orientation among the students.
 15. Environmental awareness programmes are organised in the special schools. Still there exist issues that demand immediate attention such as optimising the use of plastic, promoting the use of indigenous seeds, biological farming methods, biological fertilizers, biological pest control measures and thus assuring a food security to all.
 16. The perception of the teachers about the educational programmes implemented in the special schools for hearing impaired in Kerala is independent of the geographical region of the state to which the school belongs.

2012

Sl. No. 132

1. TITLE

Emotional sensitivity as a correlate of social cohesiveness among high school students of coastal area.

2. AUTHORS

Name of Student : Amrutha. A.S

Name of Supervising Teacher : Sankaranarayanan Paleeri

3. YEAR

2012

4. KEYWORDS

- Emotional sensitivity
- Correlate
- Social cohesiveness
- Costal area.

5. OBJECTIVES

1. To find whether there exist any significant difference between the mean score of emotional sensitivity of high school students of coastal area based on
 - a) Gender
 - b) Type of management of school
 - c) Parental job
2. To find whether there exist any significant difference in the mean score of social cohesiveness of high school students of coastal area based on
 - a) Gender
 - b) Type of management of school
 - c) Parental job
3. To find out the extend of relationship between emotional sensitivity and social cohesiveness among high school students of coastal area for the total sample and relevant sub sample based on
 - a) Gender
 - b) Type of management of school
 - c) Parental job
4. There exist significant relationship between emotional sensitivity and social cohesiveness among high school students of coastal area
 - a) Gender
 - b) Type of management of school
 - c) Parental job

5. METHODOLOGY

For the present study variables are considered as follows

- Independent variable
Emotional sensitivity is the independent variable.
- Dependent variable
Social cohesiveness is the dependent variable.
- Classificatory variables considered for selecting sub groups are
 - a) Gender – male and female
 - b) Type of management institution – government schools and government aided schools running with Kerala state syllabus.
 - c) Parental job: Parental job is the job doing by the responding student's parent. It is considered two types of jobs for the present study one is the traditional jobs related with fisheries like fishery, seashore fishing and other fishing related work. All jobs other than fisheries related considered as other job.

6. METHODOLOGY

a) *Method of Research*

Normative survey method was used for collecting the data for the study.

b) *Sample :*

Students selected from government and aided schools running with Kerala state syllabus across the coastal area of two districts of Kerala state are considered as sample of the study. Stratified random sampling is used as the technique for sample selection.

c) *Tools Used :*

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

- a) Situational test used to measure the emotional sensitivity.
- b) Social cohesiveness Inventory to measure the variable social cohesiveness.

Both the tools were developed and standardised by the Investigator with the help of her supervising teacher.

d) *Statistical Techniques*

Other than the preliminary statistics, the major statistical techniques used in the study are the following.

- Pearson's product moment co-efficient of correlation.
- Test of significance of 'r' using 't' test.
- Test of significance of difference between two 'r' s.

8. MAJOR FINDINGS

1. The first part of the first objective is to find whether there exists any significant difference between the mean score of emotional sensitivity of high school students of coastal area based on gender. The results reveals that
 - The arithmetic mean obtained by boy students is 149.720 and that of girls students is 148.400. The difference between the mean scores is very slight. Hence it may be stated that the boys and girls do not differ significantly in the emotional sensitivity. The obtained value of critical ratio for the boys and girls students is 1.006. It is less than the table value (1.96) even at 0.05 level of significance. Hence it is found that there is no significant difference in the emotional sensitivity between girls and boys of costal area high school students.
 - The second part of the first objective was to find whether there exists any significant difference between the mean score of emotional sensitivity of high school students of coastal area based on types of management of school and the result revealed as follows.
 - a) The arithmetic mean obtained by government school students is 149.330 and that of aided school students is 148.930. The difference between the means cores very slight. The obtained value of critical ratio for the government and aided school students is 0.306. It is less than the table value (1.98) even at 0.05 level of significance. Hence it is found that the students of government schools and aided schools do not differ significantly in their emotional sensitivity.
 - b) The last segment of the first objective that whether there exists any significant difference between the mean scores of emotional sensitivity of high school students of coastal area based on parental job is statistically analysed and reached on the findings.
2. The first part of the second objective is that to find whether there exists any significant difference in the mean score of social cohesiveness of high school students of coastal area based on sub sample gender. The result reveals that
 - a. The arithmetic mean obtained by boy student is 75.00 and that of girl students is 77.050.
 - b. The second part of the second objective is that to find whether there exists any significant difference in the mean score of social cohesiveness of high school students of coastal area based on sub sample types of management schools.
 - c. The third segment of the second objective states to test whether thee exist any significant difference in the mean score of social cohesiveness of high school students of coastal area based on sub sample classified by considering parental job.
3. When the objective to find relationship between emotional sensitivity and social cohesiveness among high school students of coastal area for the total sample is analysed statistically, the results reveal that

- a. The correlation coefficient r between emotional sensitivity and social cohesiveness was found 0.207 and the obtained t value 5.230 is greater than the table value 2.58 at 0.01 level of significance.
- b. The second part of the third objective is that to find out the extend of relationship between emotional sensitivity, and social cohesiveness among high school students of coastal area for the sub sample based on gender.
- c. The third part of the third objective is that to find out the extend of relationship between emotional sensitivity and social cohesiveness among high school students of coastal area for the sub sample based on types of management of schools.
- d. The fourth part of the third objective is that to find out the extend of relationship between emotional sensitivity and social cohesiveness among high school students of coastal area for the sub sample based on parental job.

Sl. No. 133

1. TITLE

Relationship between achievement motivation and achievement in trigonometry among higher secondary school students in Kerala.

2. AUTHORS

Name of Student : Anish. G.V

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2012

4. KEYWORDS

- Achievement motivation
- Relationship
- Achievement in Trigonometry
- Higher Secondary School

5. OBJECTIVES

1. To find out whether there exists significant difference in the mean score of achievement motivation among higher secondary school students when they are classified on the basis of gender, locale and type of management.
2. To find out whether there exist significant difference in the mean scores of achievement in trigonometry among higher secondary school students when they are classified on the basis of gender, locale and type of management.

3. To find out the extent of relationship between achievement motivation and achievement in trigonometry for the total sample & sub samples among higher secondary school schools based on gender, locale and type of management.
4. To test whether there exist any significant difference in the relationship between achievement motivation and achievement in trigonometry among higher secondary school students for the sub sample based on gender, locale and type of management.
5. To compare the mean scores of achievement in trigonometry between high, average and low achievement motivation group for total sample.

6. VARIABLES

Independent Variable :

- Achievement motivation

Dependent Variable :

- Achievement in trigonometry

Classificatory Variable :

- Gender, locale of residence and type of management of school.

7. METHODOLOGY

a) Method of Research

Normative survey method

b) Sample :

Sample of 615 higher secondary students of XI (plus 1) in Kerala. Stratified random sampling was used for the sampling.

c) Tools Used :

- Scale of achievement motivation (developed and standardised by Kamala. S. Pillai & C. Salim Kumar)
- Achievement Test in Trigonometry (developed and standardised by the Investigator with the help of supervising teacher)

d) Statistical Techniques

- Test for significance of difference between means for large independent sample.
- Karl Pearson's product moment coefficient of correlation following by test of significance of 'r'.
- Test of significance of difference between correlation or two r's.
- ANOVA

8. MAJOR FINDINGS

1. Mean score of achievement motivation of girls is higher than that of boys.
2. The mean score of achievement motivation is served higher secondary schools students is higher than that of higher school students.
3. The mean score if achievement motivation of government higher secondary school students is higher than that if higher secondary students school.
4. Achievement in Trigonometry of government and aided higher secondary school students was not significant.

Sl. No. 134

1. TITLE

Attitude towards education for sustainable development among prospective teachers.

2. AUTHORS

Name of Student : Bharathy. K.K

Name of Supervising Teacher : Dr. Seema Menon. K.P

3. YEAR

2012

4. KEYWORDS

- Attitude
- Education for sustainable development
- Prospective teachers

5. OBJECTIVES

1. To find the attitude towards education for sustainable development among the prospective teachers.
2. To study whether there exist any significant difference in the mean scores of attitude towards education for sustainable development among prospective teachers with respect to
 - a) Gender
 - b) Type of management of institution
 - c) Locality of residence
 - d) Subject of specialisation

6. VARIALBES

1. Attitude towards education for sustainable development – criterion variable

2. Classificatory variable
 - a) Gender
 - b) Type of management of institution
 - c) Locality of residence
 - d) Subject of specialisation

7. METHODOLOGY

a) *Sample : Random sampling*

The present study is conducted on prospective teachers at secondary level of various training colleges under University of Calicut.

b) *Tools:*

Scale of attitude towards education for sustainable development (prepared by Investigator and guide)

c) *Statistical Techniques*

- Percentage analysis
- Two tailed test of significance between mean.
- One-way ANOVA

8. MAJOR FINDINGS

1. Prospective teachers at secondary level have “favourable attitude towards education for sustainable development”.
2. There is no significant difference in the mean scores of attitude towards education for sustainable development of male and female prospective teachers.
3. There exist a significant difference in the attitude towards education for sustainable development of rural and urban prospective teachers.
4. There exists no significant difference in the mean scores of attitude towards education for sustainable development between arts and language and science and mathematics subjects.
5. When the technique of ANOVA was used, it was found there is a significant difference in the attitude towards education for sustainable development among prospective teachers belonging to different types of management viz. government.

Sl. No. 135

1. TITLE

Construction and validation of an instructional package on cyber laws and information security for higher secondary students.

2. AUTHORS

Name of Student : Bhavya. K

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2012

4. KEYWORDS

- Construction
- Validation
- Instructional package
- Cyber law
- Information security
- Higher secondary school

5. OBJECTIVES

1. To prepare an instructional package for cyber law and information security for higher secondary students.
2. To validate the instructional package for cyber laws and information security for higher secondary students.
3. To test the difference in mean pre test scores between experimental and control group.
4. To test the difference in mean post-test scores between experimental and control group.
5. To test the difference in mean gain scores of experimental and control group.
6. To determine the effectiveness of the instructional package for cyber laws and information security for higher secondary students.

6. VARIABES

Criterion Variable :

Awareness of cyber laws and information security.

Classificatory Variable :

Gender

7. METHODOLOGY

a) *Method*

Quasi experimental design was employed for the study with pre-test and post-test parallel group design and experimental design to test the effectiveness of instructional package.

b) *Sample*

This consist of 100 students of higher secondary school level.

c) *Tool*

- Awareness test of cyber laws and information security.
- The instructional package on cyber laws and information security for the students of higher secondary students.

d) *Statistical Technique*

Quasi experimental design was employed for this study with pre-test and post-test.

8. MAJOR FINDINGS

1. The awareness of the students who were taught through instructional package on cyber laws and information security was significantly higher than that of the students of the control group.
2. There is no significant difference in the means for experimental and control group.
3. There is a significant difference in the mean post-test scores of the experimental group students and the control group students.
4. There is a significant difference in the mean gain score of the experimental group students and the control group students.
5. The instructional package on cyber laws and information security is effective in making awareness about cyber laws and information security among higher secondary students.

Sl. No. 136

1. TITLE

A study of attitude towards English among tribal secondary school students relation to their home environment.

2. AUTHORS

Name of Student : Binu. C.P

Name of Supervising Teacher : Tara. S. Nair

3. YEAR

2012

4. KEYWORDS

- Attitude towards English
- Home environment
- School climate
- Tribal secondary school students

5. OBJECTIVES

1. To study the nature of attitude towards English among tribal secondary school students.
2. To test whether there exist significant difference in the mean scores of attitude towards English in the relevant sub samples classified on the basis of sex.
3. To test whether there exists significant relationship between attitude towards English and home environment in total sample and relevant sub sample classified on the basis of sex.
4. To test whether there exists significant difference in the relationship between attitudes towards English and home environment in the relevant sub sample classified on the basis of sex.
5. To test whether there exists significant relationship between attitudes towards English and school climate in the relevant sub sample classified on the basis of sex.
6. To test whether there exists significant difference in the relationship between attitude towards English and school climate in the relevant sub sample classified on the basis of sex.

6. VARIABES

Independent Variable : Home environment and school climate

Dependent Variable : Attitude towards English

7. METHODOLOGY

a) *Method of Research*

Survey method

b) *Sample*

Sample of 300 students of Tribal secondary school from Palakkad district.

c) *Tools Used*

- Adapted version of attitude (Suja Keerthy & Suresh)
- Home environment inventory (Investigator and Tara. S. Nair)

- Questionnaire of school climate (Investigator & Tara. S. Nair)

d) Statistical Technique

The major statistical methods that were used for the analysis and interpretation of the data are for the following.

1. Measures of central tendency

Mean	Median	Mode
------	--------	------
2. Measure of dispersion
 - Standard deviation
3. Measures of divergence from normality

Skewness	Kurtosis
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4. Test of significance of difference between means
5. Pearson's product moment co-efficient of correlation
 - Verbal interpretation of 'r'
 - Test of significance of 'r'
 - Test of significance of difference between two 'r's

8. MAJOR FINDINGS

1. Tribal students were showing favourable attitudes towards English.
2. Tribal boys and girls have no difference in their attitude towards English.
3. English and home environment in total sample and relevant sub sample classified on the basis of sex are not accepted. There exist a significant high relationship between attitude towards English and home environment of the tribal students in the whole.
4. High relationship between attitude towards English and home environment of the tribal students.
5. High relationship between attitude towards English and school climate of the tribal students.

Sl. No. 137

1. TITLE

Emotional intelligence as a correlate of attitude towards teaching among student teachers under the University of Calicut.

2. AUTHORS

Name of Student : Dhanya. A.K
 Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2012

4. KEYWORDS

- Emotional intelligence
- Correlate
- Attitude towards teaching

5. OBJECTIVES

1. To find out the level of emotional intelligence of student teachers for the total sample and relevant sub sample classified on basis of
 - a) Gender
 - b) Type of institution
 - c) Subject of specialisation
2. To test whether there exist any significant difference in the mean score of emotional intelligence of the sub samples classified on the basis of
 - a) Gender
 - b) Type of institution
 - c) Subject of specialisation
3. To find out the level of attitude towards teaching among student teachers for the total sample and relevant sub samples classified on the basis of
 - a) Gender
 - b) Type of institution
 - c) Subject of specialisation
4. To test whether there exist any significant difference in the mean score of attitude towards teaching among student teachers for the sub samples classified on the basis of
 - a) Gender
 - b) Type of institution
 - c) Subject of specialisation
5. To find out the extend of relationship between emotional intelligence and attitude towards teaching among student teachers for the total sample and relevant sub sample classified on the basis of
 - a) Gender
 - b) Type of institution
 - c) Subject of specialisation
6. To test the significant difference in the relationship of emotional intelligence with attitude towards teaching between the sub samples classified on the basis of
 - a) Gender
 - b) Type of institution
 - c) Subject of specialisation

6. VARIALBES

In the present study attitude towards teaching in the dependent variable and emotional intelligence in the independent variable and classificatory variables are gender, type of institution and subject of specialisation.

7. METHODOLOGY

a) Method of Research

Normative survey method was sued for collecting data for the study.

b) Sample

The study has been conducted on a stratified random sample of the size 550 B.Ed trainees. In selecting the sample due representation was given to all the above mentioned variables, and districts under the University of Calicut.

c) Tools Used

- Test of emotional intelligence (Joshith & Suresh, 2003)
- Scale of attitude towards teaching developed by researcher with the help of supervising teacher.

d) Statistical Technique

- Test of significance of difference between means
- One way ANOVA
- Karl Pearson's product moment coefficient of correlation
- Test of significance of 'r'.
- Test of significance between two 'r' s.

8. MAJOR FINDINGS

1. When the difference in the level of emotional intelligence of student teachers for total sample and relevant sub samples is tested, the results obtained revealed that there is a variation in the level of emotional intelligence among the student teachers.
2. When the significant difference in the mean score of emotional intelligence among student teachers for the sub samples is tested by using t-test and one-way ANOVA, the results are
 - a. On the basis of gender, the result obtained reveal that there is no significant difference in the mean scores of emotional intelligence of boys and girls.
 - b. On the basis of type of institution, it is evident that there exists a significant difference in the mean scores of emotional intelligence of the student teachers. Because of f value for df 2/549 is significant at 0.01 level. Thus the null hypothesis is not accepted. Thus it may conclude that there exists a significant difference in the mean scores of emotional intelligence among the student teachers belonging to different type of institutions.
 - c. On the basis of subject of specialisation, the results obtained reveal that the f value for df2/549 is 10.383 which is significant at 0.01 level. So mean scores of emotional intelligence between student teachers belonging to difference subject of specialisation difference significantly.
3. When the test of difference in the level of attitude towards teaching of students teachers for the total sample and relevant sub samples, the results obtained reveals that thee is a variation in the level of attitude towards teaching among the student teachers.

4. When the significant difference in the mean score of attitude towards teaching among student teachers for the sub samples is tested by using t-test and one-way ANOVA. The results are
 - a. There is no significant difference in the mean scores of attitude towards teaching of boys and girls.
 - b. There exists a significant difference in the mean scores of attitude towards teaching of the student teachers belonging to different type of institution.
5. When the significant relation between emotional intelligence and attitude towards teaching among student teachers for the whole sample and the relevant sub sample is tested by using Pearson's correlation method and the result is the correlation coefficient for emotional intelligence and attitude towards teaching is 0.50 which is significant at 0.01 level.
6. The correlation between emotional intelligence and attitude towards teaching obtained for male and female student teachers were compared by using test of significance of difference between 'r' s. The result obtained reveal that there is no significant difference between emotional intelligence and attitude towards teaching among student teachers with respect to gender.
 - a) The relationship between the emotional intelligence and attitude towards teaching among student teachers of aided and unaided training colleges do not differ significantly.
 - b) The relationship between emotional intelligence and attitude towards teaching among student teachers of science and social science do not differ significantly.

Sl. No. 138

1. TITLE

Effectiveness of instructional package in Biology on achievement of Biology among hearing impaired secondary school students of Thrissur and Kozhikode districts.

2. AUTHORS

Name of Student : Dhanya. P.Y

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

3. YEAR

2012

4. KEYWORDS

- **Effectiveness** : The term 'effectiveness' stands for the outcome of the study, when the influence of one factor or condition is dependent on the presence of or absence of another factor or condition.

Good defined the term effectiveness as the 'use of a plan for instruction or preservation which causes desired change in learner's behaviour (Good, 1952)

- **Instructional Package:** Instructional is a self contained, self sufficient and independent pack of activities with primary focus on a few well defined outcomes which can be effectively transacted in the classroom with the help of a teacher.
- **Biology:** Biology is the study of the properties and history of non living organisms and of their interactions with the non living world (Cheonerd & Penik, 1988)
- **Achievement in Biology:** If in the scores obtained in an achievement test of biology operationally, achievement in biology is the total score obtained by an individual which is measured by using a standardised achievement test, developed to measure the achievement in biology.
- **Hearing Impaired:** A person with any deficiency in auditory or acuity, varying from slight impairment of hearing to total lack of ability to hear.
- **Secondary School Students:** The term 'secondary school students' is used to denote pupils attending in any one of the educational standard VIII, IX, X in any one of the recognized schools of Kerala. For the present study IX alone was considered as representative of the three categories form the Thrissur and Kozhikode districts.

5. VARIALBES

Independent Variable: In the present study the effect of learning package in biology for hearing impaired secondary school students was measured by means of achievement test. So teaching through learning package is referred to as the independent variable

Dependent variable : The scores of achievement test in Biology is the dependent variable

6. OBJECTIVES

1. To compare the mean pre-test scores and mean post-test scores of achievement in biology for the total sample of hearing impaired students.
2. To compare the mean pre-test scores of achievement in biology for the sub samples classified on the basis of
 - (a) Gender (b) Locale
3. To compare the mean post test scores of achievement in biology for the sub samples classified on the basis of
 - (a) Gender (b) Locale
4. To compare the mean pre-test scores and mean post-test scores of achievement in biology for the sub sample of male hearing impaired students.
5. To compare the mean pre-test scores of and mean post test scores of achievement in biology for the sub sample of female hearing impaired students.
6. To compare the mean pre-test scores and mean post-test scores of achievement in biology for the sub sample of rural hearing impaired students.

7. To compare the mean pre-test scores of and mean post test scores of achievement in biology for the sample of urban hearing impaired students.
8. To find out whether there exist any significant relation between mean scores of the pre-test and the mean scores of the post-test of achievement in biology among hearing impaired secondary school students.
9. To determine the nature of the distribution of the post-test scores of achievement in biology for the total sample of hearing impaired students.

7. METHODOLOGY

a) Method of Research

The method adopted in the study is the one group pre-test, post-test design. The affects of the treatment are judged by the difference between pre-test and post-test scores. The test was conducted to 60 students from Thrissur and Kozhikode districts.

b) Design of the study

The design of the study is the one group pre-test and post-test design. The effects of the treatment are judged by the difference between pre-test and post-test scores. The test was conducted to 60 students from Thrissur and Kozhikode districts. Based on the results of the pre-test an instructional package was developed and the treatment of the package was administered is selected 60 students. The effect of the treatment was compared between pre-testing and post-testing.

c) Sample of the Study

The term sample refers to a small position of a population selected for observation and analysis. By observing the characteristics of the sample, we can make certain inference about the characteristics of the population from which it is drawn. The investigator selected 60 students from the Thrissur and Kozhikode districts.

d) Tools Used

- Instructional package in biology for hearing impaired secondary school students (Sajan & Dhanya, 2012).

d) Statistical Technique

- For comparing the re-test and post-test scores of achievement in biology for hearing impaired secondary school students paired sample t-test was used. Independent t-test was used for comparing the achievement level between male and female and urban and rural students. Person product movement correlation and Kurskal & Wallis one-way analysis of variance (Kurskal & Wallis, 1952) are also used in the study.

8. MAJOR FINDINGS

1. Analysis of difference between the mean of score of pre test and post test for total sample.

A paired sample t-test revealed a significant difference in the scores of the achievement test in biology before and after the treatment was higher than the mean score of achievement test before the treatment.

2. Analysis of the significant of difference in the mean pre-test scores of achievement in Biology between male and female students.

The results indicate that there was no significant difference in the test scores of achievement in biology between male and female students. That is, the average performance score of female students is not different from the average performance score of male students.

3. Analysis of the significance of difference between the mean post-test score of achievement in biology of male and female hearing impaired secondary school students.

The results indicate that there was no significant difference in the post-test scores of achievement in biology between male and female students. That is, the average performance score of female is not different from the average performance score of male.

4. Analysis of the significance of difference in the mean pre-test scores of achievement in biology between rural and urban hearing impaired secondary school students.

The results indicate that there was no significant difference the pre-test scores of achievement in biology between urban and rural sample of hearing impaired secondary school students. That is the average performance score of the urban sample of hearing impaired secondary schools students is not different from that of rural sample.

5. Analysis of the significance of difference in the mean post-test scores of achievement in biology between rural and urban hearing impaired secondary school students.

The results indicate that there was no significant difference the post test scores of achievement in biology between urban and rural sample of hearing impaired secondary school students. That is the average score of performance score of the urban sample is not different from that of rural sample.

6. Relationship between pre-test and post-test scores of achievement in biology for hearing impaired secondary school students.

As the obtained value of 'r' is significant at 0.05 level there exists a significant positive correlation between the pre-test and post-test scores of achievement in biology of hearing impaired secondary school students.

7. Analysis of difference between the mean score of pre-test and post-test for male sample of hearing impaired secondary schools students.

Data and results indicate that mean score of the achievement test in biology after the treatment (M=39.57) was higher than the mean score of the achievement test in biology before the treatment (M=12.68) and the difference between mean score of

pre-test and post-test is significant at 0.001 level for the male sample of hearing impaired secondary school students.

8. Analysis of difference between the mean score of pre-test and post-test for female sample of hearing impaired secondary school students.

Data & results indicate that mean score of the achievement test in biology after the treatment (M=39.50) was higher than the mean score of achievement test in biology before the treatment (M=13.13) and the difference between mean score of pre-test and post-test is significant at 0.001 level for the female sample of hearing impaired secondary schools students.

9. Analysis of difference between the mean score of pre-test and post-test for rural sample of hearing impaired secondary school students.

Data and result indicate that mean score of the achievement test in biology before the treatment (M=13.10) was higher than the mean score of the achievement test in biology before the treatment (M=13.10) and the difference between mean score of pre-test and the post test is significant at 0.001 level for the rural sample of hearing impaired secondary schools students.

10. Analysis of difference between the mean score of pre-test and post-test for urban sample of hearing impaired secondary school students

Data and results indicate that mean score of the achievement test in biology after the treatment (M=39.55) was higher than the mean score of the achievement test in biology before the treatment (M=12.72) and the difference between mean score of pre-test and post-test is significant at 0.001 level for the urban sample of hearing impaired secondary school students.

Sl. No. 139

1. TITLE

Social maturity as a correlate of leadership quality among higher secondary students in Thrissur District.

2. AUTHORS

Name of Student : Divya. M.S
Name of Supervising Teacher : Tara. S. Nair

3. YEAR

2012

4. KEYWORDS

- Social maturity
- Correlation
- Leadership quality

5. OBJECTIVES

1. To test whether any significant relationship exists between social maturity and leadership quality among higher secondary school students in Thrissur District.
2. To test whether any significant difference exists in social maturity of higher secondary school students in Thrissur district for the sub samples as
 - a) Gender
 - b) Type of school management
3. To test whether any significant difference exists in leadership quality of higher secondary school students in Thrissur district for sub samples.
 - a) Gender
 - b) Type of school management

6. METHODOLOGY

a) *Variables*

Leadership quality	:	Dependent variable
Social maturity	:	Independent variable

b) *Method*

Survey

c) *Sample*

Population of the study comprises of aided and government higher secondary schools in Thrissur district.

d) *Tools*

Social maturity scale (Nalini Roa, 1971)

Leadership quality scale – Prepared by Investigator and guide.

d) *Statistical Technique*

1. Mean, median, mode, standard deviation, Skewness, kurtosis
2. Correlation
3. T-test

7. MAJOR FINDINGS

1. There exists a significant relationship between social maturity and leadership quality of higher secondary students.
2. (a) The obtained result states that there is a significant difference in the mean scores of social maturity between boys and girls.

- (b) The obtained result states that there is a significant difference in the mean scores of social maturity between government higher secondary school students and aided higher secondary school students. Thus the government school higher secondary students were showing higher social maturity than aided school higher secondary school students.
3. (a) The obtained result indicates that there is a significant difference in mean scores of leadership quality of higher secondary school boys and girls.
- (b) The obtained result indicates that there is a significant difference in the mean scores of leadership quality of the higher secondary school students of government and aided schools. Thus the aided school higher secondary students shows higher leadership quality than government schools.

Sl. No. 140

1. TITLE

Altruism in relation to personality type of higher secondary school students of Kerala.

2. AUTHORS

Name of Student : Jaya. I

Name of Supervising Teacher : Dr. V.P. Joshith

3. YEAR

2012

4. KEYWORDS

- Altruism
- Personality types
- Higher secondary school students of Kerala

5. OBJECTIVES

The following are the objectives of the study.

1. To test whether significant difference in the mean scores of altruism exists between
 - a) Male and female higher secondary school students
 - b) Students of govt. aided and unaided scholar.
 - c) Students belonging to rural and urban areas.
2. To test whether significant difference in the mean scores of extrovert, introvert, personality types exist between
 - a) Male and female higher secondary school students
 - b) Students of govt. aided and unaided scholar.

- c) Students belonging to rural and urban areas.
3. To test whether significant difference in the mean scores of emotionally balanced neurotic personality type exists between
 - a) Male and female higher secondary school students
 - b) Students of govt. aided and unaided scholar.
 - c) Students belonging to rural and urban areas.
4. To find out the extent of relationship between altruism and extrovert – introvert personality type of higher secondary school students in the total sample and sub samples based on sex, type of management and locale.
5. To find out the extent of relationship between altruism and emotionally balanced of neurotic personality type of higher secondary school students I the total sample and sub samples based on sex, type of management and locale.
6. To find out whether the relationship between altruism and extrovert-introvert personality type is different for sub samples
 - a) Male and female higher secondary school students
 - b) Students of govt. aided and unaided scholar.
 - c) Students belonging to rural and urban areas.
7. To find out whether the relationship between altruism and emotionally balanced neurotic personality types is difficult for sub samples.
 - a) Male and female higher secondary school students
 - b) Students of govt. aided and unaided scholar.
 - c) Students belonging to rural and urban areas.

6. VARIABLES

- Independent variable
Altruism of higher secondary school students.
- Dependent variable
Personality types (extrovert-introvert, emotionally, balanced neurotic)

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

- 576 students.
- Stratified random technique.

c. Tools

1. Altruism inventory for higher secondary school students (Jothith & Jaya, 2012)
2. Eyesenk personality inventory

d. Statistical Techniques

1. Descriptive statistics like mean, median, mode, SD, skewness and kurtosis.
2. Pearson's product moment correlation.
3. Test of significance of difference between mean scores.
4. ANOVA

8. MAJOR FINDINGS

1. The mean scores obtained for extrovert, introvert personality types of males was found to be higher than females.
2. The mean scores obtained for emotionally balanced neurotic personality types of males was found to be higher than females.
3. Mean scores obtained for altruism of females was found to be higher than males.
4. The mean scores obtained for altruism of secondary school students of rural students is slightly higher than urban students.
5. The values obtained for correlation between altruism and personality type in all the sub sample show very low to slight relationship but their difference is not significance.

Sl. No. 141

1. TITLE

Perception of prospective teachers about micro teaching as a teaching skill development technique under Calicut University.

2. AUTHORS

Name of Student : Jayasree. T.K

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2012

4. KEYWORDS

- Perception, Micro teaching, Prospective teachers, Teaching skill development technique.

5. OBJECTIVES

1. To know the levels of perception of prospective teachers with regard to micro teaching as a teaching skill development technique.
2. To know the levels of perception of prospective teachers with regard to the different dimensions of micro teaching as a teaching skill development technique such as
 - a) Demonstration
 - b) Planning
 - c) Practice
 - d) Skills
 - e) Feedback
3. To analyse whether there is any significant difference in the perception of prospective teachers with regard to micro teaching as a teaching skill development technique, based on
 - a) Gender
 - b) Optional subject
 - c) Type of management
4. To analyse whether there is any significant difference in the perception of prospective teachers with regard to the different dimensions of micro teaching as a teaching skill development technique based on
 - a) Gender
 - b) Optional subject
 - c) Type of management

6. VARIABLES

- Criterion variable
Micro teaching as a teaching skill development technique.
- Classificatory variable
 - a) Gender
 - b) Optional subject
 - c) Type of management

7. METHODOLOGY

a. *Method of Research*

Normative survey method

b. Sample

- 600 prospective teachers selected by stratified sampling technique constitute sample for the study.

c. Tools

1. Inventory on perception of prospective teachers about micro teaching as a teaching skill development technique (Ampili Aravind & Jayasree, 2012).

d. Statistical Techniques

1. Preliminary statistics
2. Percentage analysis
3. Two tailed test of significant of difference between means for large independent sample.
4. ANOVA

8. MAJOR FINDINGS

1. There exist a difference in the level of perception of the prospective teachers on micro teaching as a teaching skill development technique.
2. The dominant perception on the different The dominant perception on the different dimensions of the micro teaching was average for demonstration for planning, for practice for skills and for feedback.
3. The male and female prospective teachers do not differ in the perception on micro teaching as teaching skill development technique.
4. There exist a significant difference in the mean scores of perception on micro teaching between the prospective teachers of different optional subject.
5. There exist a significant difference in the mean scores of perception on micro teaching between the prospective teachers from colleges of different types of management.
6. The male and female prospective teachers were not differing in their perception of the different dimensions of micro teaching as a teaching skill development technique.
7. There exist a significant difference in the mean scores of perception on the different dimensions of micro teaching for the sub sample based on optional subject.
8. The exist a significant difference in the mean scores of perception on the different dimensions of micro teaching for the sub sample based on the type of management.

Sl. No. 142

1. TITLE

Awareness on intellectual property rights among post graduate student.

2. AUTHORS

Name of Student : K. Rashmi

Name of Supervising Teacher : Dr. Seema Menon. K.P

3. YEAR

2012

4. KEYWORDS

- Awareness
- Intellectual property rights
- Post graduate students

5. OBJECTIVES

1. To find out the level of awareness on intellectual property rights among post graduate students.
2. To find out whether there exist any significant difference in the means score of awareness on intellectual property rights among post graduate students with respect to
 - a) Gender
 - b) Subject of specialization
 - c) Type of management
 - d) Locale

6. VARIABLES

- Criterion variable
Awareness on intellectual property rights among post graduate students.
- Classificatory variable
Gender, subject of specialization, type of management and locale.

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

- 400 students
- Random sampling

c. Tools

1. Awareness test (Reshmi & Dr. Seema Menon. K.P, 2012)

d. Statistical Techniques

1. Preliminary analysis
2. Percentage analysis
3. Test of significance of difference between means of large independent samples of study.
4. ANOVA

8. MAJOR FINDINGS

1. There exist a moderate level of awareness among the post graduate students on LPR awareness.
2. The mean scores of female students higher than that of main students.
3. The mean score awareness of LPR.
4. Students belonging to unaided management is higher than that of students belonging to aided and govt. managements.

Sl. No. 143

1. TITLE

A study on the perception of higher secondary school students on issues related to population explosion.

2. AUTHORS

Name of Student : Leema. K.M

Name of Supervising Teacher : Sankaranarayanan Palleri

3. YEAR

2012

4. KEYWORDS

- Perception
- Issues related to population explosion
- Higher secondary school students

5. OBJECTIVES

1. To know the level of perception of higher secondary school students with regard to the different dimensions of issues related to population explosion such as
 - a) Over urbanization
 - b) Poverty and unemployment
 - c) Threat to economic development
 - d) Environmental degradation
 - e) Social disorganization and political unrest.
2. (a) To find out the higher secondary school students. Level of perception on each items of the population explosion issues inventory.

(b) To test the rank order of items in the population explosion issues inventory with respect of the effective level of perception of higher secondary school students on each item.
3. To analyse whether there exist any significant difference in the means scores of perception of higher secondary school students with regard to the issues related to population explosion based on
 - a) Gender
 - b) Locality
 - c) Type of management
 - d) Subject of specialisation

6. VARIABLES

- Criterion variable
Perception on population explosion related issues.
- Classificatory variable
 - a) Gender
 - b) Locality
 - c) Type of management
 - d) Subject of specialisation

7. METHODOLOGY

a. Method of Research

Normative survey method.

b. Sample

650 HSS students

c. Tools

1. Population explosion issues inventory (Sankaranarayanan & Leema, 2012)

d. Statistical Techniques

1. Descriptive statistics
2. Percentage analysis
3. Skewness & kurtosis
4. ANOVA

8. MAJOR FINDINGS

1. The difference in the mean scores of perception of population explosion related issues between male and female students is found to be significant.
2. Higher secondary school students from the government and aided schools differ significantly on their perception on issues related to population explosion.
3. The difference in the mean scores of the perception of population explosion related issues between science and commerce student is significant.
4. There is a significant difference between the mean scores of humanities and commerce student in case of their perception on population explores related issues.

Sl. No. 144

1. TITLE

Social skills in relation to school adjustment among secondary school students in Palakkad District.

2. AUTHORS

Name of Student : Manju. K.C

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2012

4. KEYWORDS

- Social skill
- School adjustment

5. OBJECTIVES

1. To find out the level of social skills of secondary school students for the total sample and relevant sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
2. To test significant difference in the mean scores of social skills between the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
3. To find out the level of school adjustment of secondary school students for the total sample and relevant sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
4. To test the significant difference in the mean scores of school adjustment between the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
5. To find out the extend of relationship between social skills and school adjustment of secondary school students for the total sample and relevant sub samples.
6. To find out whether the relationship between social skills and school adjustment is significant.
7. To test whether there exist significant difference in the relationship between social skills and social adjustment between the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management

6. VARIABLES

- Independent variable
Social skill

- Dependent variable
School adjustment

7. METHODOLOGY

a. Method of Research

Normative survey method.

b. Sample

600 students

c. Technique

Proportional stratified.

d. Tools

1. School adjustment inventory (Manju, Rajagopalan, 2012)
2. Social skill rating scale (Bindhu, Lijina, 2012)

e. Statistical Techniques

1. Measures of central tendency.
2. Arithmetic mean
3. Median
4. Mode
5. Measures of dispersion
6. Standard deviation
7. Measures of divergence from normality
8. Test of significance of mean difference
9. Pearson's product moment
10. Test of significance of difference between correlations.

8. MAJOR FINDINGS

1. One of the whole sample most of the students full under moderate level school adjustment and social skills.
2. There does not exist significant difference in the mean scores of social skills for boys and girls.
3. The social skills for rural and urban students are not different.
4. Social skills for aided school students are higher than that of government school students.
5. The school adjustment of girls are higher than boys.

6. There exist significant relationship between social skills and school adjustment for the whole sample.
7. There exist significant relationship between social skills and school adjustments for the total sample and relevant sub samples.
8. There does not exist significant difference in the relationship between social skills and school adjustment for the sub samples classified on the basis of gender, locale and type of management.

Sl. No. 145

1. TITLE

Preparation and validation of an interactive visual instructional module in geography at secondary school level.

2. AUTHORS

Name of Student : Mini Lakshmi. K

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2012

4. KEYWORDS

- Validation
- Visual instructional module
- Interaction
- Secondary school level

5. OBJECTIVES

1. To prepare an interactive visual instructional module for teaching a topic atmosphere in geography content for IX standard.
2. To validate the interactive visual instructional module for teaching a topic 'atmosphere' in geography content for IX standard.
3. To test the difference in mean pre-test scores between experimental and control group.
4. To test the difference in mean post-test scores between experimental and control group.
5. To test the difference in mean gain scores of experimental and control group students.
6. To determine the effectiveness of the interactive visual instructional module on the achievement of IX standard students in geography.

6. VARIABLES

- Independent variable
Interactive visual instructional module in geography.
- Dependent variable
The achievement in geography

7. METHODOLOGY

a. Method of Research

Experimental method

b. Sample

- 80 students
- Multi stage random selection

c. Tools

1. Interactive visual instructional module (Mini Lakshmi, Ampili Aravind, 2012)
2. Lesson transcripts
3. Standardised achievement test.

d. Statistical Techniques

1. Descriptive statistics
2. Measures of central tendency
3. Measures of dispersion
4. Measures of divergence from normality.

8. MAJOR FINDINGS

1. Focused treatment with an interactive visual instructional module has enhanced the achievement of students.
2. Interactive visual instruction is definitely better than the constructivism method.
3. Quality in teaching of geography and student's achievement could be improved by utilizing the interactive visual instructional module.

Sl. No. 146

1. TITLE

Relationship between awareness in human rights and social commitment among higher secondary school students of Kerala.

2. AUTHORS

Name of Student : Musthafa. E

Name of Supervising Teacher : Sunil Kumar. A.S

3. YEAR

2012

4. KEYWORDS

- Human rights awareness
- Social commitment
- Relationship
- Higher secondary school

5. OBJECTIVES

1. To find out the level of awareness of human rights among higher secondary school students for the whole sample and the sub samples based on the categories like
 - a) Gender
 - b) Locale
 - c) Type of management
2. To find out the level of attitude of higher secondary school students towards social commitment in the whole sample and the sub samples based on the categories like
 - a) Gender
 - b) Locale
 - c) Type of management
3. To find out the significant relationship between awareness in human rights and attitude towards social commitment among higher secondary school students in the whole sample and the sub samples based on the categories like
 - a) Gender
 - b) Locale
 - c) Type of management

6. VARIABLES

- Independent variable
Human rights awareness
- Dependent variable
Social commitment
- Classificatory variable
Gender, locality, and type of management of the institution are the classificatory variables.

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

556 higher secondary school pupils

c. Tools

1. Human rights awareness test (Sunilkumar. A.S and Musthafa. S, 2012)
2. Scale of commitment (Sunilkumar. A.S and Musthafa. S, 2012)

d. Statistical Techniques

1. Measures of central tendency
2. Measures of dispersion
3. measures of divergence from normality
4. Pearson's product moment coefficient of correlation.
5. Percentage analysis

8. MAJOR FINDINGS

1. Majority of the higher secondary school students show average awareness in human rights based on the categories like
 - a) Gender
 - b) Locale
 - c) Type of management
2. Majority of the higher secondary school students show average awareness towards social commitment in the whole sample and the sub samples based on the categories like

- a) Gender
 - b) Locale
 - c) Type of management
3. There exist no significant relationship between awareness in human rights, and attitude towards social commitment among higher secondary school students in the whole sample and sub samples based on the categories like
- a) Gender
 - b) Locale
 - c) Type of management

Sl. No. 147

1. TITLE

Effect of process skills in geography on a achievement in geography among secondary school students in Palakkad district.

2. AUTHORS

Name of Student : Geetha Bhaskaran
 Name of Supervising Teacher : Dr. K. RAjagopalan

3. YEAR

2012

4. KEYWORDS

- Effects
- Process skills in geography
- Achievement in geography
- Secondary school students

5. OBJECTIVES

1. To find out the process skills in geography for total sample and relevant sub samples classified based on
 - a) Gender
 - b) Locale
 - c) Type of management

2. To find out whether there exist significant differences in mean scores of process skills in geography with respect to
 - a) Gender
 - b) Locale
 - c) Type of management
3. To find out the achievement in geography for total sample and relevant sub samples classified based on
 - a) Gender
 - b) Locale
 - c) Type of management
4. To find out whether there exist significant differences in the mean score of achievement in geography for the sub sample classified based on
 - a) Gender
 - b) Locale
 - c) Type of management
5. To find out the relationship between process skills in geography and achievement in geography for the total sample and relevant sub samples.
6. To find out whether the relationship between process skills in geography and achievement in geography is significant for total sample and sub samples.
7. To find out whether the difference in relationship between process skills in geography and achievement in geography is significant for the relevant sub sample.
8. To find out the relationship between process skill in geography and achievement in geography based on 10 components.
 - (a) Classifying (b) Observing (c) Locating (d) Pridiling (e) Interpreting (f) Synthesizing (g) Evaluating (h) Inferring (i) Measuring and (j) Analysis

6. VARIABLES

- Dependent variable
Achievement in geography
- Independent variable
Process skill in geography
- Classificatory variable
 - a) Gender
 - b) Locale
 - c) Type of management

7. METHODOLOGY

a. *Method of Research*

Normative survey method

b. *Sample*

600 students of 9th standard in various schools in Palakkad.

c. Tools

1. Standardised test of process skills in geography (Rajagopalan and Geetha, 2012).
2. Standardised achievement test in geography (Rajagopalan and Geetha, 2012).

d. Statistical Techniques

1. Test of significance of difference in mean for large independent samples.
2. Karl Pearson's product moment correlation.
3. Test of significance of 'r'.
4. Test of significance of difference in 'r' for large independent samples.

8. MAJOR FINDINGS

1. Process skill in geography among secondary school students is found to be average.
 - There exist significant difference in mean scores of process skills in geography for male and female.
 - There exist significant difference in mean scores of process skills in geography for rural and urban students.
 - There exist significant difference in mean scores of process skills in geography for government and aided student.
2. Achievement in geography among secondary school students is found to be average.
 - There exist significant difference in mean scores of achievement in geography for male and female.
 - There exist significant difference in mean scores of achievement in geography for rural and urban students.
 - There exist significant difference in mean scores of achievement in geography for government and aided school students.
3. When the difference in the relationship between process skills in geography and achievement in geography it was found that there does not exist significant difference in the relationship between
 - Male and female
 - Rural and urban
 - Government and aided school student

Sl. No. 148

1. TITLE

Relationship between select socio-familial conditions and English language vocabulary among higher secondary school students in Palakkad district.

2. AUTHORS

Name of Student : Poornima. S. Unni

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2012

4. KEYWORDS

- Relationship
- Socio-familial conditions
- English language vocabulary

5. OBJECTIVES

1. To find out the socio-familial conditions of higher secondary school students for the total samples and relevant sub samples based on gender, locale and type of management.
2. To find out whether there exist any significant difference in socio-familial conditions among the higher secondary school students for the relevant sub samples classified on the basis of gender, locale and type of management.
3. To find out the English vocabulary of higher secondary school students for the total sample and relevant sub samples based on gender, locale and type of management.
4. To find out whether there exist a significant difference in English language vocabulary of higher secondary school students for the sub samples classified on the basis of gender, locale and type of management.
5. To find out the extent of relationship between socio familial conditions and English language vocabulary among the higher secondary school students for the total sample and relevant sub samples classified on the basis of gender, locale and type of management.
6. To find out whether there exist a significant difference in the relationship between socio-familial conditions and English language vocabulary, among higher secondary school students classified on the basis of gender, locale and type of management.

6. VARIABLES

- Independent variable
Socio-familial conditions.
- Dependent variable
English language vocabulary.

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

600 higher secondary school students.

c. Tools

1. Socio-familial inventory (Rajagopalan, Poornima, 2012)
2. English vocabulary test (Rajagopalan, Poornima, 2012)

d. Sample technique

Stratified random technique.

e. Statistical Techniques

1. t-test of significance for large independent samples.
2. Karl Pearson's product moment coefficient of correlation.
3. Test of significance of 'r'.
4. Test of significance of difference in 'r' for large independent samples.

8. MAJOR FINDINGS

1. The higher secondary schools students from urban schools where showing high English vocabulary than the students from rural schools.
2. The higher secondary school students from govt. school where showing high English vocabulary than the students from aided schools.
3. There exists significant difference in relationship between socio-familial conditions and English vocabulary among higher secondary school students based on gender, locale and type of management.

Sl. No. 149

1. TITLE

Self regulated learning strategies in relation to problem solving ability in mathematics among higher secondary school students.

2. AUTHORS

Name of Student : Priya Gopinath

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

3. YEAR

2012

4. KEYWORDS

- Self regulated learning strategies.
- Problem solving ability
- Higher secondary school students

5. OBJECTIVES

1. To find out whether there exists significant difference in the mean score of each of the four categories of self regulated learning strategies (cognitive, meta cognitive, resource management and motivations) among higher secondary school student when they are classified on the basis of gender, locale and type of management.
2. To find out whether there exists significant difference in the mean score of problem solving ability in mathematics among higher secondary school students when they are classified, on the basis of gender, locale and type of management.
3. To compare the mean scores of problem solving ability in mathematics between high, average and low self regulated learning strategies groups for the total sample.
4. To find out the extent of relationship between self regulated learning strategies and problem solving ability in mathematics for the total sample and sub samples based on gender, locale and type of management.
5. To test whether the relationship between self regulated learning strategies and problem solving ability in mathematics among higher secondary school students is different for the sub samples based on gender, locale and type of management.

6. VARIABLES

- Independent variable
Self regulated learning strategies.
- Dependent variable
Problem solving ability in mathematics.

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

517 higher secondary school students.

c. Tools

1. Self regulated learning strategy scale (Priya Gopinath, Visshwanathan, 2012)
2. Test of problem solving ability in mathematics (Priya Gopinath, Visshwanathan, 2012)

d. Statistical Techniques

- Descriptive statistics like mean, median, mode, standard deviation, kurtosis, skewness in the two variables studied.
- Test of significance of difference between means.
- One way analysis of variance (ANOVA) followed by Scheffe's test of multiple comparisons.
- Pearson's product moment coefficient of correlation.
- Test of significance of coefficient of correlation for large independent samples.
- Test of significance of difference between two correlation coefficients for large independent samples.

8. MAJOR FINDINGS

1. There is no significant difference in the mean scores of the four categories of SRTL strategies between higher secondary students of government and aided schools.
2. There exists significant difference in the mean score of problem solving ability between higher secondary students of government and aided schools
3. The mean score obtained for problem solving ability of higher secondary students of aided schools is greater than that of students of government schools.
4. There exist a significant difference between high, average and low self regulated learning strategies groups for the total sample.
5. The coefficient of correlation between self regulated learning strategies and problem solving ability in mathematics was found to be significant among
 - a) Boys and girls
 - b) Students of rural and urban.
 - c) Government and aided schools

6. There exist no significant difference in the relationship of between self regulated learning strategies and problem solving ability in mathematics among higher secondary school students is different for the sub samples based on gender, locale and type of management.

Sl. No. 150

1. TITLE

Pedagogical content knowledge in relation to cognitive style of prospective teachers

2. AUTHORS

Name of Student : Pushpalatha. K

Name of Supervising Teacher : Dr. V.P. Joshith

3. YEAR

2012

4. KEYWORDS

- Pedagogical content knowledge
- Cognitive style

5. OBJECTIVES

1. To test whether significant difference in the mean score of pedagogical content knowledge exists between
 - a) Male and female prospective teachers.
 - b) Prospective teachers of government, aided and unaided training colleges.
 - c) Rural and urban prospective teachers.
 - d) Prospective teachers undergone DPEP and non DPEP mode of study.
2. To test whether significant difference in the mean scores of cognitive style exists between
 - a) Male and female prospective teachers.
 - b) Prospective teachers of government, aided and unaided training colleges.
 - c) Rural and urban prospective teachers.
 - d) Prospective teachers undergone DPEP and non DPEP mode of study.
3. To find out the extent of relationship between pedagogical content knowledge and cognitive style of prospective teachers in the total sample and relevant sub samples based on gender, type of management, locale and nature of study.

4. To find out whether the relationship between pedagogical content knowledge and cognitive style is different for sub samples.
 - a) Male and female prospective teachers.
 - b) Prospective teachers of government, aided and unaided training colleges.
 - c) Rural and urban prospective teachers.
 - d) Prospective teachers undergone DPEP and non DPEP mode of study.

6. VARIABLES

- Independent variable
Pedagogical content knowledge of prospective teachers.
- Dependent variable
Cognitive style

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample Techniques

260 prospective teachers from different training colleges.

Stratified random sampling technique.

c. Tools

1. Pedagogical content knowledge test (Joshith, Pushpalatha, 2012)
2. Cognitive style questionnaire.

d. Statistical Techniques

- Descriptive statistics like mean, median, mode, SD, skewness and kurtosis.
- Test of significant of difference between mean scores.
- Pearson's product moment correlation
- ANOVA

8. MAJOR FINDINGS

1. The mean score obtained for cognitive style of male was found to be higher than females. The critical ratio reveals that the mean difference in the cognitive style of male and female was not significant.
2. There exists significant difference in mean scores between groups when compared on the basis of different type of management.

3. The mean difference was significant and for government, aided and unaided the mean difference was found to be significant and for government and unaided the mean difference was not significant.
4. The mean difference in cognitive style of rural and urban prospective teachers and DPEP and non-DPEP prospective teachers are not significant.
5. The mean difference in pedagogical content knowledge of male and female was significant.
6. The mean difference in pedagogical content knowledge of urban, rural and DPEP and non DPEP prospective teachers are not significant.
7. The whole sample the correlation between pedagogical content knowledge and cognitive styles shows no relationship.
8. A slight relationship between pedagogical content knowledge and cognitive style for female prospective teachers.
9. In case of type of management of training colleges government, aided and unaided show slight relationship and it is higher in aided colleges compared government and unaided colleges.
10. The relationship between pedagogical content knowledge and cognitive style for rural prospective teachers is higher than urban prospective teachers.
11. And it is not significant in DPEP and non DPEP mode.

Sl. No. 151

1. TITLE

A comparative study of social attitude and social maturity between members and non members of national service scheme among higher secondary students in Palakkad district.

2. AUTHORS

Name of Student : Ratheesh. P.V

Name of Supervising Teacher : K.S. Sajan

3. YEAR

2012

4. KEYWORDS

- Social attitude
- Social maturity
- National service scheme

5. OBJECTIVES

1. To find out the level of social attitude of members and non members of NSS among higher secondary students in Palakkad district.
2. To find out the level of social maturity members of national service scheme among higher secondary students.
3. To find out relation between mean scores of social attitude and mean scores of social maturity among higher secondary students. For the following categories
 - a) Whole sample
 - b) Members of national service scheme
 - c) Non members of national service scheme.
4. To compare the mean scores of social attitude of higher secondary students between the members and non members of national service scheme.
5. To compare the mean scores of social maturity of higher secondary students between the members and non members of national service scheme.
6. To compare the mean scores of social attitude of higher secondary students for sub samples classified based on the following categories.
 - a) Gender
 - b) Type of management of institutions
 - c) Locality of residence
 - d) Optional subject groups
7. To compare the mean scores of social maturity of higher secondary students for sub samples classified based on following categories.
 - a) Gender
 - b) Type of management of institutions
 - c) Locality of residence
 - d) Optional subject groups
8. To find out whether there exist any significant difference in the mean scores of social attitude of non members of national service scheme among higher secondary students between sub samples classified based on following categories.
 - a) Gender
 - b) Type of management of institutions
 - c) Locality of residence
 - d) Optional subject groups

9. To find out whether there exist any significant difference in the mean scores of social maturity of non members of national service scheme among higher secondary students between the sub samples classified based on the following categories.
- a) Gender
 - b) Type of management of institutions
 - c) Locality of residence
 - d) Optional subject groups
10. To find out whether there exist any significant difference in the mean scores of social attitude of members of national service scheme among higher secondary students between the sub samples classified based on following categories.
- a) Gender
 - b) Type of management of institutions
 - c) Locality of residence
 - d) Optional subject groups
11. To find out whether there exist any significant difference in the mean scores of social maturity of members of national service scheme among higher secondary students between sub samples classified based on following categories.
- a) Gender
 - b) Type of management of institutions
 - c) Locality of residence
 - d) Optional subject groups

6. VARIABLES

- Independent variable
Social attitude
- Dependent variable
Social maturity

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample Techniques

660 members including 340 members of national service scheme.

Stratified random sampling method.

c. Tools

1. Social attitude rating scale
2. Social maturity assessing scale (Sajan, Ratheesh, 2012)

d. Statistical Techniques

- Product moment correlation coefficient.
- Fisher test for significance of difference between correlation coefficients.
- 't' test for significance of difference of difference between the two means.
- Measures of central tendency.
- Measures of dispersion
- Measures of divergence from normality

8. MAJOR FINDINGS

1. Most of national service scheme students have average level of social attitude.
2. Most of the national service scheme students have average level of social maturity.
3. There exist a significant relationship between social attitude and social maturity of members and non members of among higher secondary school national service scheme students in Palakkad district.
4. There exist a significant relationship between social maturity of members and non members of among higher secondary school national service scheme students of in Palakkad district.
5. There exists significant difference mean scores of social attitude among members and non members of national service scheme classified based on
 - a) Gender
 - b) Locale
6. There is no significant difference in mean scores of social attitude among higher secondary students base on type of a management.
7. There exist no significant difference mean scores of social maturity among members and non members of national service scheme classified based on the type of management.
8. There exists a significant difference mean scores of social maturity among higher secondary students classified based the optional subjects is accepted.
9. There exists a significant difference mean scores of social attitude among volunteers of national service scheme classified based on
 - a) Gender
10. There exists a significant difference mean score of social maturity among non embers of national service scheme classified based the gender.

11. There exists a significant difference mean scores of social maturity among members of national service scheme classified based the optional subject.
12. There exists a significant difference mean scores of social maturity among members of national service scheme (whole sample)classified based on optional subject.

Sl. No. 152

1. TITLE

Attitude of high school teachers towards ICT enabled instruction.

2. AUTHORS

Name of Student : Shabna Vadakkeveetil

Name of Supervising Teacher : Ampili Aravind

3. YEAR

2012

4. KEYWORDS

- Attitude
- High school teachers
- Information and communication technology
- ICT enabled instruction

5. OBJECTIVES

1. To find out the extent of attitude of high school teachers towards ICT enabled instruction.
2. To analyse whether there is significant difference in the attitude of high school teachers towards ICT enabled instruction for the relevant sub samples based on
 - a) Gender
 - b) Teaching experience
 - c) Type of management
 - d) Subject specialisation

6. VARIABLES

- Criterion variable
Attitude of high school teachers

- Classificatory variable

Gender, type of management, teaching experience, subject specialisation

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

400 high school teachers from Malappuram district.

c. Tools

Scale of attitude of high school teachers (Ampili Aravind, Shabna, 2012)

d. Statistical Techniques

- Mean, Median, Mode, Standard Deviation, Skewness, Kurtosis
- Test of significant of between mean, ANOVA.

8. MAJOR FINDINGS

1. There is significant difference is existing in the attitude towards ICT enabled instruction only in the case of high school teachers with regard to subject of specialization.
2. There is no significant difference in the mean scores of attitude towards ICT enabled instruction in the case of male and female teachers.
3. There is no significant difference in the mean scores of attitude towards ICT enabled instruction in the case of aided and unaided high school teachers.
4. There is no significant difference among the high school teachers with teaching experience below 10 years, between 10-20 years and above 20 years with regard to their attitude towards ICT enabled instruction.
5. The extent of attitude of high school teachers towards ICT enabled instruction is found to be average.

Sl. No. 153

1. TITLE

The relationship between empathy and social skills among higher secondary school students in Kannur district.

2. AUTHORS

Name of Student : Pradeep. G. Nair

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

3. YEAR

2012

4. KEYWORDS

- Empathy
- Social skills
- Higher secondary school students

5. OBJECTIVES

1. To find out whether there exist any significant difference in the mean scores of empathy among higher secondary school students for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Type of course
2. To find out whether there exist any significant difference in the mean scores of social skills among higher secondary school students for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Type of course
3. To find out whether there exist any significant relationship between empathy and social skills among higher secondary school students for the h total sample and sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Type of course
4. To find out whether there is any significant difference in relationship between empathy and social skills among higher secondary school students for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Type of course

6. VARIABLES

- Predictive variable
Empathy
- Criterion variable
Social skills

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

396 higher secondary school students belonging to Kannur district.

c. Tools

1. Empathy quotient, Cohan, 2014.
2. Social skills rating scale, HSS 23012 (Sajan, Pradeep, 2012)

d. Statistical Techniques

- Descriptive statistics take mean, median, mode, standard deviation, kurtosis, skewness of variables.
- Analysis of variance
- Test of significant difference between means.
- Pearson's product moment coefficient of correlation

8. MAJOR FINDINGS

1. There is no significant difference in empathy among higher secondary school students for the sub samples classified on the basis of
2. There is no significant difference in social skills among higher secondary school students for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Type of course
3. There is a substantial correlation of empathy and social skills among higher secondary school students for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Type of course
4. There is no significant difference in relationship between empathy and social skills among higher secondary school students for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Type of course

Sl. No. 154

1. TITLE

Effectiveness of blended learning approach on achievement in mathematics of secondary students of Kerala.

2. AUTHORS

Name of Student : Akhila. V.P

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2013

4. KEYWORDS

- Effectiveness
- Blended learning
- Blended learning approach
- Achievement in mathematics
- Secondary students

5. OBJECTIVES

1. To prepare on blended learning package for teaching the topic polynomials in mathematics content for IX standard.
2. To validate the blended learning package for teaching the topic polynomials at secondary level.
3. To compare the mean are test scores of experimental group and control group.
4. To compare the mean post test scores of experimental group and control group.
5. To find out the difference between adjusted mean scores of achievement.
6. To determine the effectiveness of blended learning package on achievement of IX standard students in mathematics.

6. VARIABLES

- Independent variable
Blended learning , approach in mathematics.

- Dependent variable
Achievement in mathematics
- Control variable
Initial status of the student

7. METHODOLOGY

a. Method of Research

Experimental method

b. Sample

80 IX students from GHSS, Pazhayannur.

c. Tools

1. Blended learning package
2. Achievement test in mathematics.

d. Statistical Techniques

- Measures of central tendency.
- Measures of dispersion.
- Measures of divergence from normality.

8. MAJOR FINDINGS

1. Blended learning package is effective in teaching mathematics content polynomial at secondary level.
2. The achievement of students who were taught through blended learning package in mathematics content polynomials was significantly higher than that of the students of control group.
3. There is no significant difference in the mean pre-test scores of experimental and control group.
4. There is significant difference in the mean post test scores of experimental and control group.
5. There is significant difference between the adjusted mean scores of achievement of experimental and control group by considering pre achievement as covariate.

Sl. No. 155

1. TITLE

Attitude towards Kerala teachers eligibility test in relation to job aspiration of prospective teachers of Kerala.

2. AUTHORS

Name of Student : Asha. A

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2013

4. KEYWORDS

- Attitude
- Prospective teachers
- Kerala teacher eligibility test
- Job aspiration

5. OBJECTIVES

1. To find out the level of attitude towards Kerala teacher eligibility test of prospective teachers.
2. To find out the level of job aspiration of prospective teachers.
3. To find whether there is any significant difference in the attitude towards Kerala teacher eligibility test of prospective teachers for the sub samples classified on the basis of
 - a) Gender
 - b) Type of institution
 - c) Optional subject
4. To find whether there is any significant difference in job aspiration among prospective teachers for the sub samples classified on the basis of
 - a) Gender
 - b) Type of institution
 - c) Optional subject
5. To find whether there is any significant difference in relationship between the attitude towards Kerala teachers eligibility test and job aspiration of prospective teachers for the total sample and the sub sample classified on the basis of
6. To find whether there is any significant difference in relationship between the teacher eligibility test and job aspiration of prospective teachers for the sub samples classified on the basis of
 - a) Gender
 - b) Type of institution
 - c) Optional subject

6. VARIABLES

- Independent variable : Attitude towards Kerala Teachers Eligibility Test (K.Tet)
- Dependent variable : Job aspiration
- Classificatory variable : Gender, type of institution, optional subject.

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

540 prospective teachers of Kerala.

c. Statistical Techniques

- Preliminary analysis
- Percentage analysis
- Major analysis
- Test of significance of difference between means
- One way ANOVA
- Pearson's product moment co-efficient of co-relation.
- Test of significance of difference between 'r'.

8. MAJOR FINDINGS

1. The result show that most of the prospective teachers have average attitude towards K.TET.
2. The most of the prospective teachers have average job aspiration.
3. Difference between means of attitude towards K.TET of prospective teachers on the basis of gender was found to be not significant. On the basis of institution was found to be not significant.
4. Mean difference was significant only in the case of 2 subjects among six optional subjects.
5. Difference between means of the job aspiration of prospective teachers were not significant on the basis of
 - a) Gender
6. Mean difference was significant only in aided – government pair.

Sl. No. 156

1. TITLE

Cyber crime and information security awareness of undergraduate students : A comparative study of arts and science and professional colleges under Calicut University.

2. AUTHORS

Name of Student : Anila. K

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2013

4. KEYWORDS

- Awareness
- Cyber crime
- Information security
- Undergraduate students

5. OBJECTIVES

1. To estimate the levels of cyber crime and information security. Awareness among undergraduate students in arts and science and professional colleges under Calicut university.
2. To find out whether there exist any significant difference in the cyber crime and information security awareness among undergraduate students in arts and science colleges under Calicut University for the sub sample classified on the basis of
 - a) Gender
 - b) Locale
 - c) Subject of specialization
 - d) Type of management
3. To find out whether there exist any significant difference in the cyber crime and information security awareness among undergraduate students in professional colleges under Calicut university for the sub sample classified on the basis of
 - a) Gender
 - b) Locale
 - c) Subject of specialization
 - d) Type of management

4. To compare the cyber crime and information awareness among undergraduate students in arts and science and professional colleges under Calicut university for the total sample and sub sample based on
 - a) Gender
 - b) Locale
 - c) Subject of specialization
 - d) Type of management

6. VARIABLES

- Criterion variable :
Cyber crime and information security awareness.
Type of undergraduate course.
- Classificatory variable
Gender, Locale, Type of management

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

350 students

c. Tools

Cyber crime and information security awareness test (Ampili Aravind, Anila. K, 2013)

d. Statistical Techniques

- Measures of central tendency
- Measures of dispersion
- Measures of divergence from normality

8. MAJOR FINDINGS

1. Most of the under graduate students under Calicut university have moderate level of cyber crime and information security awareness.
2. There is no significant difference in cyber crime and information security awareness based on
 - a) Gender
 - b) Locale

- c) Subject of specialization
 - d) Type of management
3. There is a significant difference in cyber crime and information security awareness for the total sample and sub sample based on
- a) Gender
 - b) Locale
- but there is no significant difference among the undergraduate students in unaided arts and science and professional colleges.

Sl. No. 157

1. TITLE

Student perception of existing teacher practices in the light of right to education act among upper primary students of Kannur district.

2. AUTHORS

Name of Student : Baby Jisha. K.P

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

3. YEAR

2013

4. KEYWORDS

- Perception
- Student perception
- Teacher practices
- Upper primary students
- Right to education

5. OBJECTIVES

1. To find out the level of student perception of existing teacher practices in the light of right to education act for the sample of upper primary school students.
2. To find out the level of awareness of students about educational rights mentioned in right to education act for the sample of upper primary school students.
3. To find out whether there exist any significant difference in the mean scores of student's perception on existing teacher practices in the light of right to education act for sub samples based on

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

4. To find out whether there exist any significant difference in the mean scores of students about awareness on educational rights mentioned in Right to Education Act for sub samples based on

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

5. To find out whether there exists a significant relationship between student perception of teacher practices and awareness of Right to Education Act of upper primary students for the total sample and sub samples classified on the basis of

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

6. VARIABLES

- Dependent variable
Student perception of teacher practices.
- Independent variable
Awareness of Right to Education Act.
- Classificatory variable
 - a) Gender
 - b) Locale
 - c) Type of management

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

560 students VIII in schools of Kannur district.

c. Tools

Test of awareness in Right to Education Act (Sajan, Jisha, 2013).

Questionnaire on the student perception of teacher practices (Sajan, Jisha, 2013).

d. Statistical Techniques

- Measures of central tendency
- Measures of dispersion
- Measures of divergence from normality

8. MAJOR FINDINGS

1. The percentage of students with average level of perception of teacher practices is greater than that of students having low level of perception of teacher practices.
2. The percentage of students with average level of awareness of right to education act is greater than that of students having low level of awareness of right to education act.
3. There exist a significant difference in the mean scores of students perception on the existing teacher practices in the light of right to education act for sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
4. There exist a significant difference in the mean scores of student about awareness on educational rights mention in right to education act for mentioned in right to education act for sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
5. There exists a significant relationship between student perception of teacher practices and awareness of right to education act of upper primary students for the total sample and sub samples classified on the basis of gender and locale. But there is no significant relationship in the case of type of management.

Sl. No. 158

1. TITLE

Relationship between social intelligence and occupational aspiration among under graduate students.

2. AUTHORS

Name of Student : Beena. C.P

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2013

4. KEYWORDS

- Social intelligence
- Occupation aspiration
- Relationship
- Under graduates

5. OBJECTIVES

1. To find out the levels of social intelligence of under graduate students.
2. To find out the levels of occupational aspiration of under graduate students.
3. To find out whether there exist any significant difference in social intelligence of under graduate students for the samples based on
 - a) Gender
 - b) Type of management
 - c) Subject of specialisation
4. To find out whether exist any significant difference in occupational aspiration of under graduate students for sub samples based on
 - a) Gender
 - b) Type of management
 - c) Subject of specialization
5. To find out the relationship between social intelligence and occupational aspiration of under graduate students for the total sample and the sub sample based on
 - a) Gender
 - b) Type of management
 - c) Subject of specialization
6. To find out the difference in relationship between social intelligence and occupational aspiration of under graduate students for the sub sample based on
 - a) Gender
 - b) Type of management
 - c) Subject of specialization

6. VARIABLES

- Independent variable
Social intelligence
- Dependent variable
Occupational aspiration
- Classificatory variable
 - a) Gender
 - b) Type of management
 - c) Subject of specialisation

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

sample of 540 under graduate students of Palakkad, Thrissur and Malappuram districts.

c. Tools

1. Social intelligence scale (Ampili Aravind, Beena, 2013)
2. Occupational aspiration scale (Ampili Aravind, Beena, 2013)

d. Statistical Techniques

- Descriptive statistics like mean, median, mode, standard deviation, kurtosis and skewness.
- Percentage analysis
- Karl Pearson's product moment co-efficient of correlation.
- Test of significance of difference between means.
- Test of significant difference between two 'r'.
- One way ANOVA
- Test of significance of 'r' using 'r' test.

8. MAJOR FINDINGS

1. The under graduate students have average social intelligence and occupational aspiration.
2. There is a significant mean difference in social intelligence of under graduate students based on gender and type of management.
3. Social intelligence of students of under graduate students studying in language and arts subjects and science and arts subjects was significant.
4. Under graduate students studying in language and science subjects has no significant.
5. The occupational aspiration of male undergraduate and female under graduate student was found to be significant. Significant mean difference was seen in only undergraduate students studying in aided and unaided colleges and government unaided colleges.
6. There is no significant relationship in under graduate students studying in government and aided colleges.
7. Mean difference in occupational aspiration of under graduate students studying in aided and unaided colleges and government and unaided colleges in significant.

8. There is significant relationship between social intelligence and occupational aspiration, for the whole sample and sub samples based on gender, type of institution and subject of specialization.
9. There is not significance difference in relationship between social intelligence and occupational aspiration of under graduate students based on gender, type of management and subject of specialization.

Sl. No. 159

1. TITLE

Teacher effectiveness in relation to occupational stress of higher secondary teachers.

2. AUTHORS

Name of Student : Bindu. C

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2013

4. KEYWORDS

- Teacher effectiveness
- Occupational stress
- Higher secondary teachers

5. OBJECTIVES

1. To find out the level of occupational stress of higher secondary teachers.
2. To find out the level of teachers effectiveness of higher secondary teachers.
3. To find out whether there exist any significant difference in occupational stress of higher secondary teacher for sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Job Status (permanent and temporary)
4. To find out whether thee exist any significant difference in teacher effectiveness of higher secondary teacher for the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Job Status (permanent and temporary)
5. To find out the relationship between teacher effectiveness and occupational stress of higher secondary teachers for the total sample and sub sample based on

- a) Gender
- b) Locale
- c) Type of management
- d) Job Status (permanent and temporary)

6. To find out whether there is any difference in relationship between teacher effectiveness and occupational stress of higher secondary teachers for the sub samples based on

- a) Gender
- b) Locale
- c) Type of management
- d) Job Status (permanent and temporary)

6. VARIABLES

- Independent variable : Occupational stress
- Dependent variable : Teachers effectiveness

7. METHODOLOGY

a. *Method of Research*

Survey method

b. *Sample & Technique*

320 higher secondary school teachers.

Stratified random sampling.

c. *Tools*

Teacher effectiveness scale (Bindu, Ampili Aravind, 2013)

d. *Statistical Techniques*

- Preliminary analysis of test scores.
- Descriptive statistics
- Central tendency
- Dispersion

8. MAJOR FINDINGS

1. The level of occupational stress among higher secondary teachers is found to be average.
2. The level of teacher effectiveness among higher secondary teachers is found to be average.
3. There exist a significant difference the mean score of occupational stress of higher secondary teachers based on sub samples gender, locale and type of management. Thee does not exist a significant difference the mean score of occupational stress of higher secondary teachers based on sub samples job status.

4. There exist no significant difference in relationship of teacher effectiveness and occupational stress between permanent and guest teachers of higher secondary schools.

Sl. No. 160

1. TITLE

A study of parental employment and self-esteem among secondary students of Palakkad district.

2. AUTHORS

Name of Student : Divya. P

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2013

4. KEYWORDS

- Self esteem
- Parental employment

5. OBJECTIVES

1. To find out the level of self esteem among secondary students for the total sample.
2. To compare the mean scores of self esteem among secondary students based on gender, type of management and locale.
3. To compare the mean self esteem among secondary students of employed and unemployed mothers for the total sample and relevant sub samples based on gender, type of management and locale.
4. The compare the mean scores of self esteem among secondary students based on the employment of fathers for the total sample and relevant sub samples based on gender, type of management and locale.
5. To compare the mean scores of self-esteem among secondary students of employee mothers based on their employment for the total sample and relevant sub samples based on gender, type of management and locale.

6. VARIABLES

- Independent variable :

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample & Technique

600 secondary students

Stratified random sampling technique

c. Tools

Self esteem inventory (Rajagopalan, Divya, 2013)

d. Statistical Techniques

- T-test
- ANOVA
- Kruskal-Wallis H test

8. MAJOR FINDINGS

1. There is a significant difference in the mean score of self esteem among secondary students based on gender, type of management but no significant difference in the mean score of self esteem based on locale.
2. There is a significant difference in the self esteem of students between employed and unemployed mothers only based on type of management and does not exist significant difference with respect to all other sub samples.
3. There exist a significant difference in the self esteem of students with respect to fathers' employment categories only among girls and urban school students.
4. There does not exist a significant difference in the mean scores of self esteem among secondary students of employed mothers based on their employment for the total sample and relevant sub samples based on gender, type of management and locale.

Sl. No. 161

1. TITLE

Self concept in relation to participation in National Cadet Corps (NCC) among arts and science college students under Calicut University.

2. AUTHORS

Name of Student : Divya. T.P

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2013

4. KEYWORDS

- Self concept
- Relation
- Participation in National Cadet Corps

5. OBJECTIVES

1. To find out the level of self concept among arts and science college students for the whole sample.
2. To find out extend of participation in NCC among arts and science college students for the whole sample.
3. To find out whether there exists any significant difference in the mean scores of self concept among arts and science college students for the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
4. To find out whether there exist any significant difference in the mean scores of participation in NCC among arts and science college students for the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
5. To find out the relationship between self concept and participation in National Cadet Corps among college students for the total sample and relevant sub samples.
 - a) Gender
 - b) Locale
 - c) Type of management
6. To find out whether there exist a significant difference in the relationship between self concept and participation in NCC for the relevant sub samples.
 - a) Gender
 - b) Locale
 - c) Type of management

6. VARIABLES

- Dependent variable : Self concept
- Independent variable : Participation in NCC
- Classificatory variable : a) Gender b) Locale c) Type of management

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample & Technique

400 NCC students of arts & science colleges under University of Calicut.

c. Tools

1. Self concept scale constructed and standardized by (Rajagopalan, Meera, 2011)
2. Questionnaire to find the extent of participation in NCC (Rajagopalan, Meera, 2011)

d. Statistical Techniques

- Karl Pearson's coefficient of correlation.

8. MAJOR FINDINGS

1. Most of the students have moderate self concept among arts and science college students for the whole sample.
2. Most of the students have moderate participation in NCC among arts and science college students for the whole sample.
3. There does not exist significant difference in the mean scores of self concept among arts and science college students for the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
4. There does not exist any significant difference in the mean scores of participation in NCC among arts and science college students for the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
5. There exist significant moderate relationship between self concept and participation in NCC among college students for the total sample and relevant sub samples girls, rural colleges and aided colleges and high relationship in the sub samples boys, urban colleges and government colleges.
6. There does not exist significant difference in relationship between self concept and participation in NCC among college students for the relevant sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management

Sl. No. 162

1. TITLE

Relationship between occupational status and job involvement among secondary school teacher of Palakkad district.

2. AUTHORS

Name of Student : Jisha. M.P
Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2013

4. KEYWORDS

- Occupational stress
- Job involvement
- Secondary school teachers

5. OBJECTIVES

1. To find out the level of occupational stress of secondary school teachers.
2. To find out the extent of job involvement of secondary school teachers.
3. To find whether there exists any significant difference in occupational stress of teachers at secondary level for the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience
4. To find whether there exists any significant difference in job involvement of teachers at secondary level for sub sample based on
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience
5. To find whether there exists significant relationship between occupational stress and job involvement of teachers at secondary level for the total sample and sub sample based on
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience
6. To find out whether there exist any significant difference in relationship between the occupational stress and job involvement of teachers at secondary level for sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience

6. VARIABLES

- Independent variable
Occupational stress
- Dependent variable
Job involvement

- Classificatory variable :
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

390 secondary school

c. Tools

1. Occupational stress inventory
2. Job involvement scale (Ampili, 2013)

d. Statistical Techniques

- *Preliminary analysis*
 - Mean, Median, Mode, Standard Deviation and Kurtosis
- *Percentage analysis*
 - ANOVA
 - Test of significance
 - Karl Pearson's product moment coefficient of correlation

8. MAJOR FINDINGS

1. Female exhibit higher occupational stress than male.
2. There does not exist any difference in occupational stress among rural and urban teachers.
3. There exists a significant difference in occupational stress with respect to type of management.
4. Mean difference is significant among the teachers with teaching experience than or equal to 15 years.
5. Correlation between occupational stress and job involvement was differ significantly.

Sl. No. 163

1. TITLE

The philosophical and educational thoughts in ATMAJAYEE A KATHOPANISHAD based text book.

2. AUTHORS

Name of Student : Mini. K

Name of Supervising Teacher : Dr. K. Vishwanathan

3. YEAR

2013

4. KEYWORDS

- Philosophy
- Education
- Thoughts
- Educational thoughts
- Atmajayee
- Kathopanishad

5. OBJECTIVES

1. To find out the philosopher and educational thoughts a Aatmajayee, a Kathopanishad based text book.
2. To find out the ideology and values of Aatmajayee applied in the field of education.
3. To find out the relevance of educational thoughts Aatmajayee in modern system of education.

6. METHODOLOGY

a. Method of Research

Historical analysis

7. MAJOR FINDINGS

1. There is great philosophical and educational values included in the Kathopanishad.
2. Some psychological theories like low of readiness reinforcement theory, motivation theory, issue based learning etc. are played vital in the Kathopanishad.

Sl. No. 164

1. TITLE

Episodic conceptualization strategy to enhance pedagogical content knowledge of prospective teachers.

2. AUTHORS

Name of Student : Renjith. J.S

Name of Supervising Teacher : Dr. V.P. Joshith

3. YEAR

2013

4. KEYWORDS

- Episodic conceptualization strategy
- Pedagogical content knowledge

5. OBJECTIVES

1. To compare the mean scores of pedagogical content knowledge of prospective teachers of experimental group in pre and post stages.
2. To compare the mean scores of pedagogical content knowledge of prospective teachers of control group in pre and post stages.
3. To compare adjusted mean scores of pedagogical content knowledge of experimental group and control group by taking pre achievement as covariate.
4. To study the effect of instructional strategy, intelligence and their interaction in pedagogical content knowledge by taking pre achievement as covariable.

6. VARIABLES

- Independent variable
Episodic conceptualization strategy.
- Dependent variable
Pedagogical content knowledge
- Control variable :
Intelligence

7. METHODOLOGY

a. Method of Research

Experimental method

b. Sample

Prospective teachers of Palakkad district.

c. Tools

1. Episodic conceptualization strategies in physics.
2. Pedagogical content knowledge test for prospective teachers are the tools used for this study.

d. Statistical Techniques

- Descriptive statistics like mean, median, mode, Standard deviation, skewness and kurtosis.
- Test of significance of difference between mean scores.
- ANOVA
- 2 x 2 factorial design ANOVA.

8. MAJOR FINDINGS

1. Episodic conceptualization based on instructional strategy could instructional strategy could significantly enhances the pedagogical content knowledge of prospective teachers.
2. Traditional method of teaching could not attribute anything on enhancing the pedagogical content knowledge of prospective teachers.
3. Intelligence does not influence the pedagogical content knowledge of prospective teachers.
4. There is no interaction between the treatment and intelligence in influencing the pedagogical content knowledge of prospective teachers.

Sl. No. 165

1. TITLE

Relationship between decision making capacity and social problem solving ability among college students.

2. AUTHORS

Name of Student : Savana Prakash. K

Name of Supervising Teacher : Tara. S. Nair

3. YEAR

2013

4. KEYWORDS

- Decision making capacity.
- Social problem solving ability
- College students

5. OBJECTIVES

1. To find out the level of decision making capacity of college students for total sample.
2. To find out the level of social problem solving ability of college students for the total sample.
3. To find out whether there exist significant difference in the mean scores of decision making capacity among college students for the relevant sub samples based on
 - a) Gender
 - b) Subject of specialization
 - c) Type of management
4. To find out whether there exist significant difference in the mean scores of social problem solving ability among college students for the relevant sub samples based on
 - a) Gender
 - b) Subject of specialization
 - c) Type of management
5. To find out whether significance relationship exist between decision making capacity and social problem solving ability among college students for the total sample and relevant sub samples based on
 - a) Gender
 - b) Subject of specialization
 - c) Type of management
6. To find out whether significant difference in relationship exist between decision making capacity and social problem solving ability among college students for the relevant sub samples based on
 - a) Gender
 - b) Subject of specialization
 - c) Type of management

6. VARIABLES

- Dependent variable
Social problem solving ability
- Independent variable
Decision making capacity
- Classificatory variable :
 - a) Gender
 - b) Subject of specialization
 - c) Type of management

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

500 students of government, aided and unaided colleges of Palakkad, Thrissur and Kozhikode districts.

c. Tools

1. Decision making capacity inventory (DMCI)
2. Social problem solving ability scale (SPSAS) (Tara, Sujana, 2013)

d. Statistical Techniques

- Descriptive statistics like mean, median and mode were employed to know the nature of distribution.
- Test of significance of difference between mean scores to find out whether there exists any significant difference between mean scores.
- One way analysis or variance in order to find out the significant difference between more than two scores.
- Karl Pearson's product moment coefficient of correlation.
- Test of significance of using 't' test.
- Test of significance of difference between 'r' s.

8. MAJOR FINDINGS

1. The college students shows high level / moderate level / low level decision making and social problem solving capacity.

2. There exists significant difference in decision making capacity between males and females and between arts and science.
3. ANOVA shows there does not exist significant difference in decision making among college students with respect to management.
4. There exists significant difference in the mean scores of social problem solving ability among college students with respect to their type of management and in also arts and science students
5. There does not exist significant difference in the mean scores of social problem solving ability between males and females among college students.
6. There exist significant relationship between decision making capacity and social problem solving ability among college students based on the sub samples based on gender, subject specialisation and type of management.
7. There is no significance difference in the relationship between decision making capacity and social problem solving ability among college students based on the sub samples based on Gender, Subject of Specialisation and Type of Management.

Sl. No. 166

1. TITLE

Relationship between metacognition and teaching aptitude among prospective teachers of Kerala.

2. AUTHORS

Name of Student : Sabarish. P
 Name of Supervising Teacher : Tara. S. Nair

3. YEAR

2013

4. KEYWORDS

- Relationship
- Megatocnigiton
- Aptitude
- Teaching aptitude

5. OBJECTIVES

1. To find out the relationship between metacognition and teaching aptitude of prospective teachers of Kerala for the total sample and the sub sample based on

2. To find out the difference in relationship between metacognition and teaching aptitude of prospective teachers for the sub sample based on
 - a) Gender
 - b) Type of management
 - c) Optional subject
3. To find out the level of metacognition of prospective teachers.
4. To find out the level of teaching aptitude of prospective teachers.
5. To find out whether there exist any significant difference in the mean scores of metacognition of prospective teachers for the sub samples based on
 - a) Gender
 - b) Type of management
 - c) Optional subject
6. To find out whether there exist any significant difference in the mean scores of teaching aptitude of prospective teachers for the sub sample based on
 - a) Gender
 - b) Type of management
 - c) Optional subject

6. VARIABLES

- Independent variable
Metacognition
- Dependent variable
Teaching aptitude
- Classificatory variable :
 - a) Gender
 - b) Type of management
 - c) Optional subject

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

600 students

c. Tools

1. Metacognition inventory
2. Teaching aptitude test

d. Statistical Techniques

- Descriptive statistics
- Skewness and Kurtosis
- ANOVA
- Test of significance of difference between mean scores to find out whether there exists any significant difference between mean scores
- Karl Pearson's product moment coefficient of correlation is used to find out the relationship between more than two mean scores.
- Test of significant of 'r' to find out the significance of correlation obtained
- Test of significance of difference in 'r' for large independent samples.

8. MAJOR FINDINGS

1. There is no significant difference in relationship between metacognition and teaching aptitude of prospective teachers for the sub sample based on
 - a) Gender
 - b) Type of management
 - c) Optional subject
2. There is no significant difference in relationship between metacognition and teaching aptitude based on (a) Gender (b) Type of management and there is significant difference in relationship between metacognition and teaching aptitude based on sub sample (among arts and science prospective teachers)
3. Most of the prospective teachers have moderate level of metacognition.
4. There is significant difference between mean score of metacognition were tested for significance on the basis of gender, type of management and optional subject.
5. There is significant difference in teaching aptitude tested on the basis of (a) Gender and not significant on the basis of type of management and optional subject.

Sl. No. 167

1. TITLE

Preparation and validation of an interactive visual instructions.

2. AUTHORS

Name of Student : Saritha. K

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2013

4. KEYWORDS

- Preparation
- Validation
- Visual instructional module
- Interactive instruction

5. OBJECTIVES

1. To prepare an interactive visual instructional module for teaching the topic 'Electromagnetic induction in physics content for XII th standard)
2. To validate the interactive visual instructional module for teaching the topic 'Electromagnetic induction' at higher secondary level.
3. To test the difference in mean pre-test scores between experimental and control group.
4. To test the difference in mean post-test scores between experimental and control group.
5. To compare the adjusted mean scores of achievement in physics of experimental and control group by considering pre-achievement as covariate.
6. To determine the effectiveness of the interactive visual instructional module on the achievement in physics of XII th standard students.

6. VARIABLES

- Independent variable
Interactive visual instructional module in physics.
- Dependent variable
Achievement in physics

- Control variable
Pre-achievement of the student

7. METHODOLOGY

a. Method of Research

Experimentation

b. Sample

80 students of higher secondary school level.

c. Tools

1. Interactive visual instructional module (Ampili 2013)
2. Lesson transcripts on constructivist method.
3. An achievement test in physics.

d. Statistical Techniques

- Measures of central tendency.
- Measures of divergence from normally.
- Inferential statistics

8. MAJOR FINDINGS

1. The achievement of the students who were taught through interactive visual instructional module in physics content electromagnetic induction was significantly higher than that of the students of the control group.
2. There is no significant difference in the mean pre-test of experimental and control group.
3. There is a significant difference in the mean post-test scores of the experimental and control groups.

Sl. No. 168

1. TITLE

Influence of school environment on life skills of secondary school students.

2. AUTHORS

Name of Student : Sheela. V. Nair

Name of Supervising Teacher : Dr. Devika

3. YEAR

2013

4. KEYWORDS

- Life skills
- School environment
- Secondary school students

5. OBJECTIVES

1. To test whether there exist any significant effect of school environment in their life skills of secondary school students.
2. To study the group differences (high x average, high x low, and average x low) in the mean scores of life skills for an unselected group sample of secondary school students when they are classified using their school environment scores.
3. To study the group differences (high x average, high x low, and average x low) in the mean scores of life skills for an equated group sample of secondary school students when they are classified using their school environment scores.
4. To study whether there exist any significant difference in the proportion of boys and girls in each of the life skills group (high x average, high x low, and average x low) classified using their school environment scores.

6. VARIABLES

- Independent variable
Present study school environment.
- Dependent variable
Life skills
- Classificatory variable
 1. Gender
 2. Locale

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

600 students

c. Tools

1. Life skills test for secondary school students (Devika, Sheela, 2013)
2. School environment questionnaire for secondary schools students (Devika, Sheela, 2013)

d. Statistical Techniques

- Preliminary statistical techniques like measures of central tendency, measures of dispersion skewness and kurtosis.
- ANOVA
- Test of significance of difference between means for large in dependent variable.
- Test of significance of difference between means for small dependent variable
- Test of significance of difference between two proportions.

8. MAJOR FINDINGS

1. There exist an significant difference among groups (high x average, high x low, and average x low) in the mean scores of life skills for an unselected groups sample of secondary school students.
2. There exist a significant difference among groups (high x average, high x low, and average x low) in the mean scores of life skills for an equated group sample of secondary school students.
3. The proportion of high life skills group boys is significantly greater than the portion of high life skills group girls.
4. The proportion of high life skills group rural students is significantly greater than the proportions of high life skills group urban students.

Sl. No. 169

1. TITLE

Parental awareness on educational opportunities of children with special needs : A study among parents of Palakkad district.

2. AUTHORS

Name of Student : Prasanna. P
Name of Supervising Teacher : Sankaranarayanan Paleeri

3. YEAR

2013

4. KEYWORDS

- Parental awareness
- Educational opportunities
- Children with special needs (CWSN)
- Palakkad district

5. OBJECTIVES

1. To find the level of awareness of parents on educational opportunities of children with special needs for the total sample.
2. To find whether there exists only significant difference in the awareness of parents on educational opportunities of children with special needs based on the substitute locale.
3. To estimate the awareness on educational opportunities of children with special needs among the parents of normal children and parents of children with special needs with respect to their locale.

6. VARIABLES

- Major variable
Parental awareness on educational opportunities of children with special needs.
- Classificatory variable
 1. Locale
 2. Parental category

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

310 parents of Palakkad district were taken as sample of the study.

c. Tools

1. Questionnaire on parental awareness on Educational opportunities of children with special needs (Sankaranarayanan Paleeri, Prasanna, 2013)

d. Statistical Techniques

- Preliminary statistics
- Test of significance of difference between means.
- ANOVA

8. MAJOR FINDINGS

1. Parents are having different levels of awareness on educational opportunities of children with special needs.
2. There exists significant difference in the awareness of parents on educational opportunities of children with special needs with respect to their locale.
3. Parents of children with special needs are more aware than that of parents of normal children.

4. Parents of children with special needs in rural area have more aware than that of parents children with special needs.
5. Parents of children with special needs in hilly area are more aware than that of parents of normal children in hilly area.

Sl. No. 170

1. TITLE

Problem solving ability in algebra in relation to studying approach among higher secondary students.

2. AUTHORS

Name of Student : Praveena. K.P

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2013

4. KEYWORDS

- Problem solving ability
- Algebra

5. OBJECTIVES

1. To find out the different levels of problem solving ability in algebra among higher secondary student.
2. To find out most preferred studying approach among higher secondary students.
3. To find out whether there exist significant difference in the mean score of studying approach among higher secondary students when they are classified on the basis of
4. To find out whether there exist significant difference in the mean score of problem solving ability in algebra among higher secondary students when they are classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management of the school
5. To find out the relationship between deep, surface and strategic levels of approaches to studying and problems solving ability in algebra among higher secondary students for the total sample and sub sample based on
 - a) Gender
 - b) Locale
 - c) Type of management of the school

6. VARIABLES

- Independent variable
Studying approach

- Dependent variable
Problem solving ability

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

600 students of standard XII

c. Tools

1. Approaches to studying inventory (Ampili, 2003)
2. Test of problem solving ability in algebra.

d. Statistical Techniques

- Mean, median, mode, standard deviation, kurtosis and skewness of two variables studied.
- Test of significance of difference between means.
- One way analysis of variance followed Scheffe's test of multiple comparisons.

8. MAJOR FINDINGS

1. Percentage analysis of the problem solving ability in algebra of higher secondary students shows that most of the higher secondary student have average problem solving ability in algebra.
2. Boys and girls do not differ significantly in their problem solving ability in algebra.
3. Rural higher secondary students means score is greater than that of urban students hence rural students differ significantly compared to urban students.
4. The result of correlation shows that there is positive relationship between different studying approaches and problem solving ability in algebra shows among higher secondary students.

Sl. No. 171

1. TITLE

Relationship between career attitude and professional competency among higher secondary school teachers of Palakkad district.

2. AUTHORS

Name of Student : Rajitha

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2013

4. KEYWORDS

- Career attitude
- Professional competency
- Higher secondary school teachers

5. OBJECTIVES

1. To find out the level of career attitude among higher secondary school teachers.
2. To find out the level of professional competency of the higher secondary school teachers.
3. To find out whether there exists any significant difference between mean scores of the career attitude among the higher secondary school teachers for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience
4. To find out whether there exist any significant difference between mean scores of professional competency among higher secondary school teachers for the sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience
5. To find out whether there exists any significant relation between career attitude and professional competency among the higher secondary school teachers for the total sample and sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience
6. To find out whether there exist any significant difference in the relation between career attitude and professional competency among the higher secondary school teachers based on the sub sample
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience

6. VARIABLES

- Independent variable
Career attitude

- Dependent variable
Professional competency
- Classificatory variable
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

295 higher secondary school teachers.

c. Tools

1. Career attitude scale for higher secondary school teachers (Rajitha, Rajagopalan, 2013)
2. Professional competency scale for higher secondary school teachers (Rajitha, Rajagopalan, 2013)

d. Statistical Techniques

- Test of significance difference between means for large independent samples.
- Karl Pearson's product moment coefficient of correlation.
- Test of significance of 'r'.
- Test of significance of difference between two 'r' s.

8. MAJOR FINDINGS

1. Most of the teachers have show average career attitude among higher secondary school teachers.
2. Most of the teachers show average professional competency among higher secondary school teachers.
3. There exist a significant difference in career attitude of teachers at higher secondary level for the sub samples based on locale and teaching experience. There does not exist a significant difference in career attitude of teacher at higher secondary level for the sub sample based on gender.
4. There exist a significant relationship between career attitude and professional competency of higher secondary school teachers for the total sample and sub samples classified on the basis of
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Teaching experience

Sl. No. 172

1. TITLE

Relationship between attitude towards English and approaches to studying among secondary school students.

2. AUTHORS

Name of Student : Remya. P.B

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2013

4. KEYWORDS

- Relationship
- Attitude towards English
- Approaches to studying
- Secondary school pupils

5. OBJECTIVES

1. To find whether there is any significant relationship between attitude towards English and approaches to study among secondary school students for the total sample and sub samples classified on the basis of gender locale and type of management.
2. To find whether there is significant difference in the relationship between attitude towards English and approaches to study among secondary school students for the total and sub sample classified on the basis of gender, locale and type of management.
3. To find whether there is significant difference towards English among secondary schools students for sub sample classified on the basis of gender, locale and type of management.
4. To find whether there is significant difference in the approaches to studying among secondary school students for sub samples classified on the basis of gender, locale and type of management.

6. VARIABLES

- Attitude towards English
- Approach to studying

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

600 secondary school students

c. Tools

1. Scale of attitude towards English
2. Approaches to studying inventory

d. Statistical Techniques

- Measures of central tendency.
- Pearson's product moment coefficient of correlation
- Test of significance difference between mean scores

8. MAJOR FINDINGS

1. There is no significant difference exists in correlation of attitude towards English and approaches to studying between the sub samples.
2. There exist no significant difference exists in the approaches to studying among secondary school students for sub samples classified on the basis of gender, locale, and type of management.

Sl. No. 173

1. TITLE

Attitude towards smart classroom in relation to techno stress of high school teachers.

2. AUTHORS

Name of Student : Saritha. K.K

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2013

4. KEYWORDS

- Techno stress
- Smart class rooms
- Attitude

5. OBJECTIVES

1. To find out the level of attitude of high school teachers towards smart classroom.

2. To find out the level of techno stress of high school teachers.
3. To find out whether there exist a significant difference in attitude of high school teachers towards smart classrooms for the sub sample classified on the basis of
 - a) Gender
 - b) Type of management
 - c) Teaching experience
 - d) Computer knowledge and
 - e) Subject of specialisation
4. To find out whether there exists a significant difference in techno stress of high school teachers for the sub sample classified on the basis of
 - a) Gender
 - b) Type of management
 - c) Teaching experience
 - d) Computer knowledge and
 - e) Subject of specialisation
5. To find out the relationship between attitude towards smart classroom and techno stress of high school teachers for the total sample and sub samples based on
 - a) Gender
 - b) Type of management
 - c) Teaching experience
 - d) Computer knowledge and
 - e) Subject of specialisation

6. VARIABLES

- Dependent variable
- Independent variable

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

400 teachers in high schools

c. Tools

1. Scale of attitude for measuring attitude towards smart classroom.
2. Inventory for measuring techno stress.

d. Statistical Techniques

- Preliminary statistics: mean, median, mode, standard deviation, skewness, kurtosis.
- Percentage analysis
- Test of significance of two means.

- Karl Pearson's product moment correlation coefficient ®
- Test of significance of 'r'.
- Test of significance of difference in 'r'.
- ANOVA

8. MAJOR FINDINGS

1. Most of the high school teachers have medium level attitude of towards smart classroom.
2. Most of the high school teachers have medium level of techno stress.
3. There does not exist significant difference between the attitude towards smart classroom of male and female teachers of English schools (t=1.01)
4. There is no significant difference in attitude towards smart classroom between the scores of science and social science teachers and language teachers.
5. Based on gender, male and female teachers of high school not differ significantly in their relationship between the attitude towards smart classroom and techno stress.
6. There does not exist significant difference in relationship of attitude towards smart classroom and techno stress of high schools based on subject of specialization.

Sl. No. 174

1. TITLE

Effectiveness of brain based learning method of process standard in geography among secondary school students in Palakkad district.

2. AUTHORS

Name of Student : Siji. S

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2013

4. KEYWORDS

- Effectiveness
- Process standard in geography
- Secondary school students

5. OBJECTIVES

1. To find out the significant difference in the mean score of pre-test and post-test of the experimental group.
2. To find out significant difference in the mean score of pre-test and post-test of the control group.
3. To find out the significant difference between the means core of the post-test of experimental and control group.
4. To find out the significant difference in the gain score of experimental group and control group.

6. VARIABLES

- Independent variable
Brain based learning method
- Dependent variable
Process standard in geography

7. METHODOLOGY

a. Method of Research

Research methodology

b. Sample

35 students

c. Tools

1. Lesson transcript based on constructivism method
2. Lesson transcript based on brain based learning.
3. Standardised test to measure process standard in geography.

d. Statistical Techniques

- Test of significant difference in mean scores for large independent sample student 't' test.
- ANOVA

8. MAJOR FINDINGS

1. There is no significant difference in the mean pre-test scores of experimental and control group.
2. There is a significant difference in the mean post test scores of the experimental and control group.

3. Brain based learning is effective of process standard in geography among secondary school students.

Sl. No. 175

1. TITLE

Teacher efficacy in relation to the quality of work life of secondary school teachers.

2. AUTHORS

Name of Student : Sobha. K

Name of Supervising Teacher : Dr. Seema Menon. K.P

3. YEAR

2013

4. KEYWORDS

- Teacher efficacy
- Quality of work life
- Secondary school teachers

5. OBJECTIVES

1. To find out the percentage of secondary school teachers with difference levels of teacher efficacy.
2. To find out the percentage of secondary school teachers with different levels fo quality of work life.
3. To find out whether thee exist any significant difference in the mean scores of teacher efficacy of secondary school teachers with respect to
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Subject of specialization
 - d) Teaching experience
4. To find out whether there exist any significant difference in the mean scores of quality of work life of secondary school teachers with respect to
 - a) Gender
 - b) Locale

- c) Type of management
 - d) Subject of specialization
 - d) Teaching experience
5. To find out the relationship between the teacher efficacy and the quality of work life of secondary school teachers for the total sample.
 6. To find out the relationship between the teacher efficacy and the quality of work life of secondary school teachers for the sub samples based on
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Subject of specialization
 - d) Teaching experience
 7. To find out whether there exist any significant difference in the relationship between teacher efficacy and quality of work life of secondary school teachers with respect to
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Subject of specialization
 - d) Teaching experience

6. VARIABLES

- Independent variable
Teacher efficacy
- Dependent variable
Quality of work
- Classificatory variable
 - a) Gender
 - b) Locale
 - c) Type of management
 - d) Subject of specialization
 - d) Teaching experience

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample Technique

Stratified random sampling technique

c. Tools

1. Teacher efficacy scale (Seema, Sobha, 2013)
2. Quality of work life scale (Seema, Sobha, 2013)

d. Statistical Techniques

- Percentage analysis
- T-test
- ANOVA
- Product moment coefficient of correlation
- Test of significance of 'r'
- Test of significance of the difference between the two 'r' s.

8. MAJOR FINDINGS

1. Secondary school teachers possess average level of teacher efficacy and quality of work life.
2. There exist no significant difference in the mean scores of teacher efficacy with respect to gender, locale, and subject of specialization.
3. There exist a significant difference in the mean scores of teacher efficacy with respect to type of management and teaching experience.
4. There exist no significant difference in the mean scores of quality of work life with respect to gender, types of management, subject of specialization.
5. There exist a significant difference in the mean scores of quality of work life with respect to locale and teaching experience.
6. There is a marked relationship between teacher efficacy and quality of work life of secondary school teachers for the total sample and also it is seen in the sub samples based on gender, locale type of management is subject of specialisation and teaching experience.
7. There exist significant difference in the relationship between teacher efficacy and quality of work life only in the case of secondary school teachers in government schools and unaided schools. In all other cases the difference in relationship is not significant.

Sl. No. 176

1. TITLE

Development of multimedia package for enhancing vocabulary in English for secondary school students.

2. AUTHORS

Name of Student : Thahira. P.K

Name of Supervising Teacher : Dr. Rajagopalan. K

3. YEAR

2013

4. KEYWORDS

- Development
- Multimedia package
- Enhancement

5. OBJECTIVES

1. To develop a multimedia package on selected units of English for secondary pupils.
2. To find out the effectiveness of multimedia package developed on vocabulary in English.
3. To compare the multimedia package with the conventional approach.
4. To compare the experimental group with the control group on the basis of the scores of post-test given after one month of the experiment.

6. VARIABLES

- Independent variable
Multimedia package, conventional method of instruction
- Dependent variable
Vocabulary in English

7. METHODOLOGY

a. Method of Research

Experimental design

b. Sample

30 students in experimental group

30 students in control group

c. Tools

1. Vocabulary test (Rajagopalan, Thahira, 2013)
2. Lesson transcription based on multimedia package.
3. Lesson transcription based on constructivism.

d. Statistical Techniques

- Test of significance for difference in mean for large independent sample for large independent sample.

8. MAJOR FINDINGS

1. There is a significant difference between mean scores obtained on the basis of pre-test and post-test for the experimental group.
2. There is significant differences between means cores on the basis of post-test for the experimental and control group.
3. There exist significant difference in the mean gain scores of experimental and control group.

Sl. No. 177

1. TITLE

Relationship between parenting style and social sensitivity of higher secondary school students of Palakkad district.

2. AUTHORS

Name of Student : Vinaya Vijayan. P

Name of Supervising Teacher : Dr. Rajagopalan. K

3. YEAR

2013

4. KEYWORDS

- Relationship
- Percentage style
- Social sensitivity

5. OBJECTIVES

1. To find out the nature of parenting style of higher secondary students for the total sample and relevant sub sample based on

a) Gender

b) Locale

c) Type of management

2. To find out the mean difference of parenting style of higher secondary school students based on sub sample.
 - a) Gender
 - b) Locale
 - c) Type of management
3. To find out the mean difference of social sensitivity of higher secondary students for the total sample and relevant sub sample based on
 - a) Gender
 - b) Locale
 - c) Type of management
4. To identify the relationship between different parenting style and social sensitivity of higher secondary students based on
 - a) Gender
 - b) Locale
 - c) Type of management

6. VARIABLES

- Independent variable : Parenting style.
- Dependent variable : Social sensitivity
- Classificatory variable
 - a) Gender
 - b) Locale
 - c) Type of management

7. METHODOLOGY

- a. Method of Research* : Multimedia survey method
- b. Sample* : 600 higher secondary school students
- c. Tools*
 1. Parenting style inventory
 2. Social sensitivity scale (Dr. Vasumathi and Suja. K.K)
- d. Statistical Techniques*
 - Measures of central tendency
 - Measures of dispersion
 - Percentage analysis
 - ANNOVA

8. MAJOR FINDINGS

1. There is significant difference in the gender of each parenting styles between males and females.
2. There is no significant difference in the means scores of authentic attachment and permissive parenting styles between rural and urban students.
3. There is no significant difference among all the fine differed parenting styles.

Sl. No. 178

1. TITLE

Development and Validation of a Multimedia Package for the Enhancement of Attitude towards Peace and Non Violence among Secondary Students in Kerala

2. AUTHORS

Name of Student : Vishnunath. T.V

Name of Supervising Teacher : Anilkumar. K.P

3. YEAR

2013

4. KEYWORDS

- Development, Validation, Multimedia package, Enhancement, Attitude Peace, Non Violence

5. OBJECTIVES

Major Objectives

1. To develop a multi media package for the enhancement of attitude towards peace and non violence among secondary students.
2. To determine the effectiveness of the multimedia package for the enhancement of attitude towards peace and non violence among secondary students.

Minor Objectives

1. To find out whether there exist significant difference in the means of pre-test scores of the experimental group and control group before the treatment.
2. To find out whether there exists significant difference in the means of pre-test and post-test scores of the experimental group.
3. To find out whether there exists significant difference in the means of pre-test and post-test scores of the control group.
4. To find out whether there exists significant difference in the means of post-test scores of the experimental group and control group after the treatment.
5. To find out whether there exists significant difference in mean gain scores of the control group and experimental group.

7. HYPOTHESES OF THE STUDY

1. Multimedia package is effective for enhancing attitude towards peace and non violence among secondary students.
2. There does not exist significant difference in mean pre-test scores of the experimental group and control group.

3. There exists significant difference in the mean pre-test and post-test scores of the experimental group.
4. There exists significant difference in the means of post-test scores of the experimental group and control group.
5. There exists significant difference in the mean pre-test and post-test scores of the control group.
6. There exist significant difference in mean gain score of the experimental group and control group.

6. VARIABLES

- Independent variable
- Dependent variable

7. TOOLS

- a. Multimedia package
- b. Scale of attitude towards peace and non violence
- c. Lesson transcript

8. MAJOR FINDINGS

1. The obtained result indicated that there is no significant difference in the pre-test of experimental group and control group. The obtained 't' value for the experimental group and control group was 0.016. So the pre-test scores does not differ between the experimental group and control group.
2. The obtained result indicated that there exist significant difference in the pre-test and post-test means of experimental group. The obtained 't' value for the experimental group and was 22.911. So the pre-test post-test scores significantly differ.
3. The obtained result indicated that there is no significant difference in the pre-test post-test of control group. The obtained 't' value for the control group was 1.903. So the pre-test post-test scores does not differ.
4. The obtained result indicated that the attitude of the experimental and control group was not similar. That the multimedia package based strategy to be more effective for the enhancement of peace and non violence among the secondary students than on constructivist method of teaching.
5. For the total sample, the critical ratio for comprising the mean gain scores of experimental and control group is found to be significant at 0.01 level and 0.05 level which implies that there is significant difference in the gain scores among experimental and control group after the treatment.

2014

Sl. No. 179

1. TITLE

Student perception of difficulties in learning among hearing impaired children in special schools

2. AUTHORS

Name of Student : Aiswarya Das. K

Name of Supervising Teacher : Dr. Rajagopalan. K

3. YEAR

2014

4. KEYWORDS

- Student perception
- Difficulties in learning
- Hearing impaired children
- Special schools

5. OBJECTIVES

The objectives of the study are enumerated as below:

1. To find out student perception of difficulties in learning among hearing impaired children in special schools.
2. To find out the levels of students perception of difficulties in learning among hearing impaired children in special schools.
3. To find out the difference in student perception of difficulties in learning among hearing impaired children in special schools based on :
 - (a) Gender
 - (b) Locale
 - (c) Type of management

6. VARIABLES

- Criterion Variable
Student perception of difficulties in learning
- Classificatory variables
 - (a) Gender
 - (b) Locale
 - (c) Type of management

7. METHODOLOGY

a. Method of Research

Descriptive survey method

Normative survey method

b. Sample

Stratified random sampling technique

c. Tools

1. Questionnaire

d. Statistical Techniques

- Measures of central tendency

Mean, Mode, Median

- Measures of dispersion

Standard deviation

- Measures of divergence from normality

Skewness, Kurtosis

- Test of significance of difference between means scores for large independent sample

- ANOVA

8. MAJOR FINDINGS

1. The percentage of students with high and low level of perception was found to be normally distributed. Among 232 students 8.19% of students have high; 6.47% have low and 85.34% students have average level perception of difficulties in learning.
2. There does not exist significant difference in student perception of difficulties in learning based on gender ($t=0.423$); locale ($t=0.002$) and type of management as aided, government and unaided ($f=95.538$).

Sl. No. 180

1. TITLE

Analysis of IT School project in secondary schools with special reference to Ninth standard physics curriculum.

2. AUTHORS

Name of Student : Ajimol. V.S

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2014

4. KEYWORDS

- IT @ School project
- Analysis
- Physics Curriculum
- Secondary Schools
- Ninth standard

5. OBJECTIVES

1. To list out the software developed by IT @ School project and which of them are useful for physics learning of ninth standard.
2. To find out the role of software developed by IT @ School project, in ninth standard physics learning.
3. To find out whether the curricular objectives of ninth standard physics are attained through ICT materials provided by the IT @ School project.
4. To list out the experiments given in ninth standard physics text book and to find out the new software of IT @ School project enhance the experimental skill of the students.
5. List out the ICT materials provided by IT @ School project other than the contents prescribed in the physics text book.
6. To know whether the ICT materials are capable of giving basic information regarding physics for the secondary school students.
7. To find out the opinion of IT co-ordinators about the effectiveness of IT @ School project with special reference to physics learning.
8. To find out the opinion of teachers about the affectiveness of IT @ School project with special reference to physics learning.

9. To find out the perception of students about the effectiveness of I @ School project with special reference to ninth standard physics learning.

6. METHODOLOGY

a. Method of Research

Mixed research method

Normative survey method s

b. Sample

The sample selected for the study consists of 589 ninth standard students from Thrissur, Palakkad and Malappuram districts. The sample was selected by using the stratified random sampling technique. In addition to this the researcher included 55 physics teachers and 7 IT co-ordinators for the present study.

c. Tools

1. An inventory on IT @ School project for students with special reference to ninth standard physics learning (Dr. Ampili Aravind, Ajimol. V.S)
2. An opinionnaire for teachers about IT @ School project with special reference to ninth standard physics learning (Dr. Ampili Aravind, Ajimol. V.S)
3. An interview schedule for IT co-ordinators (Dr. Ampili Aravind, Ajimol. V.S)

d. Statistical Techniques

- Preliminary analysis
Mean, Mode, Median
- Percentage analysis
- Test of significance of means.

8. MAJOR FINDINGS

1. The software developed by IT @ School project are listed out and the Investigator identified that PhET and K-Tech scale are the two software useful for physics learning of ninth standard.
2. Through the investigation the researcher found that software provided by IT @ School projects are very useful and it enhances physics learning in ninth standard.
3. Though there are specified curricular objectives prescribed in handbooks of ninth standard physics text books they cannot be fully attained by the experiments included in IT @ School project. As per the syllabus of ninth standard very few experiments are included in it 2 School project.
4. By analyzing the fourth objective the researcher can conclude that the experimental skills of students were enhanced by the software developed by IT @ School project.

5. The ICT materials included in PhET other than prescribed ion ninth standard physics text book were listed out. It has been understood that many experiments are included in IT @ School project which are needed to enhance physics learning in higher secondary level.
6. By analyzing the experiments included in PhET the Investigator found that the ICT materials provided by IT @ School project develop basic information regarding physics in students only to some extent.
7. From the interview schedule for IT co-ordinators the Investigator found that all IT co-ordinators are supportive of integrating physics with information technology and are of opinion that it will help the teachers and students to learn physics effectively.
8. From percentage analysis of teacher's opinion about the effectiveness of IT @ School project with special reference to ninth standard physics learning the Investigator found that 16.36% of the secondary school teachers have highly favourable opinion abbot the effectiveness of IT @ school project. The percentage having moderately favourable opinion is 60.00% and 23.60% are having unfavourable opinion.
9. From the item wise analysis of opinion of teachers towards the effectiveness of IT @ School project the researcher found that the items with greater percentage are related to investigation of ICT and physics positively. The items that get lower parentages are the statements which mention the drawback of IT @ School project.
10. From the percentage analysis there are different levels of students perception about the effectiveness of IT @ School project. From table 14 it is evident that 1.7% of the secondary school students have high level of perception about the effectiveness of IT @ School project. 82% of students have shown average level of perception and 16.3% of students fall into a group of low level per option.
11. The item wise percentage analysis of students shown that the items get greater percentages are the statements which related to enhance physics learning using information technology. The items that get lower percentages are the items which mentioned using of software developed by IT @ School project.
12. From test of significance of difference between mean scores based on gender it was found that there exist a significant difference between boys and girls in mean scores of perception about the effectiveness of IT @ School project. Boys have higher perception about the effectiveness of IT @ School project with special reference to ninth standard physics learning than girls.
13. From test of significance of difference between mean scores based on type of management it was found that there exist no significant difference between government and aided school students in mean score of perception about the effectiveness of IT @ School project with special reference to ninth standard physics learning.

Sl. No. 181

1. TITLE

Life skills of orphan and non orphan high school students of Kerala

2. AUTHORS

Name of Student : Akbar. A.T

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2014

4. KEYWORDS

- Life skills
- Orphan
- High school students

5. OBJECTIVES

The following are the objectives of the study.

1. To compare the life skills of orphan and non orphan high school students.
2. To compare the life skills of male and female high school students for the sub samples of
 - (a) Orphan students
 - (b) Non Orphan students
3. To compare the cognitive life skills of orphan and non orphan high school students.
4. To compare the affective life skills of orphan and non-orphan high school students.
5. To compare the life skills of orphan and non-orphan high school students based on dimensions.
 - (a) Coping with stress
 - (b) Coping with emotions
 - (c) Internal relationship
 - (d) Empathy
 - (e) Creative thinking
 - (f) Decision making
 - (g) Effective communication

- (h) Problem solving
- (i) Critical thinking
- (j) Self awareness

6. VARIABLES

Variable play important role in any type of study. In the present study life skills taken as the *Criterion variable*. The *Classificatory variable* is

1. Gender (Male, Female)

7. METHODOLOGY

a. *Method of Research*

Normative survey method

b. *Sample*

stratified sampling technique

c. *Tools*

Life skill situational test for high school students (WHO 1997)

d. *Statistical Techniques*

- Measures of central tendency
Mean, Mode, Median
- Measures of dispersion
Standard deviation
- Measures of divergence from normality
Skewness, Kurtosis
- Test of significance of difference between mean.

8. MAJOR FINDINGS

The analysis of the data leads the Investigator to the following findings.

1. Test of significance of difference in means of life skills between orphan and non orphan high school students.

The critical ratio (t value=195) for mean difference in life skills of orphan and non orphan high school students was not significant of 0.05 level since the calculated 't' value (.195) less than the table value 1.96. In other words there is no significant difference between orphan high school students and non orphan high school students, the mean score of life skills obtained was (718.85) found to be less than that of the mean score of the non orphan high school students (721.03).

There is only a slight variation in the mean score of life skills but not at significant level.

The mean score of life skills between orphan high school students and non orphan high school students is not significant.

2. Test of significance of difference in means of life skills between male and female orphan high school students.

The critical ratio (t value = 2.81) for mean difference in life skills of male and female orphan high school students was significant at 0.01 level since the calculated 't' value (2.81) greater than the table value 2.58. In other words there is significant difference between male and female orphan high school students in their life skills.

Mean score of life skill obtained.

Male orphan HS students – 708.45

The mean score of life skills between male and female orphan high school students is significant.

3. The mean score of life skills between male and female non orphan HS student is significant.

Mean score of life skills obtained.

Male non orphan HS students – 684.10

Female non orphan HS students – 753.60

The critical ratio – 't' value – 4.297

Significant of 001 level

Calculated 't' value (4.297) greater than the table value – 2.58.

4. The mean score of cognitive life skills between orphan HS students and non orphan HS students is not significant.

Mean score of life skill obtained by orphan HS students – 408.95

Non orphan HS students – 407.90

Critical ratio – 't' value = .170.

The critical ratio was not significant at 0.05 level.

Since the calculated 't' value (.170) less than the table value = 1.96.

5. The mean score of affective life skills between orphan and non orphan HS students is not significant.

Critical ratio ('t' value) = .170.

The critical ratio for mean difference in affective. Life skills of orphan and non orphan HS students was not significant at 0.,05 level, since the calculated 't' value (.170) less than the table value – 1.96.

Orphan HS students – 408.95

Non orphan HS students – 407.90

6. Mean score of critical thinking between orphan and non orphan HS students is not significant.

The mean score of life skills obtained in critical thinking by orphan HS students = 53.78

The mean score of life skills obtained in critical thinking by non orphan HS students = 55.65.

The critical ratio 't' value = 1.297.

The critical ratio was not significant at 0.05 level since the calculated 't' value (1.297) less than the table value = -1.96.

7. The mean score of problem solving between orphan and non orphan HS students is not significant.

The mean score of life skills – problem solving by orphan HS students – 81.78

The mean score of life skills – problem solving by non orphan HS students = 84.05.

The critical ratio 't' value = 1.493.

The critical ratio was not significant at 0.05 level since the calculated 't' value was less than the table value 1.96

8. The mean score of decision making between orphan and non orphan HS students is not significant.

Critical ratio 't' value = 1.059.

The mean score decision making by orphan HS students = 64.90.

The mean score decision making by non orphan HS students = 66.55.

(Here the mean score difference is too small.

9. The mean score of creative thinking between orphan and non orphan HS students is not significant.

The mean score creative thinking obtained by orphan HS students = 56.60.

The mean score of creative thinking obtained by non orphan HS students = 57.75.

Critical ratio ('t' value) = .859.

10. The mean score of self awareness between orphan and non orphan HS students is not significant.

The mean score self awareness obtained by orphan HS students = 78.15.

The mean score self awareness obtained by non orphan HS students = 80.08

- The critical ratio – ('t' value) = 1.062.
11. The mean score of effective communication is not significant.
- The mean score effective communication obtained by orphan HS students – 75.70.
- The mean score effective communication obtained by non-orphan HS students = 78.30.
- The critical ratio (t value) = 1.261.
12. The mean score of inter personal relationship between orphan and non orphan HS students is not significant.
- The critical ratio (t value = 1.509).
- The mean score inter personal relationship obtained by orphan HS students – 64.90.
- The mean score inter personal relationship obtained by non-orphan HS students – 66.55.
13. The mean score of empathy between orphan and non orphan HS students is not significant.
- The critical ratio (t value) = .091.
- The mean score of empathy – orphan HS students – 76.68
- The mean score of empathy – non orphan HS students – 77.03.
14. The mean score of coping with emotion between orphan and non orphan HS students is not significant.
- The critical ratio (t value = .977)
- The mean score of life skills obtained – coping with emotion – by orphan HS students – 80.28.
- The mean score of life skills obtained – coping with emotion by non orphan HS students – 78.08.
15. The mean score of coping with stress between orphan and non orphan HS students is not significant.
- The critical ratio (t value) = 1.062.
- The mean score of self awareness obtained by orphan HS students – 78.15.
- The mean score of self awareness obtained by non orphan HS students – 80.08.

9. CONCLUSION

- From the above findings it is found that there is no significant difference in the life skills of orphan and non orphan HS students.
- The cognitive components and affective components of the life skills are also the same for orphan and non orphan HS students.

- The life skills of female HS students is greater than the life skills of the orphan and non orphan HS students.

Sl. No. 182

1. TITLE

Relationship between procrastination and academic stress among higher secondary school students.

2. AUTHORS

Name of Student : Anusree. C

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

3. YEAR

2014

4. KEYWORDS

- Relationship
- Procrastination
- Academic stress
- Higher secondary school students

5. OBJECTIVES

1. To find out the level of procrastination among higher secondary school students.
2. To find out the level of academic stress among higher secondary school students.
3. To find out the significant difference in procrastination among higher secondary school students for the sub sample classified on the basis of
 - a) Gender
 - b) Type of management
4. To find out the significant difference in academic stress among higher secondary school students for the sub sample classified on the basis of
 - a) Gender
 - b) Type of management
5. To find out the significant relationship between procrastination and academic stress among higher secondary school students for the total sample classified on the basis of

- a) Gender
 - b) Type of management
6. To find out the significant difference between procrastination and academic stress among higher secondary school students for the total sample and the sub sample classified on the basis of
- a) Gender
 - b) Type of management

6. VARIABLES

- Independent variable
- Dependent variable
- Classificatory variable

7. METHODOLOGY

a. *Method of Research*

Normative survey method

b. *Sample*

Stratified random sampling technique

c. *Tools*

1. Procrastination scale
2. Academic stress inventory

which was adopted from Dr. Meera & Noora Abdulkader.

d. *Statistical Techniques*

- Measures of central tendency
Arithmetic Mean, Median & Mode
- Measures of dispersion
Standard deviation
- Measures of divergence from normality
Skewness, Kurtosis

8. MAJOR FINDINGS

1. When the level of procrastination among higher secondary school students were obtained, the total sample of the students were classified into three groups, such as high, low and moderate by using percentage analysis. It was found that 20.66% of the higher secondary school students show slow high procrastination and 61.83%

- of the higher secondary school students have shown moderate procrastination and 17.5% of students falling low procrastination.
2. When the level academic stress among higher secondary school students were obtained, the total sample of the students were classified into three groups such as high, low and moderate by using percentage analysis. It was found that 19.33% of the higher secondary school students slow high academic stress. And 64.33% of the higher secondary school students have shown moderate academic stress.
 3. When there exists significant difference in procrastination of higher secondary school students for the sub samples based on
 - a) Gender
 - b) Type of management
 4. The mean scores of procrastination for female were found to be higher than male. It shows that female exhibit higher procrastination than male. The initial ratio is 3.899, which reveals that the mean difference of male and female is significant at 0.05 level.
 5. The mean scores of procrastination for female were found to be higher than male. It shows that female exhibit higher procrastination than male. The initial ratio is 3.899, which reveals that the mean difference of male and female is significant at 0.05 level.
 6. The mean scores of procrastination with respect to type of management were compared using ANOVA. Results of ANOVA showed that there doesn't exist significant difference in the mean scores of the three groups of procrastination, since female (1.195) is less than the table value 1.96. the mean difference was not significant among the three groups when a pair wise comparison was made.
 7. When there exists significant difference in academic stress of higher secondary school students for the sub samples based on
 - a) Gender
 - b) Type of management
 8. The mean scores of academic stress for female were found to be higher than male. It shows that female exhibit higher academic stress than male. The initial ratio is 2.089, which reveals that the mean difference of female and male is significant at 0.05 level.
 9. The mean scores of academic stress with respect to type of management were compared using ANOVA. Results of ANOVA showed that there exists significant difference in the mean scores of the three groups of academic stress, since female (22.764) is greater than the table value 1.96 at 0.05 level of significance.
 10. Further Scheffe's test of multiple comparisons scaled that the mean difference was significant among the three groups when a peer wise comparison was made.
 11. When there exists a significant relationship between procrastination and academic stress among higher secondary students for the total sample and sub sample classified on the basis
 - a) Gender
 - b) Type of management

12. For the total sample, the relationship between procrastination and academic stress was found to be -0.643. though scholarship or marked, the relationship was found to be significant at 0.01 level.
13. The coefficient of correlation between procrastination and academic stress for the sub sample male and female were found to be -.783 and -.613. Both the correlation were found to be significant at 0.01 level.
14. The coefficient of correlation between procrastination and academic stress for the sub sample of government, aided and unaided schools were found to be -.587, -.754, -.654 respectively. All the correlation were found to be significant at 0.01 level.
15. When there exists any significant difference in relationship between procrastination and academic stress of higher secondary school students for sub sample based on
 - a) Gender
 - b) Type of management
16. The correlation between procrastination and academic stress was differ significantly in male and female. The obtained critical ratio -2.7 shows that the difference in relationship is significant at 0.01 level.
17. The correlation between procrastination and academic stress was differ significantly in government and aided higher secondary school students. The obtained critical ratio 3.07 shows that the difference in relationship is significant at 0.01 level.
18. The correlation between procrastination and academic stress was not differ significantly in government and unaided higher secondary school students.
19. The obtained critical ratio 1.08 shows that these does not exist any significant difference in relationship between procrastination and academic stress among government and unaided higher secondary school students.
20. The correlation between procrastination and academic stress and differ significantly in aided and unaided higher secondary school students. The obtained initial ratio 1.98 shows that the difference in relationship is significant at 0.05 level.

Sl. No. 183

1. TITLE

Stress related to the public examination of CBSE standard X among parents, teachers and students.

2. AUTHORS

Name of Student : Aswathi. T
 Name of Supervising Teacher : Dr. K.S. Sajan

3. YEAR

2014

4. KEYWORDS

- Stress
- Public examination
- Public examination stress
- CBSE
- Parents
- Teachers
- Students

5. OBJECTIVES

1. To find out the level of stress related to the public examination of CBSE standards X among portents.
2. To find out the level of stress related to the public examination of CBSE standard X among teachers.
3. To find out the level of stress related to the public examination of CBSE standard X among students.
4. To test the difference between the stress related to the public examination of CBSE standard X among parents based on their
 - (a) Qualification (under graduate / graduate / above graduate)
 - (b) Socio-economic status (below average / average / above average)
5. To test the difference between the stress related to the public examination of CBSE standard X among teachers based on there
 - (a) Qualification (basic qualification / higher qualification)
 - (b) Gender
 - (c) Locality of Residence (Rural / Urban)
6. To test the difference between the stress related to the public examination of CBSE standard X among students based on their
 - (a) Gender
 - (b) Locality of Residence (Rural / Urban)

6. VARIABLES

- Criterion variable

- Classificatory variable

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

The population for the present study was the CBSE X standard teachers, students and their parents.

c. Tools

1. Examination stress inventory for parents (Developed by researcher with the help of supervising teacher)
2. Examination stress inventory for teachers (Developed by researcher with the help of supervising teacher)
3. Examination stress inventory for students. (Developed by researcher with the help of supervising teacher)
4. Socio economic status scale (Nair, 1976 updated)

d. Statistical Techniques

- Preliminary analysis
- T-test
- ANOVA
- Percentage analysis

8. MAJOR FINDINGS

1. When the level of public examination stress of CBSE standard X among parents were calculated. It was found that the levels of public examination stress among parents were found to be different. The total sample of parents were classified into 3 groups. Such as high, average and low by using percentage analysis. It was found that 15% of parents show high public examination stress, 66% of the parents have show average public examination stress and 19% of parents falling into low public examination stress.
2. When the level of public examination stress of CBSE standard X among teachers were calculated. It was found that the levels of public examination stress among teachers were found to be different. The total sample of teachers were classified into 3 groups such as high, average and low by using percentage analysis. It was found that 18% of teachers show high public examination stress, 75% of the teachers have show average public examination stress and 7% of teachers falling into low public examination stress.
3. When the level of public examination stress of CBSE standard X among students were calculated. It was found that the levels of public examination stress among

students were found to be different. The total sample of students were classified in to 3 groups such as high, average and low by using percentage analysis. It was found that 15.41% of students show high public examination stress, 70.42% of the students have show average public examination stress and 14.17% of students falling into low public examinations stress.

4. Whether there exists any significant different in the public examination stress of CBSE standard X among parents based on the sub sample (a) qualification (b) profession (c) socio economic status.
5. The mean scores of public examination stress among parents with respect to profession were compared by using ANOVA. Results of ANOVA showed that there doesn't exists any significant difference in the mean scores of the three groups of examination stress, since F value 1.558 is less than the table value 3.03 at 0.05 level of significance.
6. The mean scores of public examination stress among parents with respect to socio economic status were compared by using ANOVA. Results of ANOVA showed that there doesn't exist any significant difference in the mean scores of the three groups of examination stress, since F value 1.923 is less than the table value 3.03 at 0.05 level of significance.
7. Whether there exist any significant difference in the public examination stress of CBSE standard X among teachers based on the sub sample (a) qualification (b) gender (c) locality.
8. The mean scores of public examination stress among teachers with respect to gender were found by using t-test. It shows that there does not exist any significant difference in examination stress. The critical ratio 1.939 which reveals that there does not exists any significant difference in the mean scores of public examination stress among teachers classified based on gender.
9. The mean scores of public examination stress among teachers with respect of locality were found by using t-test. It shows that there doesn't exist any significant difference in examination stress. The critical ratio -0.994 which reveals that there doesn't exists any significant difference in the mean scores of public examination stress among teachers classified based on locality.
10. Whether there exists any significant difference in the public examination stress of CBSE X standard among students based on the sub samples (a) gender and (b) locality.
11. The mean scores of public examination stress for urban students were found to be higher than rural students. It shows that an urban student exhibits higher examination stress them rural students. The critical ratio -3.934 which reveals that the mean different in public examination stress of rural and urban students was significant at 0.05 levels.

Sl. No. 184

1. TITLE

Relationship between cultural values and academic achievement in social science among secondary school students in Thrissur district.

2. AUTHORS

Name of Student : Athira. M.R

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2014

4. KEYWORDS

- Cultural values
- Achievement in social science
- Relationship

5. OBJECTIVES

1. To find out the cultural values among the secondary school students in Thrissur district.
2. To find out the achievement in social science among secondary school students in Thrissur district.
3. To find out the difference in mean scores of cultural values among secondary school students for total sample and sub sample based on
 - a) Gender
 - b) Locale
 - c) Type of Management
4. To find out the difference in mean scores of achievement in social science among secondary school students for total sample and sub sample based on
 - a) Gender
 - b) Locale
 - c) Type of Management
5. To find out the relationship between cultural values and achievement in social science among secondary school students for total sample and sub sample based on
 - a) Gender
 - b) Locale

- c) Type of Management
6. To find out the difference in relationship between cultural values and achievement in social science among secondary school students for total sample and sub sample based on
- a) Gender
 - b) Locale
 - c) Type of Management

6. VARIABLES

- *Dependent variable*
Achievement in social science
- *Independent variable*
Cultural values
- *Classificatory variables*
Gender, Location, Type of management

7. METHODOLOGY

a. *Method of Research*

Normative survey method

b. *Sample*

Stratified random sampling technique.

c. *Tools*

Rating Scale (Athira. M.R, Dr. Rajagopalan, 2014)

d. *Statistical Techniques*

- Measure of central tendency
- Measure of dispersion
- Test of significance of difference in mean score for large independent sample (student test)
- Karl Pearson's product moment coefficient 'r'.
- One-way analysis of variance (ANOVA)

8. MAJOR FINDINGS

Cultural values and achievement in social science are the main two variables in this study. Gender, locale and type of management are the classificatory variables. In this study measured 530 students for the sample the study found that the relationship between cultural value and academic achievement in social science.

1. It was found that, 363 students have average level of cultural value, 90 students have low level of cultural values and only 80 students high level of cultural value. The different level of percentage also show that, the cultural values differ among the secondary school students.
2. It was found that, 353 students have higher achievement, 95 students in lower achievement and only 85 students have higher achievement in social science. The different level of percentages indicate that the achievement in social science is differing among the secondary school students.
3. It was found that in the case of gender, the 't' value is .42 which is less than the table value 1.96. the result shows that thee is no significant difference in the mean scores of cultural values between females and males. In case of locale, the 't' value is 3.096 in the level at 0.05 which is more than the table value 1.96. The result shows that, thee is a significant difference in the mean scores of cultural values between rural and urban.
4. In case of type management, value 't' is 2.31 this indicates that, thee exist significant difference between the type of management like aided, government and unaided.
5. It was found that in the case of gender the calculated 't' value of achievement in social science is 7.46 which is more than the table value 1.96 in the 0.05 level of significance. The result shows that there is a significant difference in the mean scores of achievement in social science between females and males.
6. It was found that in case of locale, the calculated 't' value is 7.45. The result shows that there is a significant difference in the mean scores of achievement in social science between rural and urban. In case of type of management, the calculated 't' value is 3.67. The result shows that there is a significant difference in the mean scores of achievement in social science between the type of management like aided, government and unaided.
7. It was found that in case of locale, the sample of urban is not existed a significant difference between cultural value and achievement in social science. In case the calculated 't' value is 1.45.
8. It was found that, in case of type of management the government and unaided samples are existed a significant difference relationship between the cultural value and achievement in social science. The calculated 't' values are 7.16 and 4.85.
9. It was found that, the aided sample is not a significant difference relationship between the cultural value and achievement in social science. The calculated 't' value is -4.5.
10. It was found that, thee is not significance difference relationship between cultural value and achievement in social science in case of female and male. The CR is -88.
11. It was found that, there is a significance difference relationship between cultural value and achievement in social science in case of aided and government. The CR is -5.12.

12. It was found that, there is a significance difference relationship between cultural value and achievement in social science in case of aided and unaided. The CR is - 3.74.
13. It was found that, there is not significance difference relationship between cultural value and achievement in social science in case of government and unaided. The CR is 1.22.
14. It was found that, there is a significance difference relationship between cultural value and achievement in social science in case of rural and urban. The CR is 3.72.

Sl. No. 185

1. TITLE

A study on reading habits among B.Ed. students under the colleges of Calicut University.

2. AUTHORS

Name of Student : Leena. K.P
Name of Supervising Teacher : Sunilkumar. A.S

3. YEAR

2014

4. KEYWORDS

- Study
- Reading habits
- B.Ed. students
- Calicut University

5. OBJECTIVES

1. To find out the level of reading habits among B.Ed. students for the whole sample and the sub samples based on
 - a) Gender
 - b) Subject of specialisation
 - c) Type of management
2. To test the significant difference in the level of reading habits among B.Ed. students for the sub samples based on
 - a) Gender
 - b) Subject of specialisation
 - c) Type of management
3. To study whether there exist any significant difference in the proportion of types of management in each of the group (high, average and low) when classified using their reading habits scores.

4. To study whether there exist any significant difference in the proportion of males and females in each of the group (high, average and low) when classified using their reading habits scores.
5. To study whether there exists any significant difference in the proportion of subjects in each of the group (high, average and low) when classified using their reading habits scores.

6. VARIABLES

- ***Criterion variable***

Reading habits

- ***Classificatory variables***

Gender, subjects of specialisation and type of management.

Gender – Male & Female.

- ***Subject of specialisation***

Malayalam, English, Mathematics, Physical Science, Natural Science and Social Science.

- ***Type of management***

Government, Aided, Unaided and CUTEC

7. METHODOLOGY

a. Method of Research

Descriptive or normative survey was the method used for the study.

b. Sample

The present study was conducted on a final sample of 668 B.Ed. students studying in aided, government, CUTEC and unaided training colleges. The sample for the present study was drawn by stratified random sampling technique.

c. Tools

The tool used for the present study was reading interest inventory.

d. Statistical Techniques

- Descriptive statistics: Mean, median, standard deviation, Skewness and kurtosis.
- Inferential statistics: Test of significance of r using t-test, ANOVA, Chi-square test and test of significance of difference between proportion.

8. MAJOR FINDINGS

The major findings of this study can be summarized as follows:

1. When the level of reading habits among B.Ed. students were obtained. The total sample of the students and sub sample were classified into three groups such as high, average and low by using percentage analysis. It was found that 17.81% of the students show high reading habits. And 66.92% of students have shown average reading habits. And 15.27% of students falling into low reading habits. In the case of sub sample gender, type of managements and subjects of specialisation thee also exist different levels of reading habits.
2. It is evident from the test results of significance of difference that the male and female students have no difference in their reading habits.
3. Test of significance shows that the mean difference of B.Ed. students with respect to their reading habits. It is clear that the B.Ed. students with Malayalam subjects have better reading habits with a mean score of 44.64.
4. From the result of mean difference of B.Ed. students with respect to their reading habits, it is clear that the B.Ed. students in government colleges have higher reading habits with a mean score of 41.93 compared to the students in aided unaided and CUTEC.
5. From the result of the test of difference in the proportion, it is clear that the difference in the proportion of female and make students in high group, average group, and low group is not significant at .05 level.
6. Result indicates that high, average and low group proportions of aided and government, aided and unaided, aided and CUTEC, government and unaided and also government and CUTEC are not significant. But in the case of unaided and CUTEC high and low group proportions are significant with critical ratios 2.67 and -2.22 respectively.
7. The test of significance for high reading habit group revealed that the proportion of English and Mathematics, English and natural Science, English and Social Science, Mathematics and Natural Science, Mathematics and Social Science, Natural Science and Physical Science, Natural Science and Physical Science, Natural Science and Social Science shows no significant difference in high average and low levels.
8. In the case of English and Malayalam significant at high and low levels with critical ratio -2.843 and 2.785 respectively. With critical ratio 3.064 and -2.058 of English and Physical Science at high ad average levels are significant at .05 levels. For mathematics and Malayalam significant at high and low levels with critical ratio 2.824 and -1.96 respectively. Malayalam and Natural Science, and Malayalam and Social Science also significant at high and average levels.
9. Malayalam and Physical Science significant at high, average and low levels with critical ratios 5.853, -2.677 and -2.981 respectively. Mathematics and Physical Science, Physical Science and Social Science significant at high level of reading habits only

Sl. No. 186

1. TITLE

Traffic awareness among students of B.Ed. Course.

2. AUTHORS

Name of Student : Liji. K.J

Name of Supervising Teacher : Sunilkumar. A.S

3. YEAR

2014

4. KEYWORDS

- Traffic awareness
- Students
- B.Ed. course

5. OBJECTIVES

1. To find out the level of traffic awareness among the students of B.Ed. course in the total sample.
2. To find out the levels of traffic awareness among the students of B.Ed. course in the sub samples categorised based on
 - a) Gender
 - b) Locale
 - c) District
 - d) Type of the management of the institution
 - e) Subject specialisation
 - f) Driving licence
3. To test the significant difference in the traffic awareness among the students of B.Ed. course in the total sample and in the sub samples categorised based on
 - a) Gender
 - b) Locale
 - c) District
 - d) Type of the management of the institution
 - e) Subject specialisation
 - f) Driving licence

6. VARIABLES

The aim of the study was to determine the awareness level of students of B.Ed. course about traffic rules and regulations. The study has been designed with criterion variable and classificatory variable.

- *Criterion variable*

The criterion variable of the study, traffic awareness among students of B.Ed. course was – Traffic Awareness.

- **Classificatory variables**
 - a) Gender (Female, Male)
 - b) Locale (Rural, Urban)
 - c) District (Malappuram, Palakkad, Thrissur)
 - d) Subject specialisation (Science, Language, Humanities)
 - e) Type of management of institution (Aided, Government, Unaided, UCTE)

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample

The study will be conducted on a stratified random sample of size of 600 students of B.Ed. course.

c. Tools

Traffic awareness test (Sunilkumar. A.S and Liji. K.J)

d. Statistical Techniques

- Preliminary Analysis
 - Measures of central tendency (mean, median, mode)
 - Measures of variability (standard deviation)
 - Measures of divergence from normality (Skewness, kurtosis)
- Percentage Analysis
- Major Analysis
 - Test of significance of difference between means (t-test)
 - One way ANOVA

8. MAJOR FINDINGS

1. The level of Traffic Awareness among students of B.Ed. course studying in various teacher training institution under Calicut University was found to be varying. Most of the students of B.Ed. course under Calicut University had average level of Traffic Awareness.
2. The result obtained from test of significance of difference between means revealed that there is a significant difference in Traffic Awareness between male and female students (C.R. 4.92), Driving Licence holder and non holder students (C.R. 7.584) at .01 level of significance. But there is no significant difference in Traffic Awareness between Urban and Rural students (C.R. .096).

3. The result obtained from one-way ANOVA revealed that there is a significant difference in Traffic Awareness between students studied Humanities, Language and Science Subjects. The $F(2,637) = 4.65$ at .01 level of significance and the obtained value is 4.91. The students studied science subjects showed more Traffic Awareness than students studied language and humanities subjects. There was not much difference in Traffic awareness between students studied language and humanities subjects.
4. The result obtained from one-way ANOVA revealed that there is a significant difference in Traffic Awareness between students from Malappuram, Palakkad and Thrissur districts. The obtained value for $F = 3.15$, which is greater than the tabled value of $F(2,637) = 3.01$ at .05 level of significance.

There was significant difference between the mean scores of Traffic Awareness of students from Malappuram and Palakkad districts. For students from Malappuram and Thrissur districts the mean difference obtained is 4.2. This result indicated that they not differ significantly in the Traffic Awareness. For students from Palakkad and Thrissur districts the mean difference obtained was 1.17. This result indicate that they did not differ significantly in the Traffic Awareness.

5. Result obtained from one way ANOVA revealed that there is a significant difference in Traffic Awareness between students studying in Aided, Government, Unaided institutions and also UCTE's under Calicut University. The obtained vale for $F=14.42$, which is greater than the tabled value of $F(3,636) = 3.82$ at .01 level of significance. The result indicates that the students differ significantly in the Traffic Awareness, the students from Aided institution have more Traffic Awareness than students from Government and unaided institution. But they had less Traffic Awareness than students from UCTE's under Calicut University. The students from UCTE's showed more traffic awareness and students from Government institution showed comparatively less traffic awareness.

Sl. No. 187

1. TITLE

Comparison of the Organisational Climate of Government, Aided, and Unaided Secondary Schools

2. AUTHORS

Name of Student : M. Sindhu

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

3. YEAR

2014

4. KEYWORDS

- Organisational climate
- Secondary schools

5. OBJECTIVES

1. To find out the level of organisational climates in secondary schools for the whole sample.
2. To find out the difference in the levels of organisational climates of government, aided and unaided secondary schools.
3. To test the significant difference in the mean scores of organisational climates for the sub sample classified based on their
 - a) Locale (urban and rural)
 - b) Type of management (government, aided and unaided)
 - c) Experience in years (below 10 years, between 10 to 20 years and above 20 years)
 - d) Number of students in the school (below 1000, 1000 to 2000, and above 2000)
 - e) Qualification (basic and higher qualification)

6. VARIABLES

- **Criterion variable** : Organisational climate – Organisational climate is the physical geographical location as well as the immediate surroundings of the work place and also other factors relating to the place of employment as perceived by secondary school teachers.
- **Classificatory variables** : The classificatory variables selected for this study are type of management, locale, experience of teachers, total number of students the school, and qualification of teachers. Type of management: The sub sample type of management includes the following categories;
 - a) Government schools: Government schools are the schools that are managed and financed by central / state governments.
 - b) Aided schools : Aided schools are the schools managed by an individual, trust or a private organization and are receiving regular maintenance grants either from a local body or the central /state governments.
 - c) Unaided schools : Unaided schools are the schools managed by an individual trust or a private organization and do not receive regular maintenance grants either from local body or government (central / state)

Locale : The sub sample locale includes the following categories.

Urban : Those schools under municipality and corporation are grouped as urban.

Rural : Those schools situated under panchayath administration are grouped as rural.

Experience in years. This refers to the total years of experience of secondary school teachers that is, below 10, 10 to 20, and above 20.

Number of students in the school. This refers to the total number of students in the secondary school under study that is, below 1000, 1000 to 2000, and above 2000.

Qualification: This refers to the qualification of secondary school teachers; it might be basic qualification or higher qualification.

7. METHODOLOGY

Methodology occupies a very important role in any type of research. In order to reach the most reliable conclusion, it is essential to select appropriate or suitable method as it leads to genuine results. A brief and precise description of the method, sample to be selected and tools to be used for analyzing the data are as follows.

a. Method of Research

Normative survey method is to be used for the data collection in this study.

b. Sample

The present study is conducted on 282 teachers of 15 government, aided and unaided secondary schools in Palakkad and Thrissur districts. The sample is selected using stratified random sampling technique.

c. Tools

For the collection of data needed for this study, the investigator used organizational climate description questionnaire developed by the investigator along with the supervising teacher (Sajan and Sindhu, 2014). A general data sheet was used for getting precise information about the institution.

d. Statistical Techniques

The statistical techniques that will be used for the analysis of the data will be the following.

- Measures of central tendency

The measures of central tendency such as mean, median and mode will be calculated for further analysis of the data. These measures are useful for knowing the degree of normality of distribution of scores.

- Measures of dispersion

It is the measure of score spread around their central tendency. Standard deviation is the most widely used measures of dispersion in research.

- Measures of divergence from normality

Skewness and kurtosis will be used for finding out the measures of divergence from normality.

- Percentage analysis

Percentage analysis can be used to find out the percentage of samples under difference levels of very high, high, average, low, very low levels.

- Significant difference between percentages

Test of significant difference between proportions can be used to find out the difference in proportions of each group.

- Test of significance

Test of significance of difference between means as described by Garrett (1981) can be applied to find out whether there exists significant difference in the mean of large independent samples.

- Analysis of variance

Analysis of variance makes it possible to determine if any of the two means of the three or four means differ significantly from each other by a single test called t-test.

Scheffe post hoc analysis, the significance of difference between pairs of means after t-test can be tested using this analysis.

8. MAJOR FINDINGS

1. When the level of organizational climate of secondary schools belonging to different types of management was estimated it was found that

Organisational climate of secondary school teachers have different levels and that among the total sample of 282, 20.92% of teachers have very low level of organisational climate, 20.21% have low level, 19.5% have average level, 19.5% have high level and 19.5% have very high levels of organisational climates. This was found with respect to percentile analysis. Similarly the result of percentage analysis show that the percentage of secondary school teachers having high level of organisational climate is 17%, average is 63% and low level of organisational climate is 20% from both percentile and percentage analysis it can be concluded that varying levels of organisational climate exists among secondary school teachers also show that for the total sample majority of teachers have an average level of organisational climate.

2. When the level of organizational climate of secondary schools with different types of management were analysed separately using percentage and percentile analysis, it was found that

In government secondary schools based on percentile analysis 29% of the teachers in government organisational climate, 31% of teachers are having low level of organisational climates, 20% of teachers are having average level of organisational climate, 12% of teachers are having high level of organisational climate and 6% of the teachers are having very high level of organisational climate. On percentage analysis, it was found that the percentage of teachers with high level of organisational climate is 16% average is 74.48% and the low level is 9%.

In aided secondary schools, based on percentile analysis it was found that 11% of the teachers in aided secondary schools are having very low level of organisational climate, 20% of teachers are having low level of organisational climates, 16% of teachers are having average level of organisational climate, 18% of teachers are

having high level of organisational climate and 35% of the teachers are having very high level of organisational climate. Percentage analysis revealed that 22.5% of teachers in aided secondary schools have low level of organisational climate, 50% have average level and 27.5% have very high level of organisational climate.

In unaided secondary schools, it was revealed by percentile analysis that 21% of the teachers in unaided secondary schools are having very low level of organisational climate, 20% of teachers are having low level of organisational climates, 21% of teachers are having very high level of organisational climate. Based on percentage analysis it was found that 19.23% of teachers in unaided secondary schools have low level of organisational climate, 67.3% have average level and 13.46% have very high level of organisational climate.

Based on the above findings it can be concluded that majority of secondary teachers in aided schools are having a very high level of organisational climate when compared to government schools and unaided school secondary school teachers.

3. When the test of significance between proportions based on type of management was conducted the following results were obtained.

While considering the levels, five levels of organisational climate secondary school teachers were considered they include very low, low, average, high and very high. Each type of management was compared with respect to each level. Under the very low category significant difference can be seen between the organisational climate of government and aided secondary schools. The critical ratio obtained is 2.60, which is greater than the tabled value and the difference significant at 0.01 level. It can also be noted that there is no significant difference between the organisational climates of aided and unaided, and government and unaided secondary schools.

Considering the low level, it can be seen that there is significant difference in the organisational climates of government and unaided, and aided and unaided. The critical ratio obtained for government and unaided is 4.18 and that for aided and unaided is 3.01, and these values are greater than the tabled value and the difference is significant at 0.01 level. No significant difference is noticed between the low level organisational climates of government and aided schools.

In the average category the critical ratios obtained for the organisational climates of government and aided, aided and unaided and government and unaided are 0.13, 0.03 and 0.11 respectively. These values are much lesser than the tabled value 1.96 and hence it can be concluded that there is no significant difference between the average level of organisational climates between any of the groups.

While considering the high level of organisational climate, it was seen that there is significant difference between government and unaided schools. Since the critical ratio obtained is 2.68 which is higher than the tabled value 2.58 and is significant at 0.01 level. The critical ratios obtained for high organisational climate between government and aided schools is 1.73 and between aided and unaided schools is 0.83. So no significant difference can be seen among these groups in high organisational climate.

Significant difference was noticed between all the groups with respect to very high level of organisational climate. The critical ratio obtained for government and aided school is 5.93, this value is greater than the tabled value and hence the difference can be considered significant at 0.01 level. The critical ratio obtained for aided and unaided schools is 3.602, which is greater than the tabled value and the difference can be considered as significant at 0.01 level. The critical ratio obtained for government and unaided schools is 2.78 which is also higher than the tabled value and significant at 0.01 level. So difference was noticed between all the three kinds of managements with respect to high level of organisational climate.

When the mean scores of organisational climate of secondary school teachers with respect to locale, type of management, experience in years, number of students in the school, and qualification, was considered the following results were obtained.

- It was founded that the obtained critical ratio of organisational climate with respect to locale of teachers is 0.845. This 't' value is much lesser than the table value at 0.05 level of significance. The result thus show that the mean scores of the organisational climate of urban and rural area do not show any significant difference. Thus it can be concluded that the organisational climate of the secondary schools in urban and rural area do not differ.
- It was found that there is significant difference in the organisational climates of schools with different managements. The score of mean difference between government and aided schools is 15.904. at 0.05 level of significance and the scores of mean difference between government and unaided schools 10.236 at 0.05 level of significance. Hence there is a significant difference in organisational climates of aided and unaided secondary schools
- It was found that the f value for df, 2/279 is 3.109 with respect to teaching experience, which is significant at 0.05 level. This clearly indicates that there is a significant difference in the organisational climate between the groups of secondary school teachers having different teaching experience. It can be seen that significant difference exists in the mean scores of organisational climate of teachers having teaching experience. Below 10 years and 10 to 20 years. No significant difference is seen in the case of teachers having below 10 years and above 20 years of teaching experience.
- The analysis of the organisational climate among secondary schools reveals that there exists significant difference in the organisational climate of schools with respect to total number of students. The obtained 'f' value of organisational climate, among secondary school teachers with respect to total number of student in the school is 18.971. This calculated f value is greater than the table value 4.68 at 0.01 levels of significance. A significant difference is found between school with below 1000 number of students and above 23000 students difference can also be noticed between schools with students' number 1000 to 2000 and above 2000.
- The test of significance of difference of organisational climate of secondary school teachers based on their qualification shows the presence of significant difference. The obtained critical ratio of organisational climate with respect to qualification of teacher is 2.218. this 't' value is greater than the table value at

0.05 level of significance. The results show that teachers with basic qualification have a better organisational climate than those with higher qualification.

Sl. No. 188

1. TITLE

Instructional module on national symbols of India and its effectiveness in promoting the patriotic sense of secondary school students.

2. AUTHORS

Name of Student : Manojkumar. V.M

Name of Supervising Teacher : Sankaranarayanan Paleeri

3. YEAR

2014

4. KEYWORDS

- Instructional module
- National symbols of India
- Secondary school students
- Effectiveness
- Patriotic sense

5. OBJECTIVES

1. To develop an instructional module on national symbols of India.
2. To find the level of awareness on national symbols of India of secondary school students at pre-experimental level.
3. To find the level of patriotic sense of secondary school students at pre-experimental level.
4. To find the difference between means cores of awareness on national symbols of India of secondary school students at pre-post experimental level for the total sample.
5. To find the difference between mean scores of awareness on national symbols of India of secondary school students at pre-experimental level for the sub sample;
 - a) Gender
 - b) Type of Management of School

6. To find the difference between mean scores of awareness on national symbols of India of secondary school students at post experimental level for the sub sample;
 - a) Gender
 - b) Type of Management of School
7. To find the difference between mean scores on patriotic sense of secondary school students at pre and post experimental level for the total sample.
8. To find the difference between mean scores of patriotic sense of secondary school students at pre experimental level for the sub sample;
 - a) Gender
 - b) Type of Management of School
9. To find the difference between mean scores of patriotic sense of secondary school students at post experimental level for the sub sample;
 - a) Gender
 - b) Type of Management of School
10. To find whether there exist relationship between the mean scores of awareness on national symbols of India and patriotic sense of secondary school students.

6. VARIABLES

- **Independent Variable** : Awareness on national symbols of India
- **Dependent variable** : Patriotic sense
- **Classificatory variable** : Gender and type of management of schools

7. METHODOLOGY

a. Method of Research

Problem research methodology

b. Sample

Selected high schools of Thrissur district – 360 high school students.

c. Tools

1. Instructional module on national symbols of India
2. Awareness test on national symbols of India for secondary students.
3. Situational test on patriotic sense for secondary school students.

d. Statistical Techniques

- Preliminary statistics techniques like measures of central tendency, measures of dispersion, Skewness and kurtosis.
- Percentage analysis

- Test of significant of difference between mean for large independent variable.
- Test of significant of difference between mean for large independent variable.
- Analysis of variance, ANOVA
- Correlation analysis (Carl Pearson's product moment correlation)

8. MAJOR FINDINGS

The major finds of the study can be summarized as follows:

1. The level of awareness on national symbols of India among secondary school students was varied. The total sample of the students were classified into three groups such as high, low and average by using percentage analysis. It is found that 9.5% of the secondary school students having high awareness on national symbols of India. And of the 71.38% secondary school students having average awareness on national symbols of India. And 18.88% of secondary school students having low awareness on national symbols of India.
2. The level of patriotic sense among secondary school students was varied. The total sample of the students were classified into three groups such as high, low and average by using percentage analysis. It is found that 15.27% of the secondary school students having high level of patriotic sense. And of the 63.88% of secondary school students having average patriotic sense and 20.83% of secondary school students having low patriotic sense.
3. The difference between mean scores of awareness on national symbols of India of secondary school students at pre and post experimental level for the total sample.
4. The obtained 't' value is 42.04. The value is far higher than the table value (2.58) at 0.01 level. It reflects that the mean scores of whole sample at pre and post test differ significantly. The findings of the analysis is that the mean scores of awareness test on national symbols of India at pre-experimental level and post experimental level are significantly different.
5. The difference between mean scores of awareness on national symbols of India of secondary school students at pre-experimental level for the sub sample based on

a) Gender

the obtained value is 0.041. This value is less than the table value (1.96) at 0.05 levels. It reflects that the mean scores of sub sample boys and girls at pre-test level do not differ significantly. The finding of the analysis is that the mean scores of awareness test on national symbols of India at pre experimental level does not significantly for the sub sample among boys and girls.

b) Type of management

The obtained 'f' value is 0.044. This value is less than table value it reflects that the mean scores of sub sample type of management of schools at pre test level do not differ significantly. The finding of the analysis is that the mean score as awareness test on national symbol of India and pre-experimental level does not significantly for the sub sample among type of management of schools.

6. The difference between mean scores of awareness on national symbols of India of secondary school students at post experimental for the sub sample based on

- a) Gender

The obtained value is 0.381. This value is less than table value (1.96) at 0.05 level. It reflects that mean scores of sub sample boys and girls at pre-test level do not differ significantly. The finding of the analysis is that the mean scores of awareness test on national symbols of India is that the mean scores of awareness test on national symbols of India at post experimental level does not significantly different for the sub sample among boys and girls.

- b) Type of management

The obtained 'f' value is 0.078. This value is less than table value. It reflects that the mean scores of sub sample type of management of schools at pre-test level do not differ significantly. The finding of the analysis is that the mean scores of awareness test on national symbols of India at post experimental level does not significantly different for the sub sample among type of management of symbols.

7. The difference between mean scores of patriotic sense of secondary school students at pre and post experimental level for the total sample.

8. The obtained value is 46.04. This value is far high than table value (2.58) at 0.01 level. It reflects that the mean scores of whole sample at pre and post test differ significantly. The finding of the analysis is that the mean scores of patriotic sense of pre experimental level and post experimental level are significantly different.

9. The difference between mean scores of patriotic sense of secondary school students at pre experimental level for the sub sample.

- a) Gender

The obtained value is 0.092. This value is less than table value (1.96) at 0.05 level. It reflects that the mean scores of patriotic sense sub sample boys and girls at pre test level do not differ significantly. The finding of the analysis is that the mean scores of patriotic sense at pre-experimental level does not significantly different for the sub sample among boys and girls.

- b) Type of management of schools

The obtained 'f' value is 0.017. This value is less than table value. It reflects that the mean scores of patriot sense sub sample type of management of schools at pre test level do not differ significantly. The finding of the analysis is that the mean scores of patriotic sense at pre-experimental level does not significantly different for the sub sample among type of management of schools.

10. The difference between, mean scores of patriotic sense of secondary school students at pre experimental level for the sub sample.

- a) Gender

The obtained value is 0.092. This value is less than the table value (1.96) at 0.05 level. It reflects that the mean scores of patriotic sense sub sample boys and girls at pre-test level do not differ significantly. The finding of the analysis is that the

mean scores of patriotic sense at pre experimental level does not significantly different for the sub sample among boys and girls.

b) Type of management of schools

The obtained value of 'f' is 0.017. this value is less than table value. It reflects that the mean scores of patriotic sense sub sample type of management of schools at pre test level do not differ significantly. The finding of the analysis is that the mean scores of patriotic sense at pre experimental level does not significantly different for the sub sample among boys and girls.

Sl. No. 189

1. TITLE

Relationship between experimental learning in science and scientific attitude among secondary school students

2. AUTHORS

Name of Student : Praseeda. C

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

3. YEAR

2014

4. KEYWORDS

- Experimental learning
- Scientific attitude
- Secondary school students

5. OBJECTIVES

1. To find out the nature of scientific attitude among secondary school students.
2. To find out whether there is any significant difference in the mean score of scientific attitude between the sub samples categories based on
(a) Gender (b) Medium of instruction and (c) Type of management.
3. To find out the level of mean scores of experimental learning in science among secondary school students.
4. To find out whether there is any significant difference in the level of mean scores of experimental learning in science between the sub samples based on
(a) Gender (b) Medium of instruction and (c) Type of management.

5. To find out whether there is any significant relationship between the mean scores of experimental learning in science and scientific attitude for the whole sample and relevant sub samples classified based on

(a) Gender (b) Medium of instruction and (c) Type of management.

6. To find out whether there is any significant difference in the relationship between mean scores of experimental learning in science and scientific attitude for the sub samples based on

(a) Gender (b) Medium of instruction and (c) Type of management.

6. VARIABLES

- Classificatory variables

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample

Stratified random sampling method.

c. Tools

1. Scientific attitude scale (Gafoor and Raini, 2005)
2. Test on experimental learning (Sajan, Tara & Praseeda, 2014)

d. Statistical Techniques

- Descriptive statistics
- Pearson's product moment correlation
- Test of significance of difference between means.

8. MAJOR FINDINGS

1. When the scientific attitude of male and female secondary school students is compared the t value obtained is 1.223. Since the t value is lower than the tabled value at .01 level of significance, mean difference between female and male secondary school students was found to be not significant.

2. When the scientific attitude of secondary school students studying in English and Malayalam medium schools is compared the t value obtained is 4.902. since the t value is higher than the tabled value at .01 level of significance, mean difference between secondary school student studying in English and Malayalam medium students was found to be significant.

3. When the scientific attitude of secondary school students studying in government and aided schools is comparative t value obtained is 0.348. Since the t value is lower than the tabled value at 0.01 level of significance, mean difference between

secondary school student studying in government and aided students not to be significant.

When the difference between means of experiential learning of secondary school students were tested for significance on the basis of gender, medium of instruction and type of management the following findings were observed.

4. When the experiential learning of male and female secondary school students is compared the t value obtained is 5.36. Since the t value is higher than the tabled value at 0.01 level of significance, mean difference between female and male secondary school students was found to be significant.
5. When the experiential learning of secondary school student studying in English and Malayalam medium schools is compared the t value obtained is 3.16. Since the t value is higher than the tabled value at 0.01 level of significance, mean difference between secondary school student studying in English and Malayalam medium students was found to be significant.
6. When the experiential learning of secondary school students studying in government and aided school is compared the t value obtained is 3.25. Since the t value is higher than the tabled value at 0.01 level of significance, main difference between secondary school students studying government and aided students was found to be significant.

When the extent of relationship between scientific attitude and experiential learning for the whole sample and sub samples based on gender, medium of instruction and type of management the following results were observed.

7. Correlation coefficient for scientific attitude and experiential learning for the total sample shows that there is significant relationship between scientific attitude and experiential learning. The r value (0.382) obtained shows that it is significant at 0.01 level.
8. Correlation coefficient for scientific attitude and experiential learning of male secondary school student shows that there is significant relationship between scientific test and experiential learning. The r value (0.275) obtained shows that it is significant at 0.01 levels.
9. Correlation coefficient for scientific attitude and experiential learning of female secondary school students shows that there is significant relationship between scientific attitude and experiential learning. The r value (0.482) obtained shows that it is significant at 0.01 levels.
10. Correlation coefficient for scientific attitude and experiential learning of female secondary school student shows that there is significant relationship between scientific attitude and experiential learning. The r value (0.482) obtained shows that it is significant at 0.01 levels.
11. Correlation coefficient for scientific attitude and experiential learning of secondary school students studying in Malayalam medium schools shows that there is significant relationship between scientific attitude and experiential learning. The r value (0.351) obtained shows that it is significant at 0.01 levels.

12. Correlation coefficient for scientific attitude and experiential learning at secondary school students studying in English medium school shows that there significant relationship between scientific attitude and experimental learning the r value (0.386) obtained show that it is significant at 0.01 levels.
13. Correlation coefficient for scientific attitude and experiential learning of male secondary school students shows that there is significant relationship between scientific attitude and experimental learning. The r value (0.275) obtained show that it is significant at 0.01 levels.
14. Correlation coefficient for scientific attitude and experiential learning of female secondary school students shows that there is significant relationship between scientific attitude and experimental learning. The r value (0.482) obtained show that it is significant at 0.01 levels.
15. Correlation coefficient for scientific attitude and experiential learning of secondary school students studying in Malayalam medium schools shows that there is significant relationship between scientific attitude and experimental learning. The r value (0.351) obtained show that it is significant at 0.01 levels.
16. Correlation coefficient for scientific attitude and experiential learning experiential learning of secondary schools students studying in English medium schools shows that there is significant relationship between scientific attitude and experiential learning. The r value (0.386) obtained show that it is significant at 0.01 levels.
17. Correlation coefficient for scientific attitude and experiential learning of secondary school students studying in government schools shops that there is significant relationship between scientific attitude and experiential learning. The critical ratio (0.385) obtained show that it is significant at 0.01 levels.
18. Correlation coefficient for scientific attitude and experiential learning of secondary school students studying in aided schools shows that there is significant relationship between scientific attitude and experiential learning. The critical ratio (0.382) obtained show that it is significant at 0.01 levels. When the significance difference in relationship between scientific attitude and experiential learning was estimated of the secondary schools students based on gender, medium of instruction and type of management the following results were obtained.
19. Significance difference in relationship between male and female secondary school students shows that there exists difference in relation between male and female secondary school students. The critical ratio (3.24) obtained shows that it is significant at 0.01 levels.
20. Significance difference in relationship between secondary school students studying in Malayalam and English medium schools shows that there exists no difference in relation between secondary school students studying in Malayalam and English medium schools. The critical ratio (0.49) obtained shows that it is not significant even at 0.05 levels.

Sl. No. 190

1. TITLE

Career interest in relation to home environmental factors of higher secondary school students.

2. AUTHORS

Name of Student : Preetha. P

Name of Supervising Teacher : Sunilkumar. A.S

3. YEAR

2014

4. KEYWORDS

- Career interest
- Home environmental factors
- Relation
- Higher secondary school students

5. OBJECTIVES

1. To compare the relationship between home environmental factors and career interest of higher secondary school students in the different levels of home environment such as high, average and low level.
2. To test whether significant difference in the mean scores of home environmental factors exists between (a) male and female of higher secondary school students (b) aided, unaided and governments school students (c) subjects such as commerce, computer science, humanities, and science (d) rural and urban students.
3. To find out the extent of relationship between home environmental factors and career interest of higher secondary school students in the whole samples and sub samples.
4. To find out whether the relationship between home environmental factors and career interest is different for the sub samples (a) male and female of higher secondary school students (b) aided, unaided and governments school students (c) subjects such as commerce, computer science, humanities, and science (d) rural and urban students.

6. VARIABLES

Variables are the conditions or characteristics the experiments manipulate, control or observe. The present study is designed with the variables as

- Criterion variables

In this study the criterion variables are;

- a) Career interest
- b) Home environmental factors

- Classificatory variables

In this study the following are considered as classificatory variables. They are

- a) Gender – male/female
- b) Type of management – aided / government / unaided
- c) Locale – rural / urban
- d) Subject of studies – Commerce / computer science / humanities / science

7. METHODOLOGY

A brief description of the sample selected and statistical techniques employed for analyzing a data is as follows.

a. Method of Research

Normative survey method is used for this study.

b. Sample

Sample selected for the study consists of 600 students of plus two schools from Kerala based on stratified random sampling technique giving are representation to the male and female of higher secondary school students, aided, unaided and governments school students, subjects such as commerce, computer science, humanities, and science, rural and urban students.

c. Tools

- Questionnaire on home environmental factors (questionnaire prepared by the investigator under the supervision of supervising teacher)
- Career interest scale (scale prepared by the investigator under the supervision of supervising teacher).

d. Statistical Techniques

- Preliminary analysis (mean, median, mode, standard deviation, kurtosis, skewness)
- Percentage analysis
- Test of significant difference between mean scores (t-test)
- Karl Pearson's product moment co-efficient of correlation.
- Test of significance of 'r'.
- Test of significance of difference between two 'r' s.
- One way (ANOVA)
- Scheffe's post hoc analysis.

8. MAJOR FINDINGS

Major findings of the present investigation are summarized and presented below.

The findings of percentage analysis obtained for home environmental factors of higher secondary school students.

When the levels of home environmental factors was calculated for the total higher secondary school students, it was found that 15% of the higher secondary students in to high level of home environmental factors, 70.83% of students have shown average level. 14.17% of students failing in to low group. It is found that, for the whole sample the home environmental factors of students is moderate, 70.83% of students from the whole sample were showing moderate level. Thus the result pointed that there exist different levels of home environmental factors for higher secondary school students.

When the difference between means of home environment factors of higher secondary school students were tested for significance on the basis of gender, type of management, locale, subject of studies, the following were observed.

1. When the home environmental factors of male and female students is compared, it shows that the obtained 't' value is 0.867 and is lower than the table value 1.96 at 0.05 levels of significance. It indicates that there exists no significance difference in the home environmental factors of male and female higher secondary students. Also the mean scores of homes environmental factors of male and female are found to be approximately equal. This shows that there is no gender difference in the home environmental factors of higher secondary school students.
2. Results of ANOVA shows that obtained f value 45.135 is greater than the table value 4.65 at 0.01 level of significance. It means that there exists significant difference between mean scores of home environmental factors among sub samples bagged on type of management (aided/government/unaided) schools. Scheffee's post Hoc Test revealed that the mean difference was found to be significant in two cases such as aided and unaided, government and unaided with a mean difference of -4.48500 and -4.01000. This shows that all groups except aided and government group means are significantly different from one another. The results shows that aided and government students have no significant difference in their home environmental factors. But government and unaided higher secondary students have significant difference in their home environment.
3. When the home environmental factors of rural and urban students is compared, it showed that, the t value of the mean difference in the scores of home environmental factor is significant since the calculated value (7.128) is greater than the table value 1.96 (0.05 level of significance) in other words, there exists significant difference in the mean scores of home environmental factors of rural and urban higher secondary school students.
4. When the home environmental factors of students who are studying different optional subjects of higher secondary schools were compared using one way ANOVA, it was found that obtained f value 4.797 is greater than the table value 3.82 at 0.01 level of significance. So there exist significance difference the home environmental factors of higher secondary school students, who are studying

optional subjects as commerce, computer science, humanities and science. Scheffe's post hoc test revealed that the mean difference was found to be significant in two cases of students studying subjects such as commerce and computer science, commerce and humanities with a mean difference of -1.84723 and -1.81209. This shows that they are significantly different from one another. The results shows that students studying the subjects commerce and science, humanities and science have significant difference in home environmental factors.

When the difference between means of career interest of higher secondary school students were tested for significance on the basis of gender, type of management, locale, subject of studies, the following were observed.

5. When the career interest of students who are studying different optional subjects are compared using one way ANOVA, it shows that the obtained f value 0.221 is less than the table value 3182 at 0.01 level of significance. So there exist no significant difference in the career interest of higher secondary students, those who are studying subjects as commerce, computer science, humanities and science.

When the extended of relationship between career interest and home environmental factors for the whole sample and sub samples based on gender, type of management, locale and subject of studies the following result were obtained.

6. Correlation coefficient for the career interest and home environmental factors for the total sample is 0.204. The relationship can be verbally interpreted as low or slight relationship. The critical ratio obtained for total sample is 5.096 which are significant at 0.01 levels. This shows that there exists significant relationship between home environmental factors and career interest for the total sample.
7. In female sub samples, the correlation between home environmental factors and career interest is 0.231. The relationship can be verbally interpreted as low or slight correlation. The critical ratio obtained for total sample is 4.099 which are significant at 0.01 level of significant. This shows that there exists significant positive but low relationship between home environmental factors and career interest for the sub samples female higher secondary students.
8. In the male sub sample, the correlation between home environmental factors and career interest is 0.166. The relationship can be verbally interpreted that there is a negligible relationship which is positive. The critical ratio obtained for total sample is 2.906 which are significant at 0.01 levels. This shows that there exists significant indifferent and negligible relationship between home environmental factors and career interest for male higher secondary school students.
9. In the rural sub sample, the correlation between home environmental factors and career interest is 0.236. The relationship can be verbally interpreted as low or slight correlation. The critical ratio obtained for total sample is 4.192 which are significant at 0.01 level of significance. This shows that there exists significant positive but low relationship between home environmental factors and career interest for the sub sample rural higher secondary school students.
10. In the urban sub sample, the correlation between home environmental factors and career interest is 0.153. The relationship can be verbally interpreted as indifferent on negligible correlation which is positive. The critical ratio obtained for urban

- sample is 2.673 which is significant relationship between home environmental factors and career interest for urban higher secondary school students.
11. In the aided school sub sample the correlation between home environmental factors and career interest is 0.173. The relationship can be verbally interpreted as indifferent or negligible correlation which is positive. The critical ratio obtained for urban sub sample is 2.472 which is significant at 0.05 level of significance 1.96. This shows that there exists significant relationship between home environmental factors and career interest for government higher secondary school students.
 12. In the unaided sub sample the correlation between home environmental factors and career interest is 0.182. The relationship can be verbally interpreted as indifferent or negligible correlation which is positive. The critical ratio obtained for unaided sample is 2.604 which is significant at 0.011 levels. This shows that there exists significant relationship between home environmental factors and career interest for unaided higher secondary school students.
 13. In the sub sample commerce subject, the correlation between home environmental factors and career interest is 0.080. The relationship can be verbally interpreted as indifferent or negligible correlation. The critical ratio obtained for urban sample is 1.08 which is not significant. This shows that there exists no significant relationship between home environmental factors and career interest for the students studying commerce subject in higher secondary schools.
 14. In the sub sample computer science subject, the correlation between home environmental factors and career interest is 0.226. The relationship can be verbally interpreted as low or slight relationship. The critical ratio obtained for total sample is 2.953 which are significant at 0.01 level of significance. This shows that there exists significant relationship between home environmental factors and career interest for the students studying subject computer science, in higher secondary schools.
 15. In the sub sample humanities subject, the correlation between home environmental factors and career interest is 0.238. The relationship can be verbally interpreted as low or slight relationship. The critical ratio obtained for total sample is 3.00, which are significant at 0.01 level of significance. This shows that there exists significant positive but low relationship between home environmental factors and career interest for the students studying subject humanities of higher secondary schools
 16. In the sub sample science subject, the correlation between home environmental factors and career interest is 0.311. The relationship can be verbally interpreted as low or slight relationship. The critical ratio obtained for total sample is 3.256 which are significant at 0.01 level of significance. This shows that there exists significant positive but low relationship between home environmental factors and career interest for the students studying subject science of higher secondary schools.

When the significant difference in relationship between career interest and home environmental factors of higher secondary students based on gender, type of management, locale and subject of studies, the following results were obtained.

17. Significant difference in relationship between male and female students, shows that the CR obtained is 0.82. Hence the difference in correlation between home environmental factors and career interest is not significantly as it is less than the table value 1.96. The results reveal that higher secondary school male students and female student do not differ significantly in their relationship between home environmental factors and career interest for the sub sample gender (male / female).
18. Significant difference in relationship between rural and urban students shows that the CR obtained is 1.05. Hence the difference in correlation between home environmental factors and career interest is not significant even at 0.05 levels as it is less than the table value 1.96. Hence there does not exist significant difference in relationship between home environmental factors and career interest based on the sub sample locale (rural / urban) of students.
19. Significant difference in relationship between aided and government students shows that CR obtained is 0.35. Hence the difference in correlation between home environmental factors and career interest is not significant even at 0.05 levels as it is less than the table value 1.96. Hence there does not exist significant difference in relationship between home environmental factors and career interest for the sub sample aided and government schools students.
20. Significant difference in relationship between government and unaided students shows that the CR obtained is -0.09. Hence the difference in correlation between home environmental factors and career interest is not significant even at 0.05 level as it is less than the table value 1.96. Hence there does not exist significant difference in relationship between home environmental factors and career interest for the sub sample government and unaided higher secondary school students.
21. Significant difference in relationship between aided and unaided students shows that the CR obtained is 0.26. Hence the difference in correlation between home environmental factors and career interest is not significant even at 0.05 as it is less than the table value 1.96. Hence there doesn't exist significant difference in relationship between home environmental factors and career interest for the sub sample subject of students studying commerce and computer science.
22. Significant difference in relationship between the students studying subjects computer science and humanities shows that the CR obtained is -0.11. Hence the difference in correlation between home environmental factors and career interest is not significant even at 0.05 as it is less than the table value 1.96. Hence there doesn't exist significant difference in relationship between home environmental factors and career interest for the students studying subjects as computer science and humanities.
23. Significant difference in relationship between the students studying subjects of studies as computer science and science students shows that the CR obtained is -0.72. Hence the difference in correlation between home environmental factors and career interest is not significant even at 0.05 as it is less than the table value 1.96.

The results reveal that higher secondary students studying computer science and science subjects do not differ significantly in their relationship. Hence there doesn't exist significant difference in relationship between home environmental factors and career interest for the students studying subjects computer science and science.

24. Significant difference in relationship between the subjects of students studying humanities and science shows that the CR obtained is -0.61. The difference in correlation between home environmental factors and career interest is not significant even at 0.05 as it is less than the table value 1.96. Hence there doesn't exist significant difference in relationship between home environmental factors and career interest for the student studying subject such as humanities and science.

Sl. No. 191

1. TITLE

Student perception of Hierarchy of Core Democratic Values among student teachers.

2. AUTHORS

Name of Student : Radhika. T.P

Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2014

4. KEYWORDS

- Student perception
- Student teachers
- Hierarchy
- Core democratic values

5. OBJECTIVES

1. To find out the level of student perception of core democratic values among student teachers for the whole sample.
2. To compare the student perception of core democratic values among students teachers for the sub samples based on
 - (a) Gender
 - (b) Locale
 - (c) Type of management
 - (d) Subject
 - (e) Achievement
3. To compare the hierarchy of core democratic values as perceived by student teachers for the whole sample.

4. To compare the hierarchy of core democratic values as perceived by student teachers for the sub samples based on

- (a) Gender (b) Locale (c) Type of management
(d) Subject (e) Achievement

6. VARIABLES

- Criterion variables

Hierarchy of core democratic values

- a) Freedom
- b) Equality
- c) Willingness to compromise
- d) Work in groups
- e) Adapt with other's point of view
- f) Tolerance

- Classificatory variables

1. Gender (male / female)
2. Locale (rural / urban)
3. Type of management (government / aided / unaided)
4. Subject (science, commerce, humanities)
5. Achievement (below average, average, above average)

7. METHODOLOGY

a. Method of Research

Normative survey

b. Sample

The present study conducted on 400 student teachers from nine teacher training institutes of Palakkad district. The sample selected by stratified random sampling techniques. Subjects belonging to student teachers of Palakkad district were chosen giving due representation to factors like gender, locale of institution, type of management, subject of specification and achievement.

c. Tools

- Scale of student perception of hierarchy of core democratic values prepared by the investigator (Radhika. T.P) along with the supervising teacher (Dr. K. Rajagopalan, 2014)

d. Statistical Techniques

- Preliminary analysis was done using mean, median, mode, standard deviation, skewness and kurtosis.
- In major analysis parentages analysis, test of significance of difference between means for long samples and on way ANOVA were performed.

8. MAJOR FINDINGS

1. When the level of student perception of core democratic values estimated it was found that the percentage student teachers with the high end low level of perception of core democratic values as almost equal. But the percentages of student teacher in there level differ in accordance with the core democratic value.
2. Among 400 student teachers 15.75% are with high perception of freedom, 69% are with average level of perception and 15.25% are with low perception of freedom, 18.5% are with high perception of equality, 68% are with average level of perception and 13.5% are with Low perception of core democratic value equality, 9% are with, high perception of core democratic value willingness to compromise, 81% are with average level of perception and 10% are with low perception of willingness to compromise, 18.25% are with low perception of core democratic value work in groups, 123.25% are with high perception of core democratic value adapt with others. Point of view 71.5% are with average level of perception and 15% adapt with others point of view and 13.25% are with high perception of core democratic value tolerance, 73.5% are with average level of perception and 13.25% are with tolerance. In all these cases the percentage of student teachers with average level of perception of the core democratic values are greater than that of having high or low level of perception.
3. The findings obtained on comparing the perception of core democratic values betwe3en the selected sub samples can be discussed in core value wise in the following manner.
4. On comparing the core democratic value freedom in the selected sub sample it was found that there does not exist significant difference in the mean scores of core democratic value freedom between sub samples based on gender, subject and achievement. A significant difference was found when rural and urban samples were compared for their mean scores of student perception of democratic value freedom ($t=2.653$, $P<0.01$). Student teachers studying in rural institutions perceive freedom than those who and studying in urban institutions. A significant difference was found in perceiving democratic value freedom between student teachers studying at aided and government and unaided institutions ($F=5.408$, $P<0.01$).
5. Student teachers studying in aided institutions perceive the value freedom than those who in unaided or government institution. Also student teachers of government institutions possess fewer score in perceiving core democratic value freedom in this group.
6. On comparing the core democratic value equality in the selected sub samples it was found that does not exist significant difference in the mean scores of core democratic value equality between sub samples based on locale, type of management, subject and achievement. The mean scores of student perception of

core democratic value equality differ in the case of sub samples based on gender ($F=3.258$ $p<0.01$). Female student teachers perceive equality better than male student teachers.

7. When the core democratic values willingness to compromise and work in groups were compared in it was found that does not exist significant difference in the mean scores of core democratic value equality between sub samples based on gender, locale, type of management, subject and achievement. All student teachers perceive these core values of democracy in the same degree.
8. The comparison of core democratic values adopt with other point of view and tolerance did not identified any difference in perception among sub samples gender, locale, subject and achievement. Thus exists a significant difference in perceiving those core democratic values in the sub samples based on type of management. The core democratic value adopt with others point of view, differ between unaided and government students ($F=6.427$, $p<0.01$). Student teachers of unaided institutions better perceive adopt with others point of view than those in government institutions. There exists a significant difference in perceiving core democratic value tolerance between aided and government students ($F=5.193$, $p<0.01$). Student teachers is aided institutions perceive tolerance than those in government institutions. In the group student teachers of aided institutions perceive the core values adopt with the others point of view and tolerance and those in government or unaided institutions.

The findings that we arrived on comparing the hierarchy of core democratic values for the total sample and for the selected sub samples were;

9. When the hierarchy of student perceptive of core democratic values freedom, equality, willingness to compromise, working groups, adopt with others point of view and tolerance found to be 84.7, 85, 83.7, 82.28, 75.37, and 74.32 respectively. The hierarchy of core democratic value among student teachers is equality, freedom, willingness to compromise, working groups, adopt with others point of view and tolerance. Thus we can able to say a hierarchy for the perception of core democratic values among student teachers.
10. To findings when the hierarchy of student perception of core democratic values among sub samples; student teachers differ with respect to gender in the hierarchy. Male student teachers perceive core democratic values in the hierarchy freedom, work in groups willingness to compromise, equality, adopt with other point of view and tolerance and student teacher in the hierarchy equality, freedom, willingness to compromise, adopt with other point of view and tolerance.
11. In the core locale of the institution, it was found that, the student teachers studying in rural institution perceive. Core democratic values in the hierarchy freedom, equality, willingness to compromise, work in groups, adopt with others point of view and tolerance. Whereas student teachers of urban institution perceive core democratic values in the hierarchy equality, freedom and willingness to compromise, work in groups. Adopt with other point of view and tolerance.
12. Student teachers did not very much according to type of management of the institution. The student teachers studying government and aided institutions perceive core values in the hierarchy equality, freedom, willingness to

compromise, work in group, adopt with other point of view and tolerance. Student teachers of unaided institution follow the hierarchy equality, freedom, willingness to compromise, work in groups, tolerance and adopt with other point of view. Slight deviation can be observed related to the perception of core values adopt with other point of view and tolerance.

13. Student teachers under science and humanities core values in the hierarchy freedom, equality, willingness to compromise, work in groups, tolerance and adopt with others point of view. Where as student teachers under commerce stream perceive the core value in the hierarchy freedom, equality willingness to compromise, work in groups, adopt with others point of view and tolerance.

14. The student teachers with above overall and average achievement perceive and values in the hierarchy. Equality, freedom, willingness to compromise, work in groups, adopt with others point of view and tolerance. Student teachers having achievement below average. Follow the hierarchy equality, freedom, willingness to compromise, work in group, tolerance and adopt with others point of view slight deviation can be observed related to the perception of core values adopt with others point of view and tolerance.

Sl. No. 192

1. TITLE

Effectiveness of instructional package of Ecopedagogy on awareness in Ecopedagogy among secondary school students.

2. AUTHORS

Name of Student : Ramya. K

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2014

4. KEYWORDS

- Effectiveness
- Ecopedagogy
- Instructional package

5. OBJECTIVES

1. To compare the mean pre-test scores and mean post-test scores of awareness in Ecopedagogy for total sample.
2. To compare the mean pre-test scores of awareness in Ecopedagogy for sub sample gender.

3. To compare the mean post test scores of awareness in Ecopedagogy for sub sample gender.
4. To compare the mean pre-test score and mean post-test scores of awareness in ecopedgogy for sub sample of male secondary school students.
5. To compare the mean pre-test scores and mean post-test scores of awareness in Ecopedagogy for sub sample of female secondary school students.
6. To find whether there exist an significant relationship between mean pre-test scores and the mean post-test scores of awareness in Ecopedagogy among secondary school students.
7. To determine the nature of distribution of post-test scores of awareness in Ecopedagogy for the total sample of secondary school students.

6. VARIABLES

- Independent variable
- Dependent variable
- Control variable
- Classificatory variable

7. METHODOLOGY

a. Method of Research

Experimental method

b. Sample

Purposive sampling

c. Tools

- Dr. Ampli Aravind and Ramya. K, 2014.

d. Statistical Techniques

- Test of significance (t-test) for comparing the pre-test and post-test scores.
- Correlation analysis – Pearson’s product moment co-efficient of correlation.

8. MAJOR FINDINGS

1. There exist a significant difference between the mean, pre-test scores and mean post-test scores of awareness in Ecopedagogy for total sample.
2. There is no significant difference between the mean pre-test scores of awareness in Ecopedagogy for male and female secondary school students.
3. There is no significant difference between the mean post-test scores of awareness in Ecopedagogy for male and female secondary school students.

4. There exists a significant difference between the mean pre-test scores and mean post-test scores of awareness in Ecopedagogy for sub sample male secondary school students.
5. There exists a significant difference between the mean pre-test scores and mean post-test scores of awareness in Ecopedagogy for sub sample female secondary school students.
6. That there exists a significant relationship between mean scores of pre-test and the mean scores of post-test of awareness in Ecopedagogy among secondary schools students.

Sl. No. 193

1. TITLE

Effectiveness of Theatre based Life Skill Development Module on Perception towards Anti-Social Activities among the Model Residential Secondary School Students.

2. AUTHORS

Name of Student : Sabna Rajeev

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

3. YEAR

2014

4. KEYWORDS

- Effectiveness, Theatre, Drama, Life Skill, Perception, Anti-social activities, Perception towards anti-social activities, Secondary school students, model residential school.

5. OBJECTIVES

Major Objective

To prepare a theatre based life skill development module.

Specific Objectives

1. To compare the mean pre-test scores of perception towards anti-social activities among the control group and experimental group.
2. To compare the mean pre-test scores and mean post test scores of perception towards anti-social activities among the total sample of controlled group.
3. To compare the mean pre-test scores and mean post-test scores of perception towards anti-social activities among the total sample of experimental group.
4. To compare the mean post-test score of perception towards anti-social activities among the total sample of controlled and experiment group.

5. To compare the mean gain scores of perception towards anti social activities among the total sample of controlled group and experimental group.
6. To compare the post test scores of control group and experimental group after adjusting the scores taking pre-test score as covariates.

6. VARIABLES

- Independent variable
Theatre based life skill development module.
- Dependent variable
Perception towards anti-social activities.

7. METHODOLOGY

a. Method of Research

Experimental method

b. Sample

Perceptive sampling technique.

c. Tools

- Questionnaire (Sabna Rajeev & Dr. K.S. Sajan)
- Theatre based life skill development module
- Lesson transcript

d. Statistical Techniques

- Preliminary analysis
- To determine whether there was any significant difference between the experimental and control group on pre-test and post-test the independent sample 't' test is employed.
- ANOVA
- For compare the pre-test and post-test score ANCOVA is used.
- Measure of central tendency was calculated for further analysis of data.

8. MAJOR FINDINGS

1. The findings shows that "theater based life skill development module was effective in changing the perception towards anti-social activities among the students.
2. The post-test scores of students (experimental group) who were thought through theatre module, on perception towards anti-social activities their scores are significantly higher than the scores of the students (control group) were thought lesson transcript.

3. There is a significant difference in the mean scores of post-test scores of experimental and control group. The mean score of experimental group was higher than that of control group.

Sl. No. 194

1. TITLE

Social media competence of Prospective Teachers

2. AUTHORS

Name of Student : Sandhya Kumar

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2014

4. KEYWORDS

- Social media competence
- Prospective teachers

5. OBJECTIVES

1. To find out the level of social media competence of the prospective teachers for the whole sample and sub samples based on : gender, type of management and subject of specialization.
2. To find out the significant difference in the mean scores of social competence among prospective teachers for the sub samples based on gender, type of management and subject of specialization.
3. To find out the level of social media competence of prospective teachers for the whole sample and sub samples based on gender, type of management and subject of specialization with reference to the dimensions of social media competence:
 - Individual media competence
 - Critical media competence
 - Technical competence
 - Educational – design competence and
 - Life-long learning competence
4. To find out the significant difference in the mean scores of social media competence among prospective teachers for the sub samples based on gender, type of management and subject of specialization.

6. VARIABLES

Variables play a very important role in any type of studies. In the present study 'social media competence' is taken as the criterion variable which depends upon the classificatory variable of the prospective teachers viz. gender, type of management and subject of specialization..

- **Criterion Variable**

Social media competence

- **Classificatory Variables**

Gender

Type of management

Subject of specialization

7. METHODOLOGY

Research is a careful enquiry and a meaningful search for new knowledge through systematic science and analytical approach in any branch of knowledge. Methodology makes the researcher to approach the problem in an orderly manner. Methodology is the technique or procedure adapted to the extent to which it is planned and evaluated before conducting the enquiry and the extent to which the method for making decision is evaluated.

a. Method of Research

Normative survey method

The main purpose of the study is to find out the social media competence of the prospective teachers. By taking in to consideration the nature of the problem under study, it is decided to adopt normative survey method of collecting data. A survey is a data collection tool used to gather information about individuals. Surveys are commonly used in research to collect self report data from study participants. A survey method may focus on factual information about the individuals, or it might aim to collect the opinions of the survey takers. The survey is a non-experimental, descriptive research method. Surveys can be useful when a researcher wants to collect data on phenomena that cannot be directly observed.

Variables

- **Criterion Variable**

Social media competence

- **Classificatory Variables**

Gender

Type of management

Subject of specialization

b. Population and Sample

Population is the whole group on which the study is being conducted. The population for the present study is the prospective teachers from different colleges of education in Kerala.

A sample is a small proportion of the population that is selected for the observation and analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the entire population. The most important factor in determining the generalized ability of research result is in the selection of samples used in collecting the research data.

The total sample for the present study consists of 740 teacher trainees. To obtain sample representatives of its population, the investigator follows simple random sampling technique on various teacher education colleges of Palakkad and Thrissur and Malappuram district in Kerala.

c. Statistical Techniques

The following statistical techniques are to be used for analyzing the data to test the data,

- Measures of central tendency
- Percentage analysis
- Test of significance
- ANOVA is to be used

d. Tool

Social media competence scale.

The investigator along with the supervising teacher is to construct and standardize one tool in order to find out the social media competence of the prospective teachers. The tool to be developed is a competence scale for measuring social media competence viz, social media competence scale.

The scale broadly consists of the following.

Individual media – competence

This includes the basic knowledge and skill for handling the required hard and software. These media – competencies also include the use of ICT means in a traditional teaching practice.

Critical media – competence

This includes the skills to select critically the media in the learning process of learners. The criteria are educational, human and social as per revised Bloom's taxonomy.

- Creating
- Evaluating

- Analyzing
- Applying
- Understanding
- Remembering

Life long learning competence

This means that teachers have to be aware of all the new technologies that are developed and can be integrated in the daily teaching and learning practice. Eg. The social networking sites, e-learning, educational blogs, i-phones, tablets etc.

Educational – design competencies

This includes to develop in a right way the necessary learning materials and activities by means of ICT and new media.

Technical competencies

This domain includes competencies related to technical operations and concept, and productivity of various ICT tools like computers and communication devices as well as application available online or offline.

The scale is to be prepared by the investigator considering the above said domains with marking options as:

- Strongly agree
- Agree
- Undecided
- Disagree
- Strongly disagree

Data collection procedure

The investigator personally collects the data from the various teacher training institutes located at Palakkad, Thrissur and Malappuram districts of Kerala. Appropriate time and feasibility of administering the tool is fixed by the investigator and thus the data is collected accordingly.

8. MAJOR FINDINGS

The different statistical analysis enabled the investigator to summarise the major findings of the study as follows:

1. It is seen that the majority of the prospective teachers studying in government, aided, university centre and self financing training colleges under university of Calicut have average level of social media competence of about 70.270%, high level of about 15.278% and low level of about 15.278%.

2. It is found that there is a significant difference in prospective teachers between gender and type of management with regard to social media competence whereas there is no significant difference between their subjects of specialization.

Gender

The average performance score of male students teachers ($m=299.24$, $SD = 29.761$) are greater than the average performance of female students teachers ($m=273.94$, $SD =34.318$). It reveals that the male student teachers have graster competence in using social media for teaching when compared with the female student teachers.

Subject of specialization

The analysis showed that the calculated value of f , 1.370 is lesser than the table value 2.23 at the 0.05 level of significance. It means that there exists no significant difference in social media competence of prospective teachers studying in training colleges under Calicut University with respect to subject of specialization.

Type of management

The analysis reveal that there exists a significant difference between the mean scores of prospective teachers in aided and centre, aided and government and finally aided and self financing management types with mean difference of 8.830, 9.339 and 14.414 respectively in the case of competence in effective usage of social media for teaching and educational purposes. For the management types centre and government, centre and self financing and finally government and self financing the values obtained are 0.509, 5.584 and 5.075 respectively. This result indicates that these management types are having no significant difference in the competence of effective usage of social media for teaching and educational purposes. It is clear that the prospective teachers in aided colleges have higher social media competence with a mean score of 282.76 essential for teaching and learning compared to the prospective teachers in self financing, government and university centres.

3. It is seen that the majority of the prospective teachers studying in government, aided, university centre and self financing training colleges under university of calic7ut have average level of competence in each of the dimensions of social media competence. Most of them can effectively use social media platforms for efficient teaching and learning purpose. Analyzing each of the dimension percentage wise it is found out that individual media competence is possessed by an average of 68.378% prospective teachers of about 70.270%, high level of about 15.278% and low level of about 15.278%. Critical media competence is possessed by an average of 70.678%, high level of about 15.811% and low level of about 13.514% prospective teachers. Technical competence is possessed by an average of 69.054%, high level of about 16.757% and a low level of about 14.189% prospective teachers. Educational design competence is possessed by an average of 70.946%, high level of about 13.919% and a low level of about 15.135% prospective teachers. Life long learning competence is possessed by an average of 68.514%, high level of about 15.811% and a low level of about 15.676% prospective teachers.

4. It is seen that there exists significant difference in this mean scores of dimensions of social media competence among prospective teachers for the sub samples based on gender, type of management and subject of specialization.

Gender

The analysis showed a significant difference in the competence of this first dimension between male and female prospective teachers. The average performance of male prospective teachers (M=60.12, SD=5.168) are greater than the average performance of the female prospective teachers (M=55.29, SD=7.547). The average performance of the male prospective teachers in the former four dimensions are respectively (M=58.41, SD=8.087), (M=60.06, SD=7.973), (M=58.56, SD=8.136) and (M=62.09, SD=6.680) are greater than the average performance of the female prospective teachers in these dimensions respectively (M=52.68, SD=8.163), (M=56.12, SD=7.336), (M=54.07, SD=8.999) and (M=55.78, SD=8.357). It reveals that the male prospective teachers have higher competence in using social media resources effectively for teaching and other educational purposes with respect to all the five dimensions of social media competence.

Subject of specialization

From the analysis it can be found that the dimension 1 is having an F value of 3.781 which is slightly greater than the table value 3.05 at the 0.01 level of significance. It means that there exists significant difference in the dimension 1 of social media competence among prospective teachers with respect to their subject of specialization. For knowing the difference in the dimension 1 of social media competence of prospective teachers for the sub samples based on their subject of specialization, LSD post-hoc analysis was used.

From the table it can be found that there exists a significant difference in the first dimension of social media competence with reference to the subject of specialization of the prospective teachers. It can be seen from the table that the subject physical science has got a highest mean of 57.48 when compared with other subjects. It may be because of the difference in each individual subject and the difference in technological approaches catered in each subject. It may be because that the physical science students are more interested in 'tech savvy' than other subject students. The table showed that the calculated value of F namely, 0.541, 2.027, 0.420 and 1.636 of each of the dimensions of social media competence respectively is lesser than the table value 3.05 at the 0.01 level of significance. It means that there exists no significant difference in the different dimensions of social media competence of prospective teachers studying in aided, government, university centre and self financing training colleges under Calicut university with respect to their subject of specialization.

Types of management

The calculated value of F in each of the five dimensions of social media competence namely, 4.163, 4.092, 5.241, 6.402 and 6.860 is greater than the table value 2.62 at the 0.05 level of significance. It means that there exists significant difference in each of the five dimensions of social media competence of prospective teachers studying in the aided, centre, government and self financing

training colleges of Calicut university with respect to the type of management of their colleges. For knowing the difference in the social media competence of prospective teachers for the sub samples based on their institution's types of management, LSD post-hot analysis was used.

The post hoc analysis showed the mean difference of prospective teachers in the five essential dimensions of social media competence in teacher and educational purposes. It is clear that the prospective teachers in aided colleges have higher social media competence essential for teaching and learning compared to the prospective teachers in self financing, government and university teacher education centres. They are having the highest mean of 56.78, 54.12, 57.75, 56.19 and 57.92 respectively in the dimensions one, two, three, four and five when compared with the other management types. It may be due to the fact that the prospective teachers in aided training colleges get more exposure to the cyber space and social media in a systematic way related to their studies. This may be because of the effective usage of funds for college, maintenance by the respective managements.

Sl. No. 195

1. TITLE

A study on Kerala State School Kalolsavam with Special Reference to Socio-Economic Perspective.

2. AUTHORS

Name of Student : Sandhya. K.R

Name of Supervising Teacher : Dr. Ampili Aravind

3. YEAR

2014

4. KEYWORDS

- Socio-economic perspective
- Kerala State School Kalolsavam

5. OBJECTIVES

To study the Kerala State School Kalolsavam with special reference to socio-economic perspective.

Minor Objectives

1. To study the history of Kerala State School Kalolsavam
2. To study the rules and regulations related to Kerala State School Kalolsavam and its relevance in present educational scenario.
3. To study the present status of art education in state schools of Kerala.

4. To study the achievement level of 14 districts, in Kerala State School Kalolsavam.
5. To analyse the budget of Kerala State School Kalolsavam.
6. To study the environment of schools in Kerala State School Kalolsavam.
7. To analyse the Kalolsavam items on the basis of necessity of specialized training and duration of percentile.
8. To analyse the participation of schools, which won highest score from government, aided and unaided sectors.
9. To analyse the participation of schools from Kozhikode, Palakkad, Thrissur, Malappuram districts, which won highest score in Kerala State School Kalolsavam with special reference to type of management.
10. To study various factors influencing the art training and participation in Kerala State School Kalolsavam such as
 - School facilities for art education.
 - Parents economic status
 - Parents educational level
 - Traditional factors
11. To analyse the dependence of schools on private art trainers for participating in Kerala State School Kalolsavam.
12. To analyse the participation of students on the basis of percentile with special reference to
 - The amount spent for percentile
 - Duration of percentile
 - Government scholarship for art training.
13. To know the opinion of teachers on various aspects of Kerala state school such as
 - The importance of art education.
 - Present school facilities for art education.
 - Influence of socio-economic factors on art training and participation.
 - Social impacts of Kalolsavam.
 - Awarding grace mark.
14. To know the opinion of experts in educational and art field about Kerala State School Kalolsavam.

6. VARIABLES

In the present study, the participation of students and schools in Kerala State School Kalolsavam is the criterion variable.

7. METHODOLOGY

a. Method of Research

Present study is a mixed research. Both qualitative and quantitative data were used. Partially survey method was used in the key study. Document analysis also used for the study.

b. Sample for the study

Purposive sampling technique was used for the study. The sample consist of 250 Kalolsavam participants form secondary schools belongs to Thrissur, Palakkad, Malappuram and Kozhikode districts, which won the highest score in Kerala State School Kalolsavam 2013-14. In addition to this the researcher collected the opinion from 100 secondary teachers on the various aspects of Kerala State School Kalolsavam and the ten expert's opinion from educational and art field.

c. Tool

The following tools were used in present study.

- Questionnaire to collect information about family's, socio-economic status and details about its percentile – duration, expense, private practice as school practice, parental education, parental occupation and traditional factors.
- Opinionnaire for analyzing teacher's opinion about the various aspects of Kerala State School Kalolsavam.
- An interview schedule to collect the opinion of experts.

d) Statistical Techniques

Percentage analysis was used in the present study.

8. MAJOR FINDINGS

1. From 1596 onwards Kerala State School Kalolsavam offers a great opportunity for students to prove their proficiency in arts and it could preserve many of the art forms of Kerala in social realm and it could cross the religious boundaries and customary norms in the young minds.
2. The rules and regulations have been renewed many times, in tune with the changing needs. The rules are set in order to set apart the influence and extraneous considerations and to ensure a judicious opportunity to the meritorious students. Many undesirable trends had been spurt in the competition field. Children must have to feel confident that virtue and hard work do have its merits.
3. The existing art education programme in Kerala is not organized according to the National level aspirations. In this contest it needs a rethinking in this regard. When serious discussion and planning are going on at the natural level, the present organisation of the programme is facing a kind of set back in most respects. A special syllabus had crafted, but it could not being in percentile in the absence of resources teachers.

The G.O(P) No. 199/2011/G.Edn., was introduced as the scientific method for deployment and appointment of excess teachers in the post of specialist teachers, that was not at all scientific. The order never concerned the children development and it also under estimate art collection.

4. It is observed that, Kozhikode, Palakkad and Thrissur possessed the highest positions, with 420, 429 and 418 points respectively in Kerala State School Kalolsavam.

The Pathanamthitta, Idukki and Wayanad stands in the lowest positions with 331,340 and 360 points. The high range districts seem to be lowest in the achievement for last many years.

5. The Kalolsavam budget of 2013-14 touched the mark of 1.80 crores. 20% increase compared to the previous year. The statistics shows at least a 10% increase will come in effect for the next festival. The expected expense is approximately above two crores. The major fund for organizing Kerala State School Kalolsavam is raised through the students who are studying under Kerala state syllabus and also the income from appeals and public contribution. In the year 2013-14 the income through appeals was 41.5 lakhs. The 830 appeals also represents more than thousands of students disagreement in the judgement.
6. From the total secondary school in Kerala 637 secondary schools participated in Kerala State School Kalolsavam 2013-14 from 14 districts, out of these 59.18% of schools participated only in one item, and 210.56% of schools participated in two. Almost 80% of the total participated schools participated in one or two items. The higher participation belongs to the remaining 20% schools.
7. It is observed that majority of Kerala State School Kalolsavam items need specialized training. 79.3% of the total items we learnable only by a specialized art training. The chance for items, which need genuine talent are limited. Kerala's folk arts related with agrarian heritage not included in the items, which are familiar in the past, now it is losing its existence in the absence of needed patronage.
8. In Palakkad district there are 173 secondary schools, the almost quarter of the total achievement possessed by a single school; the Palakkad district gained 429 points in Kerala State School Kalolsavam 2013-14, in general items in secondary level, out of which a single school possessed 91 point that is the 21.21% of the total score of the Palakkad.

The Palakkad achievement of the Kottayam district in 382 points, and Kottayam district gained 6th position in Kerala State school Kalolsavam, out of which the particular school gained 80 points. The school gained 20.95% of the total score of the Kottayam district.

The Wayanad district stands first from government sector and in 12th position in total point status in Kerala State School Kalolsavam. The total score of the Wayanad district in the 361 points, out of which the G.V.H.S. Wayanad gained 36 point, that is 9.97% of the total achievement. With a limited number of students school participated in 4 genuine items and 4 skilled items.

On analyzing the participation of schools, which won highest score from government, aided and unaided sectors. It is observed that, majority of government

schools limit their participation in individual items, so the number of participations is very low when compared with unaided and aided schools. The unaided and aided sector, through group items maximizes the benefit of grace marks to maximum students in the Tenth Board Exam. That will correspondingly reflect in the result of the tenth board exam of their institution.

9. On analyzing the participation of schools from Kozhikode, Palakkad, Thrissur and Malappuram districts which won highest scores in Kerala State School Kalolsavam from government, aided and unaided sectors.

Kozhikode district has 195 secondary schools, out of the total government schools participation was only 8.22% and 23.47% from aided sector and 25% unaided sectors. The participation of government schools is very limited. The participation status of schools range from 1 to 14 items. The districts has 73 government schools and the representation is only from 6 schools. The aided and unaided sectors show higher participation.

From the Malappuram district, out of the total 10.47% participation from government schools and 165.19% from aided schools and 18.57% of unaided schools, participated in the Kerala State School Kalolsavam; when compared with other districts, Malappuram district shows healthy participation from the government aided and unaided sector.

The Palakkad district has 173 secondary schools the participation of schools in limits to 35 schools. The district stands in the highest position with 429 points in secondary school competition. That shows 35 schools represented and possessed 429 points for the district. 9.83% schools participated from the government sectors and 19.72% from the aided and 45.45% of unaided schools, participated in the Kerala State School Kalolsavam. When compared with other sector government schools participation is low.

Thrissur district has 260 secondary schools, out of the total schools participation, from government schools is only 7.5% from aided schools 17.56% and 34.81% of unaided schools. Districts has 260 secondary schools, out of which 43 schools represented the districts in Kerala State School Kalolsavam 2014-15.

10. On analyzing the facilities in schools, the different sectors of schools show different status. All schools in unaided sector provide enough resources teachers, classroom, facilities and instruments for art and occupy private art trainers service for the equipping children for the competition in various art forms. The aided schools facilities are not sufficient, and then be majority of schools arrange private art trainers for equipping students for the competition. But this facility is not accessible to all students, it restricted only for the participation. Government schools facilities were inadequate and insufficient. Most of the schools are working with poor facilities and majority not occupying private art trainers for equipping students for competition.

On analyzing the participation of students, economically and educationally backward sectors shows significantly lower participation. Out of the total participants 62% belong to high income group and 24% belong to the middle class and 14% belong to economically backward class.

11. On analyzing the dependence of schools on private trainers above 90% of the schools are participating with the help of private art training. The role of school is limited.
12. On analyzing the duration of practice, out of the total participation 95.2% of the students occupied either long term or short term specialized training. The percentage of students participated with their own (without any outside practice) genuine talent was limited to 4.8%..

Out of the total sample 39.20% occupied long term (years) practice and 56.1% occupied short term practice (within an academic year) either through school or through private art trainers.

On analyzing the experience, meet by the participants, out of the total participants 12% of students participated in Kerala State School Kalolsavam without any experience. 88% of students participated in Kalolsavam by meeting a considerable amount according to their participation items. The amount ranges from Rs. 10000/- to 100000/- in the opinion of students.

Out of the total participants, only one student got government scholarship. That shows government support in this field is really nominal.

13. By analyzing the opinion of teachers about various aspects of Kerala State School Kalolsavam the following finding were reached.

Majority of teachers agree with the need of art education and its positive impacts on school children. Most of the teachers are not satisfied with the present school facilities for art education. Majority agreed that the influence of socio-economic factors were prevailing in art training and participation in Kerala State School Kalolsavam. Above 85% teachers think that Kerala State School Kalolsavam could preserve many of the traditional art forms. Students were participated in the art items without considering their religious and customary norm. teachers have different opinion on awarding grace marks. 52% agreed on awarding of grace marks for the encouragement of students and 48% disagreed on awarding grace marks.

14. The analyzing the opinion of experts in educational and art field, on the various aspects of Kerala State School Kalolsavam and present art education in Kerala, lead to the following findings.

According to experts opinion 'Art education is very needed for the children in a growing period. The present school system has many limitations. The government has to take necessary arrangements to provide a comprehensive education. If there is facilities to get art education in public sectors, then only can ensure all the talented students a judicious opportunity. Grace mark is really to academic gains and the affluent has an upper head on the Kalolsavam area. The present school facilities must be improved. Not for preparing competition. Such period is needed in between the other subjects. The teachers, judges, organizers should have to preserve the dignity of art and its aims in the competition.

Sl. No. 196

1. TITLE

Effectiveness of String Art Learning Module on Developing Geometrical Skills : A study among Prospective Elementary Teachers.

2. AUTHORS

Name of Student : Sheeba. T.P

Name of Supervising Teacher : Sankaranarayanan Paleeri

3. YEAR

2014

4. KEYWORDS

- Effectiveness
- String Art Developing Geometrical Skills
- Prospective Elementary Teachers

5. OBJECTIVES

1. To prepare a module on string art learning for prospective elementary teachers.
2. To assess the geometrical skills of prospective elementary teachers at pre-experimental level.
3. To find out whether there exist significant difference in the mean score of geometrical skills among prospective elementary teachers at pre-experimental level and post experimental level.
4. To find out whether there exist significant difference in the mean score of geometrical skills among prospective elementary teachers at pre-experimental level and post experimental level for the sub sample based on type of management of institution.

6. VARIABLES

- *Independent variable*

The independent variable for the study is string art learning module.

- *Dependent variable*

The dependent variable for the study is developing geometrical skills.

7. METHODOLOGY

a. *Method of Research*

The study requires the description of the variables method adopted tools used selection of sample for the collection of data and the statistical techniques used for analyzing the data.

b. Sample for the study

Random sampling.

c. Tool

- Geometrical skill assessment test.
- String art learning module
- Description of tools

d) Statistical Techniques

- Measures of central tendency (mean, median, mode)
- Measures of description (standard deviation)
- Measures of divergence from normality (kurtosis, skewness)
- Paired sample test

8. MAJOR FINDINGS

1. It is revealed from the analysis that out of the 135 prospective elementary teachers, 19 students get high score and 91 students get high score and 91 students get average score and 25 students get low score in geometrical skill assessment test at pre-experimental level. Thus the distribution of prospective elementary teachers proves that the achievers are scattered to different level in scores. Thus the findings can be stated that prospective elementary teachers are varied on their geometrical skills.
2. The difference between mean score of pre-test and post on geometrical skills is found on using the statistical technique paired sample test. The value obtained is 21.694. The value is far high than the table value (2.58) at 0.01 level. It reflects that the mean scores of whole sample at pre and post test differ significantly. The findings of the analysis is that the mean score of prospective elementary teachers in geometrical skills at pre-experimental level and post experimental level are significantly different. So it can be stated that the there exist significant difference among prospective elementary teachers in geometrical skills before and after experiment. It is find out that the students are benefited through the treatment of string art learning module for developing geometrical skills.
3. The first part of the third objective was to find the significance of difference between the mean scores of the pre-test and psot test of geometrical skills assessment test of prospective elementary teachers studying in government institution. The results reveal that the arithmetic mean for a geometrical skills obtained by prospective elementary teachers belonging to government institution at post experimental stage is 33.50 which is higher than the pre stages were mean score is 20.34. The significance of difference between these mean score was calculated by using passed sample text. The obtained value is 15.862 and that is higher the table value (2.58) at 0.01 level. It reflects that the mean scores of geometrical skills at pre and post levels of prospective elementary teachers studying in government institution differ significantly.

4. The second part of the third objectives was to find the significance of difference between the mean of the test and post test score of geometrical skill assessment test of prospective elementary teachers studying in unaided institution. The results reveal that the arithmetic mean for geometrical skills obtained by prospective elementary teachers belonging to unaided institution at post experimental stage is 34.30 which is higher than the pre stage mean score 21.78. The paired sample test is applied to find the significance of difference between mean, scores. Since the obtained value is 13.63 that is higher than the table value (2.58) at 0.01 level. This implies that there exists significant difference in the mean score of geometrical skill of prospective elementary teachers studying in unaided institution. It means that the string art learning module is an effective device to develop geometrical skills of this group also.
5. The findings is that there exist significant difference between mean pre test scores and mean post test score of geometrical skills of prospective elementary teachers for the sub sample based on type of management of institution.
6. The third part of the third objective was to find the significance of difference between the mean of the pre-test and post test score of geometrical skill assessment test of prospective elementary teachers studying in aided institution. The results reveal that the arithmetic mean for geometrical skills obtained by prospective elementary teachers belonging to aided institution at post experimental stage is 28.67 which is higher than the pre-stage mean score 18.84. The paired sample test is applied to find significance of difference between mean scores. Since the obtained value is 11.704 that the higher than the table value (2.58) at 0.01 level. This implies that there exists significant difference in the mean score of geometrical skills of prospective elementary teachers studying in aided institution. It means that the string art learning module is an effective device to develop geometrical skills of this group also.

Sl. No. 197

1. TITLE

A study on Implementation of Midday Meal Scheme in the Schools of Attappady Block.

2. AUTHORS

Name of Student : Sneha Varma. M

Name of Supervising Teacher : Dr. Jaya Prakash. R.K

3. YEAR

2014

4. KEYWORDS

- Mid-day Meal Scheme

5. OBJECTIVES

1. To assess the performance of Midday meal scheme in Attappadi block.
2. To study the level of community participation in the implementation of midday meal scheme.
3. To identify the best practices in the implementation of midday meal programme in Attappadi block of Palakkad district.
4. To provide suggestions for making the programme effective.

6. METHODOLOGY

a. Method of Research

Survey method

b. Sample for the study

The study conducted on a representative sample of 400 students, 200 PTA/MPTA/SDMC members from 13 schools of Attappadi block and 11 educational experts.

c. Tool

- Interview schedule for PTA/MPTA/SDMC members checklist.
- Opinionnaire
- Interview schedule for children

7. MAJOR FINDINGS

1. Based on selected samples, the present study results that all government and aided schools provide free lunch to all students without any discrimination.
2. Headmaster is in-charge of procuring food materials from civil supplies corporation.
3. Food grains are stored under hygienic conditions.
4. All the schools having midday meals, keep the record and maintain register for food grains and buying of vegetables, eggs and milk.
5. All schools gave nutritious food to child.
6. Different recepies are being serves on different days of the week on a rational basis.
7. Different recepies served in different schools.
8. Majority of the parents pointed out that they are getting good meals at the schools and they were not able to get such food at home.
9. The cooks were appointed by SDMC members.
10. All children had food sitting with everyone.
11. Neat and clean utensils were used for serving and cooking meals.

12. Varieties of food items served every day is guaranteed with complete satisfaction of children.
13. All children agreed that they get sufficient amount of food getting from school, children are not participated in cooking but they serving the meals.
14. The meal was provided at the correct time, that is at 12.30 pm in LP schools and at 1'o clock in UP schools.
15. All the educational experts told that midday meal aimed at improving the nutritional status of poor children and at ensuring better school enrolment in schools.
16. High attendance rate is a good practice in Attappadi with regard to midday meal programme.
17. The scheme provided an opportunity were children of all gaps and communities to sit together and have their meals.
18. Attappadi is one of the block in Palakkad district, more than 80% of schools receiving community contribution.
19. Enrolment rate and retention rate in schools have increased and the dropout rate has decreased very much.
20. Midday meal programmes implemented for removing educational backwardness in Attappadi are satisfactory.
21. Majority of the teachers agreed that the kitchen facilities available in schools are adequate.
22. In Attappadi some parents are interested to get their children admitted in residential schools due to hostel facilities.
23. SDMC were having serious complaint regarding timely release fo funds.
24. Most of the SDMC expressed dissatisfaction over the rate of conversation cost per head.
25. Administrative officials were also found not giving proper training for monitoring of midday meal scheme.
26. Most of the teachers agreed that 87.5% of parents helped for effective monitoring of the midday meal programme. 95% of PTA members participated in all meetings and they provide materials or fund for the smooth functioning of midday meal programme.
27. Community was also participating by the way of providing firewood and utensils.
28. Most of the teachers agreed that 94.5% of parents participated in cleaning programme. 95% of parents said that they cant take provision for facilities for refrigeration and also conducting noon meal community meetings.
29. There are no garbage bins in any schools. The garbage is not just put around but separate pits are dug for dumping garbage. No provisions for cleaning and cleaning the pits and the surrounding areas.

30. There were no trained workers in schools.

31. From the analysis the investigator reached the conclusion that cooked midday meals have now become permanent part of the daily routine of primary schools in Attappadi.

Sl. No. 198

1. TITLE

Critical thinking ability of higher secondary school students.

2. AUTHORS

Name of Student : Soumya Krishnan.P.R

Name of Supervising Teacher : Dr. Devika. R

3. YEAR

2014

4. KEYWORDS

- Critical thinking ability
- Higher secondary school students

5. OBJECTIVES

1. To find out the level of critical thinking ability of higher secondary school students.
2. To study the group difference (high x average, average x low, and high x low) in the mean scores of critical thinking ability of higher secondary school students when, classified using their critical thinking ability scores.
3. To test whether there exists any significant difference in the mean scores of critical thinking ability for the relevant sub samples based on
 - a) Gender (female / male)
 - b) Locality of the school (rural / urban)
 - c) Type of management (aided / government)
 - d) Optional subject (science / commerce / humanities)
4. To test whether there exists any significant difference in the proportion of female and male higher secondary school students in each of the critical thinking ability groups (high, average and low) when classified using their critical thinking ability scores.

5. To test whether there exists any significant difference in the proportion of rural and urban higher secondary school students in each of the critical thinking ability groups (high, average and low) when classified using their critical thinking ability scores).
6. To test whether there exist any significant difference in the proportion of students from aided and government higher secondary schools in each of the critical thinking ability groups (high, average and low) when classified using their critical thinking ability scores.
7. To test whether there exist any significant difference in the proportion of science, commerce and humanities students in each of the critical thinking ability scores.

6. VARIABLES

The variables for the present study is critical thinking ability.

The classificatory variables used for selecting sub groups in the present study are as follows.

- a) Gender (female / male)
- b) Locality of the school (rural / urban)
- c) Type of management (aided / government)
- d) Optional subject (science / commerce / humanities)

7. METHODOLOGY

a. Method of Research

Normative survey method

b. Sample for the study

Stratified random sampling method.

c. Tool

The data required for the present study were collected using the critical thinking ability test for higher secondary school students constructed and standardized by the investigator along with the supervising teacher.

d) Statistical Techniques

- Mean, median, mode and standard deviation.
- Skewness and kurtosis
- Percentage analysis
- ANOVA
- t-test
- chi-square test

8. MAJOR FINDINGS

1. Among the total 20 percent of the total sample has high critical thinking ability, 63.13 percent has average critical thinking ability and 16.87 percent has low critical thinking ability. Therefore, it can be inferred that higher secondary students has average critical thinking ability.
2. The obtained critical ratio for the test of difference among the mean score of high (43.27), average (32.70) and low (1.56) critical thinking ability group is 116.162, which is greater than the table value (Table R), 4.65 at .01 level of significance. So it can be inferred that the difference in the mean scores of the critical thinking ability of high, average, and low group is significant at .01 level of significance.
3. The obtained critical ratio for the test of difference between the mean score of female ($m=34.00$, $SD=7.63$) and male ($M=31.88$, $SD=7.14$) students is 3.64, which is greater than the table value (2.58). Hence the difference in the mean score of critical thinking ability of female and male student is significant at .01 level of significance. It can also be inferred that female students have high critical thinking ability than male students.
4. The obtained critical ratio for the test of difference between the mean score of rural (32.54) and urban (33.27) students is -1.23, which is less than the table value (1.96). Hence the difference in the mean score of critical thinking ability of rural and urban students is not significant at .05 level of significance.
5. The obtained critical ratio for the test of difference between the mean score of aided (33.92) and government (32.01) school students are 3.25, which is greater than the table value (2.58) at .01 level of significance. Hence the difference in the mean score of critical thinking ability of aided and government school students is significant at .01 level of significance. As the mean score of aided school students is greater than that of government school students it can also be inferred that aided school students have high critical thinking ability than government school students.
6. The obtained critical ratio for the test of difference among the mean score of students of commerce (33.12), Humanities (30.07) and Science (35.69) is 33.011, which is greater than the table value (Table R) 4.65 at .01 level of significance. So it can be inferred that students from science subject exceeds the students of commerce and humanities in their critical thinking ability.
7. The critical ratio of the test of significance of difference between proportions of female and male students in different of critical thinking ability group is found to be 3.64 (high group), -1.27 (average group) and -2.25 (low group), -1.27 (average group) and -2.25 (low group). It is clear that there exist a significant difference in the proportion of female and male students in high critical thinking ability group as the obtained critical ratio (3.64) greater than the table value 1.906 at .05 level of confidence. As the critical ratio (-1.27) is less than the table value (1.96) it can be inferred that the difference in the proportion of female and male students in average critical thinking ability group is not significant at .05 level of confidence. It can also be inferred that the difference in the proportion of female and male students in low critical thinking ability group is significant at .05 level of confidence as the obtained critical ratio (-2.25) is greater than the table value (1.96).

8. The critical ratio of the test of significance of difference between proportions of rural and urban students in different critical thinking ability group is found to be -1.79 (high group), 0.15 (average group), and 1.71 (low group). This reveals that there does not exist a significant difference in the proportion of rural and urban students in high, average and low group as the obtained critical ratio is less than table value 1.96 in all the three cases.
9. The critical ratio of the test of significance of difference between proportions of aided and government students in different critical thinking ability group is found to be 1.58 (high group), 0.871 (average group), and -2.88 (low group). This reveals that there exist a significant difference in the proportion of aided and government students in low critical thinking ability group as the obtained ratio (-2.88) is greater than the table value 2.58 at .01 level of confidence. As the critical ratio (1.58) is less than the table value (1.96) it can be inferred that the difference in the proportion of aided and government students in high critical thinking ability group is not significant at 0.05 level of confidence. It can also be inferred that the difference in the proportion of aided and government students in average critical thinking ability group is not significant as the obtained critical ratio (0.87) is less than the table value (1.96) at 0.5 level of significance.
10. The critical ratio of the test of significance between proportions of higher secondary students in each of the optional subject (commerce, humanities and science) in the high group is found to be 17.08. The obtained critical ratio for high group (17.08) is greater than the table value (5.99) at .01 level of confidence. Hence the difference in the proportion of commerce, humanities and science students in high critical thinking ability group is significant at .01 level of confidence.
11. The difference in the proportion of students of commerce, humanities and science students in the average critical thinking ability group is not significant as the obtained critical ratio (0.14) is less than the table value (5.99) for the degrees of freedom.
12. In low critical thinking ability group the obtained critical ratio (29.39) is greater than the table value (5.99) at .01 level of significance. Therefore, the difference in the proportion of higher secondary students from commerce, humanities and science subjects in the low group is significant at .01 level of significance.

Sl. No. 199

1. TITLE

A study on the Factors Influencing Academic Stress of Jawahar Navodaya Vidyalaya School Students.

2. AUTHORS

Name of Student : Sreedevi. R

Name of Supervising Teacher : Jayaprakash. R.K

3. YEAR

2014

4. KEYWORDS

- Academic stress
- Navodaya Vidyalaya School
- Factors
- Time Management
- Leisure Satisfaction
- Anxiety

5. OBJECTIVES

1. To study the level of academic stress of Jawahar Navodaya Vidyalaya students.
2. To find out whether there is any significant relationship between academic stress and time management of Jawahar Navodaya Vidyalaya students for the total sample and sub sample based on gender.
3. To find out whether there is any significant relationship between academic stress and leisure satisfaction of Jawahar Navodaya Vidyalaya students for the total sample and sub sample based on gender.
4. To find out whether there is any significant relationship between academic stress and anxiety of Jawahar Navodaya Vidyalaya students for the total sample and sub sample based on gender.
5. To find out whether there is any significant difference in relation between academic stress and time management among Jawahar Navodaya Vidyalaya school students for the such sample classified on the basis of gender.
6. To find out whether there is any significant difference in relation between academic stress and leisure satisfaction among Jawahar Navodaya Vidyalaya higher secondary school students for the sub sample classified on the basis of gender.
7. To find out whether there is any significant difference in relation between academic stress and anxiety among Jawahar Navodaya Vidyalaya school students for the sub sample classified on the basis of gender.

6. VARIABLES

In the present study the dependent variable is academic stress, independent variables are time management, leisure satisfaction, anxiety and the classificatory variable is gender.

7. METHODOLOGY

It deals with the precise description of sample used for the study, tools and statistical technique used.

a. Method of Research

Normative survey method.

b. Sample for the study

The present study is intended to conduct on a sample of 450 students studying in Jawahar Navodaya Vidyalaya school students in Thrissur district.

c. Sampling

Purposive sampling method.

d. Tools

- The investigator plan to adopt on inventory on academic stress for Jawahar Navodaya Vidyalaya students.
- The investigator plan to prepare a rating score on time management along with supervising teacher.
- The investigator plan to prepare a rating score on leisure satisfaction along with supervising teacher.
- The investigator plan to prepare a rating score on anxiety along with supervising teacher.

d) Statistical Techniques

- Preliminary analysis.
- Pearson product moment correlation.
- T-test

8. MAJOR FINDINGS

The major findings of this study can be summarised as follows:

1. When the level of academic stress among Jawahar Navodaya Vidyalaya school students were obtained. The total sample of the students were classified into three groups such as high, low and average by using percentage analysis. It was found that 19.33% of the Navodaya Vidyalaya school students show high academic stress. And 60.60% of the Navodaya Vidyalaya schools students have shown average academic stress. And 20.00% of students falling into low academic stress.
2. When there exists a significant relationship between academic stress and time management was found to be -0.78 the relationship was found to be significant at 0.01 level.

3. The coefficient of correlation between academic stress and time management for the sub sample male and female were found to be $-.83$ and $-.67$. Both the correlation were found to be significant at 0.01 level.
4. When there exists a significant relationship between academic stress and leisure satisfaction among Jawahar Navodaya Vidyalaya school students for the total sample and sub sample classified on the basis of gender.
5. For the total sample, the relationship between and academic stress and leisure satisfaction was found to be -0.76 . The relationship was found to be significantly at 0.01 level.
6. The coefficient of correlation between academic stress and leisure satisfaction for the sub sample male and female were found to be $-.77$ and $-.72$. Both the correlation were found to be significant at 0.01 level.
7. When there exists a significant relationship between academic stress and anxiety among Jawahar Navodaya Vidyalaya school students for the total sample and sub sample classified on the basis of gender.
8. For the total sample, the relationship between academic stress and anxiety was found to be 0.74 . The relationship was found to be significant at 0.01 level.
9. When there exists any significant difference in relationship between academic stress and time management of Jawahar Navodaya Vidyalaya school students for sub sample based on gender.
10. The correlation between academic stress and time management was differ significantly in male and female. The obtained critical ratio 3.21 shows that the difference in relationship is significant at 0.10 level.
11. When there is exists any significant difference in relationship between academic stress and leisure satisfaction of Jawahar Navodaya Vidyalaya school students for sub sample based on gender.
12. The correlation between academic stress and leisure satisfaction was not differ significantly in male and female. The obtained critical $.96$ shows that there does not exist any significant difference in relationship between academic stress and leisure satisfaction among male and female Jawahar Navodaya Vidyalaya students.
13. When thee exists any significant difference in relationship between academic and anxiety of Jawahar Navodaya Vidyalaya schools students for sub sample based on gender.
14. The correlation between academic stress and anxiety was not differ significantly in male and female students. The obtained critical ratio 1.17 shows that thee does not exist any significant difference in relationship between academic stress and anxiety among male and female Jawahar Navodaya Vidyalaya students.

Sl. No. 200

1. TITLE

Relationship between Crime Awareness and Social Awareness among Student Police Cadets in Kerala.

2. AUTHORS

Name of Student : Sreekanth. R. Nair

Name of Supervising Teacher : Sunil Kumar. A.S

3. YEAR

2014

4. KEYWORDS

- Crime awareness
- Social awareness
- Student police cadets
- Kerala

5. OBJECTIVES

1. To find out the level of crime awareness among student police cadets for the whole sample.
2. To find out the difference in the level of crime awareness among student police cadets for the sub samples based on
 - a) Gender (female / male)
 - b) Type of management (aided / unaided)
3. To find out whether there exists any significant difference in mean score of crime awareness among SPC for the sub sample based on
 - a) Gender (female / male)
 - b) Type of management (aided / unaided)
4. To find out the level of social awareness among student police cadets for the whole sample.
5. To find out the difference in the level of social awareness among student police cadet for the sub sample based on
 - a) Gender (female / male)
 - b) Type of management (aided / unaided)
6. To find out whether there exists any significant difference in mean score of social awareness among student police cadet for the sub samples based on

- a) Gender (female / male)
 - b) Type of management (aided / unaided)
7. To find out the relationship between crime awareness and social awareness among student police cadets.
 8. To find out whether there exists any significant difference in relationship between crime awareness and social awareness among student police cadet for the sub sample based on
 - a) Gender (female / male)
 - b) Type of management (aided / unaided)

6. VARIABLES

The present study is framed with two variables – Crime Awareness and Social Awareness.

Classificatory variables

- a) Gender (female / male)
- b) Type of management (aided / unaided)

7. METHODOLOGY

a. Method of Research

Survey method

b. Sample for the study

The present study was conducted on a sample of 600 students police cadets of secondary schools in Palakkad and Malappuram district by giving due representation to gender and type of management.

c. Tool

- Crime awareness test (Sunil Kumar. A.S and Sreekanth. R Nair)
- Social awareness test (Sunil Kumar. A.S and Sreekanth. R Nair)

d) Statistical Techniques

- Descriptive statistic like mean, median, mode, standard deviation, kurtosis and skewness of all the variables is worked out for the whole sample.
- Percentage analysis
- Test of significance of difference in the mean scores of two independent samples.
- Pearson's product moment correlation.
- Test of significance of difference between two correlation coefficients.

8. MAJOR FINDINGS

1. There exist difference levels of crime awareness among student police cadets, 130 students (21.67%) of the total sample have high crime awareness and 131 students (21.83%) of the total sample having low crime awareness while 339 students (56.50%) of total sample have average awareness.
2. 59 female student police cadets (19.67%) and 56 male students police cadets (18.67%) have high crime awareness. Similarly 73 female students (24.33%) and 58 male students (19.33%) having low crime awareness while 168 female students (56%) and 186 male students (62%) have average awareness. There exists no significant difference in the levels of crime awareness among student police cadets for the sub samples based on gender.
3. From aided school 48 students police cadets (24%) and from government schools 83 students police cadets (20.75%) have high crime awareness similarly 38 aided school students (19.00%) and 97 government school students (24.25%) having low crime awareness while 114 aided school students (57%) and 220 government school students (55%) have average crime awareness. There exists no significant difference in the levels of crime awareness between student police cadets of aided government schools.
4. There is a significance difference in the mean scores of crime awareness of male and female student. The average performance of female students ($M=26.24$, $SD = 5.18$) is greater than the average performance of male students ($M=23.50$, $SD=4.66$).
5. There is a significant difference in the mean scores of crime awareness of students studying in government schools and aided schools as the obtained t value (5.83) is greater than the critical value 2.58 at 0.01 level of significance. That is, the average performance of government students ($M=25.71$, $SD=5.19$) is greater than the average performance of the aided students ($M=23.20$, $SD=4.50$).
6. There exist different levels of social awareness among student police cadets. 117 students (19.50%) of the total sample have high social awareness, 331 students (55.17%) of the total sample have average social awareness, and 152 students (25.33%) of total sample having low awareness.
7. There exist different levels of social awareness among student police cadets based on gender. 43 female student police cadets (14.33%) and 51 male students police cadets (17%) have high social awareness similarly 68 female students. (22.67%) and 73 male students (24.33%) having low social awareness while 189 female students (63%) and 176 male students (58.67%) have average awareness. There exists no significant difference in the levels of social awareness among student police cadets for the sub samples based on gender.
8. There exist different levels of social awareness among student police cadets based on type of management. From aided school 52 students police cadets (26%) and from government schools 98 students police cadets (24.50%) have high social awareness similarly 26 aided school students (13%) and 78 government school students (19.5%) having low social awareness while 122 aided school students (61%) and 224 government school students (56%) have average social awareness.

- There exists a significant difference in the lower level social awareness between student police cadets of aided and government schools.
9. The mean scores of social awareness among female and male students significantly differ as the obtained t value (6.41) is greater than the critical ratio 2.58 at 0.01 level.
 10. There is difference in the mean score of social awareness among aided and government schools students. It is not significant as the obtained t value 0.48 is less than the critical 1.96 at .105 levels. Thus it is found that there exists no significant difference in the mean score of social awareness among aided and government schools students.
 11. There is significant low relationship between social awareness and crime awareness among student police cadets.

Sl. No. 201

1. TITLE

Relationship between Socio-familial conditions and self-concept of children with special needs

2. AUTHORS

Name of Student : Sreeshambhavi. S
 Name of Supervising Teacher : Dr. K. Rajagopalan

3. YEAR

2014

4. KEYWORDS

- Socio-familial conditions
- Self concept of children
- Special needs

5. OBJECTIVES

1. To find out the level of socio-familial conditions of children with special needs.
2. To find out the level of self concept of children with special needs.
3. To find out the significance of difference in the mean scores of the socio-familial conditions of children with special needs for the relevant sub samples based on
 - a) Gender
 - b) Children with type of deformity
4. To find out the significance of difference in the mean scores of the self concept of children with special needs for the relevant sub samples based on

- a) Gender
 - b) Children with type of deformity
5. To find out the relationship between the socio-familial condition and self concept among children with special needs for the total sample and relevant sub samples classified on the basis of
- a) Gender
 - b) Children with type of deformity
6. To find out the significant difference in the relationship between the socio-familial conditions and self concept of children with special needs for the sub samples classified based on
- a) Gender
 - b) Children with type of deformity

6. VARIABLES

Independent variable

Socio familial conditions

Dependent variable

Self concept

Classificatory variables

- Gender
- Children with special needs in the present study includes children with type of deformity with hearing impairment (CWH1), Children with visual impairment (CWVI), and children with orthopedic impairment (CWO1)

7. METHODOLOGY

a. Method of Research

Normative survey method is used for the study.

b. Sample for the study

The present study as a sample of 239 children studying in the various special school and other schools of Kerala. The sample is selected using stratified random sampling technique giving due representation to both the sexes (male and female), visual impairment, hearing impairment and physical deformities. The target population for the present study is children with special needs studying in schools (the sample of children with hearing impairment were collected from special schools) and as the part of inclusive education children with visual impairment and children with orthopedic impairment are admitted in normal schools. So the investigator had to collect the samples fro normal schools also.

c. Tool

The investigators used the following tools to measure the variable.

- The independent variable, socio-familial conditions is measured by using questionnaire (constructed and standardized by the investigators along with the supervising teacher)
- The dependent variable self concept is measured by using the tool self concept scale constructed and standardized by Rajagopalan and Latha (2007).

d) Statistical Techniques

For preliminary analysis mean, median, mode, skewness and kurtosis are calculated.

The statistical technique used for the study includes

1. Percentage analysis
2. Test of significance of children between mean scores.
3. One way analysis of variance (ANOVA)

Karl Pearson's product moment correlation.

8. MAJOR FINDINGS

Major findings of the present investigation are summarized and presented below.

From percentage analysis following findings were observed.

1. It was found 16.32% of students fall into high socio-familial condition group. 64.02% of students have shown moderate socio-familial condition. 19.66% of students falling into low socio-familial conditions.
2. It was found 16.8% of students fall into high self concept group. 67.3% of students have shown moderate self concept. 15.9% of students falling into low self concept.

Significance of difference between mean score of socio-familial condition.

1. There does not exist significant difference in the mean score of socio-familial condition between boys and girls among children with special needs.
2. Results of ANOVA shows that there exist significant difference in the mean scores of socio-familial conditions among students with respect to their deformity ($F=388.380$) Scheffe's test of multiple comparisons and Scheffe's Post Hoc Test revealed that the significant difference is due to the difference in the mean scores of 3 cases – children with hearing impairment and children with orthopedic impairment, children with hearing impairment and visual impairment, children with orthopedic impairment and children with visual impairment. Mean difference in socio-familial conditions of children with special needs of all the three cases are 21.06, 7.44 and -13.61 respectively which is significant at 0.05 level.

Significance of difference between mean scores of self concept

1. There does not exist significant difference in the mean scores of self concept between boys and girls among children with special needs.
2. Results of ANOVA shows that there exist significant difference in the mean scores of self concept among students with respect to their deformity ($F=7.357$) Scheffe's test of multiple comparisons Sheffe's Post Hoc Test and revealed that the significant difference is due to the difference in the mean score of one case and that is between children with hearing impairment and children with orthopedic impairment. Mean difference in self concept of children with special needs of children with hearing impairment and children with orthopedic impairment is - 9.87, which is significant at 0.05 level.

Pearson's product moment correlation was used to find the strength of relationship between the two variables. The following findings was observed.

1. There exist significant, low relationship between socio-familial conditions and self concept for the total sample. The correlation between the two variables is -0.30. The critical ratio obtained for the total sample is found to be 4.98 which is significant at 0.01 level.
2. There exist significant, low relationship between socio-familial conditions and self concept for the sub sample of boys. The correlation between the two variables is - 0.22. The critical ratio obtained for the total sample is found to be 2.83 which is significant at 0.01 level.
3. There exist significant, marked relationship between socio-familial condition and self concept for the sub sample at girls. The correlation between the two variables is -0.41. The critical ratio detailed for the total sample is found to be 4.29 which is significant at 0.01 level.
3. There exist significant, marked relationship between socio-familial condition and self concept for the sub sample of children with hearing impairment. The correlation between the two variables is -0.46. The critical ratio obtained for the total sample is found to be 4.82 which is significant at 0.01 level.
4. There exist no significant relationship between socio-familial condition and self concept for the sub sample of children with visual impairment. The correlation between the two variables is 0.02. The critical ratio obtained for the total sample is found to be 0.23 which is not significant at 0.01 level.
5. There exist no significant relationship between socio-familial conditions and self concept for the sub sample of the children with orthopedic impairment. The correlation is -0.13. The critical ratio obtained for the total sample is found to be 1.15 which is not significant at 0.01 level.

When the significant difference in relationship between socio-familial conditions and self concept for the sub samples were analysed the following findings were observed.

1. There exist significant difference in a relationship between socio-familial conditions and self concept for the sub samples based on gender. The critical ratio obtained is 4.98 which is significant at 0.05 level.
2. There exist significant difference in relationship between socio-familial conditions and self concept for the sub samples children with hearing impairment and children

with visual impairment. The critical ratio obtained is 3.38 which is significant at 0.05 level.

3. There exist significant difference in relationship between socio-familial conditions and self concept for the sub samples children with hearing impairment and children with orthopedic impairment. The critical ratio obtained is 2.37 which is significant at 0.03 level.
4. There exist no significant difference in relationship between socio-familial conditions and self concept for the sub samples children with visual impairment and children with orthopedic impairment. The critical ratio obtained is 0.98 which is not significant at 0.05 level.

Sl. No. 202

1. TITLE

Child Rights awareness of higher secondary school students

2. AUTHORS

Name of Student : Sudheena. V.P

Name of Supervising Teacher : Dr. Devika. R

3. YEAR

2014

4. KEYWORDS

- Child rights
- Awareness
- Higher secondary students

5. OBJECTIVES

1. To find out the level of child rights awareness of higher secondary school students.
2. To study whether there exists any significant difference in the proportion of boys and girls in each of the group (high, average and low). When classified using their 'child right awareness' scores.
3. To study whether there exists any significant difference in the proportion of rural and urban students in each of the group (high, average and low) when classified using their 'child rights awareness' scores.
4. To test whether there exists any significant difference in the mean scores of 'child rights awareness' of higher secondary schools. Students with respect to their demographic variables. Such as
 - (a) Gender (male and female)
 - (b) Locale (rural and urban)

- (c) Type of management (government, aided and unaided)
5. To test whether there exists any significant difference in the mean scores of child rights awareness for each of the dimension of 'child right awareness' (The right of survival, the right protection. The right to development and the right to participation) of higher secondary school students with respect to their demographic variables such as
- (a) Gender (male and female)
 - (b) Locale (rural and urban)
 - (c) Type of management (government, aided and unaided)

6. VARIABLES

Variables play an important role in any type of studies. The variable for the present study is 'child rights awareness'.

Classificatory variables

The following variables were treated as the classificatory variables to identify sub samples.

- (a) Gender (male and female)
- (b) Locale (rural and urban)
- (c) Type of management (government, aided and unaided)

7. METHODOLOGY

Methodology occupies a very important role in any type of research. In order to reach the most reliable conclusion, it is essential to select appropriate methods as it leads to genuine results.

a. Method of Research

The investigator used normative survey method in the present study. Survey is a data collection tool used to gather information about individuals. A survey may focus on factual information about individuals, or it might aim to collect the opinions of the survey takers.

b. Sample for the study

A sample is a small portion of the population that is selected for observation and analysis. Representative samples of 600 higher secondary school students of Palakkad district were selected randomly for the study. Due representation was given to gender, locality and type of management of the educational institutions.

c. Tool

The investigator with the help of her supervising teacher developed a tool namely 'child rights awareness' test for higher secondary school students. The following dimensions such as the right to survival, the right to protection, the right to development, and the right to participation were taken for the construction of the tool.

d) Statistical Techniques

The major statistical techniques used for analyzing the data are the following.

1. Percentage analysis
2. Independent sample test
3. Analysis of variance (ANOVA)
4. Tests of significance difference between two proportions.

8. MAJOR FINDINGS

The analysis of the data leads the investigator to the following findings.

1. Different levels of 'child rights awareness' of higher secondary school students.

Three different levels were identified by the investigator i.e. high, average and low. It is found that 14.33% of the total sample possesses a high level of child rights awareness, 64.33% of students have average level of child rights awareness and 21.33% of students have low level of child rights awareness.

2. Test of significance of difference between two proportions (gender wise)

The number of boys exceeds the number of girls in the high group of child rights awareness. 15.77% of the boys belong to the high group of child rights awareness; whereas 13.49% of the girls fall in the high group of child rights awareness. The proportion of the boys belonging to high group child rights awareness group is significantly greater than the proportion of girls belongs to high child rights awareness group.

The test of significance for the average child rights awareness group reveal that the proportion of average child rights awareness boys does not exceeds the proportion of average child rights awareness girls. 57.21% of the boys belongs to the average group of child rights awareness girls. 27.33% of the boys belonging to the low group of child rights awareness; whereas 17.99% of the girls fall in the low group of child rights awareness; whereas 17.99% of the girls fall in the low group of child rights awareness; the difference is significant at 0.01 level.

Test of significance of difference between two proportions (local wise)

The number of urban students exceeds the number of rural students in the high group of child rights awareness 18.33% urban students belong to the high group of child rights awareness; whereas 10.33% of the rural students fall in the high group of child rights awareness. The proportion of high child rights awareness group urban students is significantly greater than the proportion of high child rights awareness group rural students and significant at 0.01 level. The number of urban students exceeds the number of rural students in the average group of child rights awareness. 70% urban students belong to the average group of child rights awareness; whereas 58.67% of the rural students fall in the average group of child rights awareness. The test of significance for average child rights awareness group reveals that the proportion of urban students falling into average child rights awareness group exceeds the proportion of average child rights awareness rural students and is significant at 0.01 level.

The number of rural students exceeds the number of urban students in the low group of child rights awareness. 11.67% rural students belong to the low group of child rights awareness; whereas 31% of the urban students fall in the low group of child rights awareness. The test of significance for low child rights awareness group reveals that the proportion of low child rights awareness rural students exceeds the proportion of low child rights awareness urban students and is significant at 0.01 level.

Test of significance of difference in the mean scores of child rights awareness of higher secondary school students with respect to their gender.

It can be seen that the obtained 't' value (2.97) for the mean difference in the scores of child rights awareness of male and female is greater than the tabled value (2.58) at 0.01 level of significance. Male students have a mean score of 31.32 with standard deviation 10.79. It can also be seen that female students have a mean score of 33.84 with standard deviation 9.59. This reveals that there exists significant difference in the mean scores of child rights awareness for the male and female higher secondary school students.

Test of significance of difference in the mean scores of child rights awareness of higher secondary school students with respect to their locality.

It can be seen that the obtained 't' value (7.86) for the mean difference in the scores of child rights awareness of male and female is greater than the tabled value (2.58) at 0.01 level of significance. The rural students have a mean score of 36.00 with standard deviation 8.77. It can also be seen that urban students have a mean score of 29.82 with standard deviation 10.44. This reveals that there exists significant difference in the mean score of rural and urban students regarding this child rights awareness.

Test of significance of difference in the mean scores of child rights awareness of higher secondary school students with respect to their type of management.

It can be seen from table 13 that the obtained value of F (32.53) is greater than the table value of F (4.65) at 597 degree of freedom. The F value indicates that there is significant difference in the mean scores of child rights awareness of higher secondary school students with respect to the type of management.

The result shows that students of all the three types of management are not significantly different from one another in the child rights awareness. Significant difference is seen in the two cases of two institutions. So there does not exist significant difference in the child rights awareness of higher secondary school students for the sub samples classified on the basis of types of management.

Test of significance of difference in child rights awareness (dimension wise) of higher secondary school students with respect to their gender.

The obtained 't' value for the mean difference in the scores of child rights awareness of male and female for the first dimension (the right to survival) is 2.31, which is greater than the tabled value for critical ratio to be significant at 0.05 level i.e. 1.96. This reveals that there exists significant difference in the mean scores of male and female students for the dimension 'the right to survival'.

The obtained 't' value for the mean difference in the scores of child rights awareness of male and female for the second dimension (the right of protection) is 2.56, which is greater than the table value for critical ratio to be significant at 0.05 level is 1.96. This reveals that there exists significant difference between male and female students in child right awareness for the dimension. 'The right to development' is 2.49, which is greater than the table value for critical ratio to be significant at 0.05 level i.e. 1.96. This reveals that there exists significant difference between male and female students is child rights awareness for the dimension 'the right to development'.

The obtained 't' value for the mean difference in the scores of child rights awareness of male and female for the fourth dimension (the right to participation) is 2.78, which is greater than the table value for critical ratio to be significant at 0.05 level i.e. 1.96. This reveals that there exists significant difference between male and female students in child rights awareness for the dimension 'the right to participation'.

Hence there exists significant difference in the mean scores of 'child right awareness' with respect to their demographic variable gender.

The above analysis reveals that for all the dimensions selected, there exists significance difference in the mean scores of child rights awareness, on the basis of gender it is also interesting to note that female students possess a higher mean than the male students for all the dimensions. The probable reason for this may be due to the alarming issues coming up in our society. Another probable reason can be because of this, female students are kept on high alert and are constantly made conscious through awareness campaigns in schools, social medias etc.

Test of significance of difference is child rights awareness of higher secondary school students with respect to their locale.

The obtained 't' value for the mean difference in the scores of child rights awareness of rural and urban students for the first dimension is 5.46, which is greater than the table value for critical ratio to be significant at 0.01 level i.e. 2.58. There exists significant difference between male and female students in child rights awareness for the dimension 'the right to protection'.

The obtained 't' value for the mean difference in the scores of child rights awareness of rural and urban students for the third dimension is 9.04, which is greater than the table value for critical ratio to be significant at 0.01 level i.e. 2.58. This reveals that there exists significant difference between male and female students in child rights awareness for the dimension 'the right to development'.

The obtained 't' value for the mean difference in the scores of child right awareness of rural and urban students for the fourth dimension is 5.12, which is greater than the table value for critical ratio to be significant at 0.01 level i.e. 2.58. This reveals that there exists significant difference between male and female students in child rights awareness for the dimension 'the right to participation'.

Hence there exists significant difference in the mean scores of child rights awareness with respect to their demographic variable locale.

Test of significance of difference in child rights awareness of higher secondary school students with respect to their type of management.

The F ratio tables for two degrees of freedom for greater mean square variance and 597 degrees of freedom for small mean square variance reveals that the computed F value 15.62 in the first dimension is greater than the critical value of F (4.65) of 0.05 level of significance.

The F ratio tables for two degrees of freedom for greater mean square variance and 597 degrees of freedom for small mean square variance reveals that the computed F value 30.69 in the second dimension is greater than the critical value of F (4.65) at 0.05 level of significance.

The F ratio tables for two degrees of freedom for greater mean square variance and 597 degrees of freedom for small mean square variance reveals that the computed F value 41.43 in the third dimension is greater than the critical value of F (4.65) at 0.05 level of significance.

The F ratio tables for two degrees of freedom for greater mean square variance and 597 degrees of freedom for small mean square variance reveals that the computed F value 14.31 in the fourth dimension is greater than the critical value of F (4.65) at 0.05 level of significance.

Hence there exists significant difference in the mean scores of child rights awareness with respect to their demographic variable types of management.

Hence we can conclude that there exists significant difference in the mean scores of the three groups. So there exists significant difference in the awareness of child rights of higher secondary school students for the sub samples classified on the basis of gender, locale and type of management in each of the dimensions.

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1. TITLE

Relationship between Awareness and Practices on Waste Management among Secondary School Students

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

3. YEAR

2014

4. KEYWORDS

- Waste management
- Waste management practices

- Secondary school
- Relationship

5. OBJECTIVES

1. To find the level of awareness on waste management among secondary school students.
2. To find the nature of waste management practices among the secondary school students.
3. To find out the relationship between mean scores of awareness on waste management and waste management practices among secondary school students.
4. To find out the significant difference in the mean score of awareness on waste management among secondary school student based on sub samples.
 - a) Gender
 - b) Locality
 - c) Types of management
5. To find out the significant difference in the mean score of waste management practices among secondary school students based on the sub sample.
 - a) Gender
 - b) Locality
 - c) Types of management
6. To find out the significant difference in the mean scores of relationship between awareness and waste management and waste management practices among secondary school students based on the sub samples.
 - a) Gender
 - b) Locality
 - c) Types of management

6. VARIABLES

- Awareness on waste management.
- Practices on waste management.

7. METHODOLOGY

a. Method of Research

- The method used for the study is normative survey method.
- Stratified random sampling will be adopted for selecting sample.

b. Population

- The population of the study is the secondary school students of both aided, unaided and government school in Kerala.

c. Samples

- 600 secondary school students from 6 schools in Palakkad district.

d. Tool

- Awareness test for finding the level of awareness on waste management.
- A scale for finding the level of waste management practice.

d) Statistical Techniques

- Preliminary analysis
- Pearson's product moment correlation
- ANOVA
- T-Test

f) Data Collection

- The investigator visited the schools directly and administered the tool and collected data.

8. MAJOR FINDINGS

1. The findings of percentage analysis obtained for awareness on waste management and waste management practices among secondary school students.
 - When the level of awareness on waste management was calculated for the total secondary school student, it was found that 19.2 percent of the students had high level of awareness on waste management, 58.2 percent of them had average level of awareness and 22% of them had low level of awareness on waste management.
 - When the level of waste management practices was calculated for the total secondary school students, it was found that 20% of the secondary school students have good waste management practices, 62.3% of students have shown on average level of waste management practices. And 17.7% of students fall in to a group of poor level of waste management practices.
2. The findings of difference between mean scores of awareness on waste management on the sub sample based on gender, locality and type of management among secondary school students.
 - When the significant difference in the mean score of awareness on waste management calculated on the basis of gender, it was found that score of awareness on waste management of female ($M=17.89$) is higher than the score of male ($m=17.087$). The obtained value 1.865 is less than the table value

(1.96) at 0.05 level. So the difference between mean score of awareness on waste management of males and females is not significant at 0.05 level. The t-test value (1.865) shows that there is no significant difference in the level of awareness on waste management among male and female students. It is inferred that gender does not influence the level of awareness of the student on waste management.

- When the significant difference in the mean score of awareness on waste management calculated on the basis of locality. It was found that the t-test value (0.008) reveals that there is no significant difference in the level of awareness on waste management among the urban and rural based students.
 - When the significant difference in the mean score of awareness on waste management calculated on the basis of type of management, it was found that the t-value (1.948) shows that there is no significant difference in the level of awareness on waste management among the students belong to unaided, government and aided school.
3. The findings of difference between mean score of waste management practice on the sub samples based on gender, locality and type of management among secondary school students.
- When the significant difference in the mean score of waste management practices calculated on the basis of gender, it was found that score of waste management practice of female (M=82.348) higher than the score of male (M=180.621). The obtained t value 2.369 is higher than the table value (1.96) at 0.05 level. So the difference between mean scores of awareness on waste management of males and females is significant at 0.05 level. The t-value (2.369) shows that there is a significant difference in the waste management practice among the male and female students. It is inferred that gender, do influence the waste management practice of the students.
 - When the significant difference in the mean scores of waste management practices calculated on the basis of locality, it was found that score of waste management practices of student in urban area is (M=84.9507) is higher than the score of students in rural area (M=77.7669). The obtained t-value 10.95 is higher than the table values (2.58) at 0.01 levels. So the difference between scores of waste management practices of urban and rural is significant at 0.01 level.
 - When the significant difference in the mean score of waste management practices calculated on the basis of types of management, it was found the t test value (42.008) shows that there is a significant difference in the waste management practice of the students belong to unaided, government and aided school. It is inferred that type of school management influence the practice on waste management of the secondary schools students.
4. Findings of significant relationship between awareness and practices on waste management among secondary school students.
- When the significant relationship between awareness and practices on waste management calculated, it was found that the correlation between awareness on

waste management and waste management practices for the total sample is 0.143 and the correlation coefficient is significant at 0.01 levels. It is evident that awareness on waste management is positively correlated with waste management practices. It is inferred that higher the level of awareness on waste management better is the waste management provided of the students and vice versa.

5. Finding of correlation between awareness on waste management and practices on waste management among secondary school students for the sub samples gender, locality and type of management.
6. Finding of significant difference in relationship between male and female secondary school students.
7. Finding of significance difference in relationship between secondary school students studying in government and aided schools.
8. Finding of significance difference in relationship between secondary students studying in government and unaided schools.
9. Findings of the significance difference in relationship between secondary students studying in aided and unaided schools.
