தமிழ்நாடு ஆசிரியர் கல்வியியல் பல்கலைக்கழகம்
# TAMILNADU TEACHERS EDUCATION UNIVERSITY
(Established under Tamil Nadu Act 33 of 2008)
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No. TNTEU/R/Affln/Certificate/2013/1775

Date: 08.10.2013

REGISTRAR i/c
Tamil Nadu Teachers Education University.

## TO WHOMSO EVER IT MAY CONCERN

This is to certify that the Tamil Nadu Teachers Education University, Chennai was established by an Act passed by Tamil Nadu Legislative Assembly [Tamil Nadu Act 33 of 2008].

As per sub-section [4] section [1] of Tamil Nadu Teachers Education University Act, the University is to monitor teachers education as approved by the NCTE at all levels in the state academically. The University started functioning with effect from 01.07.2008 the appointed day as per G.O.Ms.256, Higher Education (K2) Department 25.06.2008.

All colleges offering Teachers Education programme and affiliated to the Universities in Tamil Nadu now stand affiliated to Tamil Nadu Teachers Education University with effect from 01.07.2008 as per the section 54 of the Act.

Accordingly, N.V.K.S.D. College of Education, (Aided) Attoor, Kanyakumari District -629 191. (College Code: 10916) is provisionally affiliated to Tamil Nadu Teachers Education University, Chennai, from the academic year 2008 - 2009.

This Certificate is issued on request of the college, for the purpose of sending the same to National Assessment and Accreditation Council (NAAC), Nagarbhavi, Bangalore.

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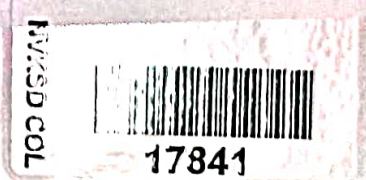Tamilnadu Teachers Education University
Chennai - 600 005.

# Research Abstracts

**N.V.K.S.D College of Education**

Attoor, Kanyakumari - 629 161.

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# Research Abstracts (2013)

Ajitha.S (2013). **Problems faced by high school tamil medium students in learning english language.** Master's thesis (Guide: Mr.Gireesh Kumar.K)

**Objectives** :i)To identify the problems faced by high school Tamil medium students in learning English language. ii) To study whether there existed any significant difference in the mean scores of problems of high school students in learning English language based on i.sex, ii.locality, iii.religion, iv. community v.type of school vi.educational  qualification of father and educational qualification of mother. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 high school tamil medium students from Kanyakumari district. **Tools:**i)Questionnaire(Ajitha & Gireesh 2013) **Statistical techniques:** Mean, t test, SD, ANOVA. **Findings:** i)Majority of the high school tamil medium students had problem in learning english language. ii)Sex, locality, religion, community, Educational qualification of parents of tamil medium students had effect on their problems in learning english.

Anitta, J. (2013). **Awareness of higher secondary teachers in blended learning.** Master's thesis. (Guide: Dr. Sobha .B. C.).

**Objectives:** i) To study the level of awareness of higher secondary teachers in blended learning. ii) To study the significant difference in the mean scores of awareness of higher secondary teachers in blended learning based on the background variables age, gender, locale, type of management, years of experience, community, religion, marital status and educational qualification. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 200 higher secondary teachers. **Tools:** i) Blended learning awareness test (Anitha & Sobha, 2013). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) Higher secondary teachers had moderate level of awareness on blended learning. ii) No significant difference was noted in the awareness on the blended learning of higher secondary

teachers with respect to age, gender, locale, type of management, years of experience, community and religion.

**Arul, jini.J.R (2013). Metacognition and skill of reading among higher secondary students.** Master's thesis.(Guide :Mr.Bright.C).

**Objectives :**i)To study the level of metacognition and reading skills of higher secondary students ii)To compare the mean scores of metacognition and reading skills of higher secondary students with respect to i.sex, ii.locality, iii.religion, iv. community and type of school iii) To study the correlation between metacognition and reading skills of higher secondary students. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 higher secondary school students from Kanyakumari district. **Tools:**i)Metacognition inventory (Rekha and Bright)ii) Reading skills test in english language (Jini & Bright, 2013). **Statistical techniques:** mean, t test, SD, ANOVA, Pearson product moment method of correlation. **Findings:** i)No significant difference was noted between, a)male and female, b)hindu, christian and muslim, c)government, aided and unaided higher secondary students in their metacognition and reading skills. ii) Locality wise differences were noted in the metacognition and reading skills of higher secondary students ii)Significant positive correlation existed between metacognition and reading skills of higher secondary students.

**Belsi, Sheela B.E (2013).Soft skills a correlate of the teacher effectiveness among high school teachers of kanyakumari district.** Master's thesis. (Guide: Mrs.Devika.S).

**Objectives:**i) To study the mean scores of soft skills and teacher effectiveness of high school teachers in relation to their background variables based on gender, locale, religion, community, type of management, educational qualification and years of experience. ii)To study the correlation between the soft skills and teacher effectiveness of high school teachers. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 high school teachers. **Tools:**i) Soft skills

inventory (Belsi and Devika 2013)ii) Teacher effectiveness scale (Beena and Devika, 2009). **Statistical techniques:** Mean, t test, SD, ANOVA, Pearson product moment method of correlation. **Findings:** i) Sex wise differences were noted in the soft skills of higher secondary teachers. Locality, type of management, religion, community, educational qualification and years of experience had no effects in their soft skills. Selected background variables had no effect in the teacher effectiveness high secondary teachers. ii)A positive significant correlation existed between soft skills and teacher effectiveness of high school teachers.

Belsy,Jose J.B (2013). **Pollution control awareness of higher secondary students in relation to scientific attitude.** Master's thesis.
(Guide: Dr.Mini kumari.V.S).

**Objectives:**i) To study the level of pollution control awareness and scientific attitude of higher secondary students. ii)To study the significant difference if any in the mean scores of pollution control awareness and scientific attitude of higher secondary students on the basis of sex, locale, type of management and group of study . iii) To study the relationship between pollution control awareness and scientific attitude of higher secondary students. **Method:** Normative survey methodwas used.**Sample:** Sample consisted of 400 XI standard students.**Tools:**i)Pollution control awareness test (Belsy & Mini, 2013). ii) Scientific attitude scale (Usha & Mini,1995). **Statistical techniques:** Mean, t test, SD, Pearson product moment method of correlation. **Findings:** Higher secondary students had high pollution control awareness and scientific attitude. ii) No sex wise, community wise, religion wise type of management wise differences were noted in the pollution control awareness of higher secondary students. Locality wise difference was noted in the pollution control awareness of higher secondary students .No significant difference was noted in the scientific attitude of higher secondary students based on the back ground level variables selected. iii) Pollution

control awareness and scientific attitude of higher secondary students were positively correlated.

Christal, Jini.V(2013). **Educational aspiration and adjustment of high and low achievers in science of secondary school students.** Master's thesis. (Guide: Mr. Pavithra kumar.V.S).

**Objectives:** i) To study the level of educational aspiration and adjustment of high and low achievers in science of secondary school students .ii)To compare the mean scores of educational aspiration and adjustment of high and low achievers in science of secondary school students with respect to the background variables sex, locale, religion, community, type of management. iii) To study the relationship between educational aspiration and adjustment of high and low achievers in science of secondary school students. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 higher secondary school students. **Tools:**i)Educational aspiration scale (Varthini & Rajan, 2004). ii) Adjustment inventory (Mukundan & Raghi, 2002). **Statistical techniques:** Mean, t test, SD, Pearson product moment method of correlation. **Findings:**i) No significant differences were noted in educational aspiration and adjustment of high and low achievers based on the background variables sex, locale, religion, community, type of management.ii) A positive significant correlation was noted between educational aspiration and adjustment of high and low achievers in science of secondary classes.

Divya, G. (2013). **Creative thinking and achievement in mathematics among higher secondary students of kanyakumari district.** Master's thesis. (Guide : Dr. Deepa R.P).

**Objectives:** i) To find out the creative thinking ability of higher secondary Students. ii) To compare the mean scores of creative thinking ability and achievement in mathematics of higher secondary students with respect to age, gender, locale, type of management, parental qualification and parental occupation. iii) To study the correlation between creative thinking and achievement in Mathematics of higher

secondary students. **Method:** Normative survey method was adopted. **Sample**: The sample consisted of 400 students of various higher secondary schools in Kanyakumari district. **Tool:** Creative thinking ability test (Divya & Deepa, 2013). **Statistical techniques**: Mean, SD, t test and ANOVA. **Findings:** i) Higher secondary students possessed moderate level of creative thinking. ii) Significant difference was noted in the mean scores of creative thinking ability of higher secondary students based on their age, locality, type of school and qualification. iii) Positive and significant correlation was noted between creative thinking ability and achievement in mathematics of higher secondary students.

Eldahar, S.M. (2013). **Awareness of harmful effect of fertilizers among high school students.** Master's thesis. (Guide: Mrs. Devika .S).

**Objectives:** i) To study the level of awareness of harmful effect of fertilizers among high school students. ii) To study the significant difference in the mean scores of awareness of harmful effect of fertilizers among high school students based on the background variables sex, locality, type of management and type of family. **Method:** Normative survey method was adopted. **Sample**: The sample consisted of 400 high school students from various schools of kanyakumari district. **Tools:** i) Awareness test on harmful effect of fertilizers (Eldahar & Devika, 2013). **Statistical techniques**: Mean, SD, t test and ANOVA. **Findings:** i) High school students had an average level of awareness about harmful effect of fertilizers. ii) Locality wise, type of management wise, type of family wise significant differences were noted in the awareness of harmful effect of fertilizers among high school students.

Govindan, P. (2013). **Locus of control orientation and self-esteem: A study on adolescents.** Master's thesis. (Guide: Dr. Sreelatha. S).

**Objectives:** i) To study the level of self-esteem and locus of control of adolescents. ii) To compare the self-esteem and locus of control of adolescents based on the background variables namely sex, locale, type of management, community, religion and order of birth. iii) To find out the correlation between locus of control and self-esteem of adolescents. **Method:** Normative survey method was adopted. **Sample**:

The sample consisted of 400 adolescent students from Dharmapuri district. **Tools:** i) Locus of control scale (Leninsha & Sreelatha, 2012). ii) Self-esteem inventory (Suja &Prasad, 2008). **Statistical techniques**: Mean, SD, t test and ANOVA. **Findings:** i) Majority of adolescent students in Dharmapuri district had external locus of control. ii) There existed significant difference in the mean scores of locus of control of a)male and female; b)rural and urban; c)hindu, christian and muslim; d)government, aided and unaided school adolescents. iii) There existed significant correlation between locus of control and self esteem of adolescents. Adolescents with internal locus of control had high self-esteem compared to those having external locus of control.

Jasmine, S.N. (2013). **A study on legal awareness among college students of kanyakumari district.** Master's thesis. (Guide: Mr. Prasad P.S).

**Objectives:** i) To study the level of legal awareness among college students. ii) To compare the mean scores of legal awareness of college students with respect to the background variables namely gender, age group, community, religion, locale of the student, group of study, type of management, educational qualification, type of family, parent's educational qualification, parent's occupation and monthly income of family. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 arts and science college students. **Tools:** Legal awareness test (Jasmine & Prasad, 2013). **Statistical techniques**: Mean, SD and t test. **Findings:** i) College students possessed moderate level of legal awareness. ii) There was no effect of sex, age, religion, community, locale, group of study and type of management on the legal awareness of students.

Jeniba, Rachel J. (2013). **Emotional intelligence in relation to study skills: A study of coastal higher secondary students.** Master's thesis. (Guide: Mr. Bright .C.).

**Objectives:** i) To find out the emotional intelligence and study skills of coastal higher secondary students. ii) To compare the mean scores of emotional intelligence and study skills of coastal higher secondary students based on gender, type of

management, birth order, monthly income and parental qualification. iii) To study the correlation between emotional intelligence and study skills of coastal higher secondary students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 students. **Tools:** i)A scale of emotional intelligence (Ananias & Alex, 2005). ii) Study skills inventory (Chithra & Deepa, 2011). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson product moment method. **Findings:** i) Majority of the coastal higher secondary students have medium level of emotional intelligence and study skills. ii) Significant difference was noted in emotional intelligence of costal higher secondary students based on the gender and order of birth. iii) Significant difference was noted in study skills based on the order of birth of students. A positive significant correlation was noted between emotional intelligence study of higher secondary students.

Kalaiarasi, C. (2013). **Religiosity and stress coping ability of adolescents of Kanyakumari district.** Master's thesis. (Guide: Dr. Sreelatha S).

**Objectives:** i) To study the level of religiosity and stress coping ability of adolescents. ii) To compare the mean scores of religiosity and stress coping ability of adolescents based on the background variables, namely sex, locality, religion, community, type of management and nature of school. iii) To study the correlation between religiosity and stress coping ability. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 500 students studying from VII to XII standards. **Tools:** Religious value scale (Rana & Mukundan, 2002) and Stress coping ability scale (Michale & Sreelatha, 2011). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) Sex wise and community wise differences were noted in the religiosity and stress coping ability of adolescents. No locality wise, type of management wise, religion wise differences were noted. ii) There existed significant correlation between religiosity and stress coping ability.

Kokilam, Santha G. (2013).**Self confidence and emotional adjustment of higher secondary students.** Master's thesis.(Guide: Mr.Pavithra Kumar V.S.).

**Objectives:** i) To compare the mean scores of self-confidence and emotional adjustment of higher secondary students based on sex, locale, community, religion and type of school ii) To study the correlation between self-confidence and emotional adjustment of higher secondary students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 500 higher secondary school students from various schools of Kanyakumari district. **Tools:** Self-confidence scale (Kumar&Prasad, 2007) and Emotional adjustment scale (Kala&Prasad,2004). **Statistical techniques:** Arithmetic mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) Significant differences were noted in the mean scores of self-confidence of higher secondary students based on sex, locale and type of school. No significant differences were in the mean scores of self-confidence of higher secondary students based on community and religion. ii) Significant difference was noted in the mean scores of emotional adjustment of higher secondary students based on sex, locale, community religion and type of school. iii) There was a positive and significant correlation between self-confidence and emotional adjustment of higher secondary school students.

Krishnakumar, S. (2013). **Self confidence and achievement in english among tribal high school students in kanyakumari district.** Master's thesis. (Guide: Gireesh Kumar.K).

**Objectives:**i) To study the significant difference in the mean scores of self confidence and achievement in English of tribal high school students based on sex, religion, birth order, type of management, parental qualification and family income. ii)To study the relationship between self confidence and achievement in english of tribal high school students. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 tribal high school students. **Tools:**i) Self confidence scale (Kumar and Prasad, 2007). **Statistical techniques:** Mean, t test, SD, ANOVA, Pearson product moment method of correlation. **Findings:** i) No significant

differences were noted in the self confidence and achievement in English of tribal high school students based on the background variables ii)There existed a negligible positive correlation between self confidence achievement in English of tribal high school students .

Kumar, Arul K. (2013). **Human rights awareness among high school students in namakkal district**. Master's thesis. (Guide: Mrs. Sobha B.C.).

**Objectives:** i) To study the level of human rights awareness of high school students in Namakkal district. ii) To compare the mean scores of human rights awareness among high school students with regard to sex, locale, religion, community, type of management, educational qualification of parents, parental occupation and parental monthly income. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 high school students. **Tools:** Human rights awareness scale (Arul & Sobha, 2009). **Statistical techniques**: Mean, SD, t test and ANOVA. **Findings:** i) High school students possessed medium level of human rights awareness. ii) Sex, locale, religion, type of management, parent's qualification, parental employment had no influence on human rights awareness of high school students.

Lathasree.R.S(2013).**Environmental ethics and naturalistic intelligence of higher secondary students in kanyakumari district**. Master's thesis. (Guide: Mrs.Devika.S).

**Objectives:** i)To compare the mean scores of environmental ethics and naturalistic intelligence of higher secondary students based on the background variables such as sex, locale, subject of study, religion, community, type of school, parental education. ii)To study the correlation between environmental ethics and naturalistic intelligence of higher secondary students. **Method:** Normative survey methodwas used. **Sample:** Sample consisted of 400 higher secondary school students. **Tools:** Naturalistic intelligence inventory(Lathasree & Devika, 2013). ii) Environmental ethics scale(Madaswamy & Deepa 2012).**Statistical techniques:** Mean, t test, SD, ANOVA, Pearson product moment method of correlation. **Findings:** i) No significant differences were noted in the environmental ethics and naturalistic intelligence of higher secondary students based on the background variables gender, locale, subject

of study, religion, community, type of school, parental education. ii) A positive significant correlation existed between environmental ethics and naturalistic intelligence of higher secondary students.

Maheswari, Uma R. (2013). **A study on scientific attitude and process skills in science of high school students.** Master's. thesis. (Guide: Mr.Bright .C).

**Objectives:** i) To study the scientific attitude and process skills of high school students. ii) To compare the mean scores of scientific aptitude and process skills of high school students based on sex, locality, and type of school. **Method:** Normative survey method was adopted.. **Sample:** The sample consisted of 400 high school students from various schools of kanyakumari district. **Tools:** i)Science process skills test (Kumari & Mini, 1995) ii) Scientific attitude scale (Maheswari & Bright, 2013). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson product moment method. **Findings:** i) No significant difference was noted in scientific attitude of a ) male and female b) rural and urban c) government and private school students. ii) Sex wise, locality wise and type of management wise differences were noted in the process skills in science of higher secondary students. iii) Positive correlation existed between scientific attitude and process skills in science of high school students.

Maniyarasan, M. (2013). **Problem solving ability and scientific aptitude of higher secondary students in dharmapuri district.** Master's thesis. (Guide: Dr. Deepa R.P.).

**Objectives:** i) To study the level of problem solving ability and scientific aptitude of higher secondary students. ii) To compare the mean scores of problem solving ability and scientific aptitude of higher secondary students with respect to gender, locality, type of management, parental education qualification. iii) To study the correlation between problem solving ability and scientific aptitude of higher secondary students of Dharmapuri district. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary students from various schools of Dharmapuri district. **Tools:** i) Problem solving ability test (Deepa & Sadanandan, 2011). ii) Scientific aptitude test (Agarwal & Arora, 2002). **Statistical**

techniques: Mean, SD, t test and Pearson's product moment method of correlation. Findings: i) Higher secondary students possessed medium level of problem solving ability. ii) Gender and qualification of parents had no impact on problem solving ability of higher secondary students. iii) Locale and type of school had influence on problem solving ability of higher secondary students. iv) Gender, locale and qualification of mother had no impact on scientific aptitude of higher secondary students. v) Type of school had influence on scientific aptitude of higher secondary students. vi). There was positive correlation between problem solving ability and scientific aptitude of higher secondary students.

Mary, Carmel. D (2013). **Classroom environment and critical thinking ability of higher secondary students of kanyakumari district.** Master's thesis. (Guide: Mrs.Devika . S).

**Objectives:**i) To study the classroom environment and critical thinking ability of higher secondary students ii)To compare the mean scores of class room environment and critical thinking of higher secondary students with regard to sex, locale, type of management , nature of schools ,subject of study. iii) To study whether there existed significant correlation between classroom environment and critical thinking ability of higher secondary students. **Method:** Normative survey method was used.**Sample:** Sample consisted of 400 higher secondary students.**Tools:**i) Class room environment Inventory ( Geetha & Devika 2011). ii) Critical thinking ability test (Ramalekshmi & Devika, 2012). **Statistical techniques:** Mean, t test, SD, ANOVA , Pearson product moment method of correlation. **Findings:** i) A considerable proportion of the higher secondary students had average level of class room environment and critical thinking ability. ii) Sex, locality type of management, nature of school , subject of study had no influence in theclassroom environment and critical thinking ability of higher secondary students. Negligible positive correlation was noted between classroom environment and critical thinking ability of higher secondary students.

Nima, S. (2013). **Stress tolerance among high and low achievers of higher secondary students.** Master's thesis. (Guide: Mrs. Bindhu Gowri. V.P.).

**Objectives**: i) To compare the level of stress tolerance of high and low achievers of higher secondary students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** Stress tolerance scale (Nima &Gowri, 2013). **Statistical techniques**: Mean, SD and t test. **Findings:** i)There existed significant difference in the stress tolerance of high and low achievers. ii)High and low achievers differed significantly in their stress tolerance. High and low achievers of female, rural, urban, government higher secondary students. iii)No significant difference was noted in the stress tolerance of high and low achievers of male and aided school students.

Parimala, G. Jasmin. (2013). **Psycho-social problems among prospective teachers.** Master's thesis. (Guide: Mrs. Bindu Gouri V.P.).

**Objectives:** i) To study the level of psycho-social problems of prospective teachers. ii) To study the significant difference in the mean scores of psycho-social problems of prospective teachers with respect to the background variables namely gender, locale, religion, type of institution, type of family, number of siblings, educational qualification of parents and monthly income of parents. iii) To study the inter-correlation among the different dimensions of psycho-social problems. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 prospective teachers from various B.Ed colleges of Kanyakumari district. **Tools:** Psycho-social problem inventory(Jasmine & Gowri, 2013). **Statistical techniques:** Mean, SD, percentage analysis, t test and ANOVA. **Findings:** i) There existed no significant difference in the mean scores of psycho-social problems of prospective teachers based on type of institution, type of family, number of siblings, educational qualification of parents and monthly income of the family. ii) There existed significant inter-correlation among the different dimensions of psycho-social problems.

Porselvam, K. (2013). **Academic procrastination behaviour and stress of prospective teachers of kanyakumari district.** Master's thesis. (Guide: Mr. Prasad.P.S).

**Objectives:**i)To compare the mean scores of academic procrastination behaviour and stress of prospective teachers with respect to sex, community, religion and locale. ii)To study the correlation between procrastination behaviour and stress of prospective teachers. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 prospective teachers. **Tools:** Academic procrastination scale (Porselvam & Prasad, 2013) and Stress scale (Nantha & Mini, 2008) i). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i)Majority of the prospective teachers had high level of academic procrastination behaviour and stress. ii)Religion, locale, major subject, age, marital status and birth order had no influence on academic procrastination behaviour. iii) Significant differences were noted in the academic procrastination behaviour of prospective teachers based on sex, community, educational qualification, type of management and qualification of parents. iv)Positive significant correlation was noted between academic procrastination behaviour and stress of the prospective teachers.

Rajalekshmi, N.K. (2013) **Self-esteem and self-derogation of college students.** Master's thesis. (Guide: Mrs. Minikumari V.S.).

**Objectives:** i) To study the level of self-esteem and self- derogation of college students. ii) To study the significant difference in the mean scores of self- esteem and self- derogation of college students with respect to the background variables gender, locale, religion, community, subject of study, and family income. iii) To study the relationship between self- esteem and self-derogation of college students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 arts and science college students in Kanyakumari district. **Tools:** i) Self-esteem inventory (Suja & Prasad, 2008) ii) Self-derogation scale (Rajalekshmi & Mini, 2013) **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:** i) Religion, community, subject of study showed significant difference in the self- esteem and self- derogation of college

students. ii)No significant difference was noted in self-esteem and self- derogation of college students based on gender and locality. ii) Negative correlation was noted between self-esteem and self- derogation of college students.

Rani, Anitha. A.(2013). **Communication skills of prospective teachers.** Master's thesis. (Guide: Mrs. Devika. S.).

**Objectives:** i) To study the communication skill of prospective teachers. ii) To compare the mean scores of communication skills of prospective teachers with respect to sex, locale, community, religion, subject, parent's education and parent's occupation. **Method**: Normative survey method was adopted. **Sample:** The sample consisted of 400 prospective teachers. **Tools:** Communication skills inventory (Anitha & Devika, 2012). **Statistical techniques**: Mean, SD, t test and ANOVA. **Findings**: No sex wise, locale wise, religion wise, optional subject wise difference were noted in the communication skills of prospective teachers. Only community wise difference was noted in the communication skills of prospective teachers.

Saji, M.L. (2013). **Class room culture and achievement motivation of high school students.** Master's thesis.(Guide:Dr.Sobha B.C.).

**Objectives:** i) To study the significant difference in the mean scores of classroom culture and achievement motivation of high school students with respect to gender, locale, income, religion, community and type of management. ii) To study the correlation between classroom culture and achievement motivation of high school students. **Method**: Normative survey method was adopted. **Sample:** The sample consisted of 400 high school students from various schools of Kanyakumari district. **Tools:** Classroom culture scale (Saji&Sobha, 2013) and Achievement motivation scale (Asha& Prasad, 2009). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) There existed no significant difference in the mean scores of classroom culture of high school students with respect to gender, locale, religion, community, type of management and income ii) Significant differences were noted in the means scores of achievement motivation of high school students with respect to gender and community. No

significant differences were noted in the means scores of achievement motivation of high school students with respect to locale, income, religion and type of management iii) There existed significant correlation between classroom culture and achievement motivation of high school students .

Sajitha, C.S. (2013). **Poetic creativity among higher secondary students.** Master's thesis. (Guide: Mrs. Devika .S).

**Objectives:** i) To study the poetic creativity of higher secondary students. ii) To compare the mean scores of higher secondary students based on gender, locality, medium of instruction and type of instruction. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary students of Kanyakumari district. **Tools:** Poetic creativity inventory (Sajitha & Devika, 2013). **Statistical techniques**: Mean, SD and t test. **Findings:** i) There existed no significant difference in the poetic creativity of a) male and female, b) rural and urban, c) tamil and english medium students, d) government and private higher secondary students.

Sangeetha, G. (2013). **A study on multiple intelligence of pre-school children of Kanyakumari district.** Master's thesis. (Guide: Dr. Sreelatha .S).

**Objectives:** i) To study the level of multiple intelligence of pre-school children ii) To compare the mean scores of multiple intelligence of pre school children based on the background variables namely gender, location of school, type of management, type of family, community, education of parents, and employment status of parents. iii) To study the main and interaction effects of background variables namely gender, and type of management on multiple intelligence of pre school children. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 pre-school children. **Tools:** Multiple intelligence scale for pre-school children (MISPSC) – teacher's form (Sangeetha &Sreelatha, 2013). **Statistical techniques:** Percentage analysis, Mean, SD, t test and ANOVA. **Findings:** i) Majority of the pre-school children possessed bodily kinaesthetic intelligence which is followed by linguistic intelligence. ii) No sex wise, locale wise, type of management wise,

type of family wise, religion wise, parental education qualification and employment wise differences were noted in the multiple intelligence of pre-school children.

Sarojini, B. (2013). **Effectiveness of smart class in learning biology among VIII standard students.** Master's thesis. (Guide: Mrs. Bindu Gouri V.P).

**Objectives:**To compare the effectiveness of learning biology through smart class and the traditional method among VIII standard students. **Method:**Experimental Method was used. Non equivalent pre-test post test design was used. **Sample:** The sample consisted of 60 VIII standard students. **Tools:** Achievement test in Biology and lesson plans (Sarojini & Gowri, 2013). **Statistical techniques:** Mean, SD, t test and ANCOVA. **Findings:** Comparison of achievement scores of smart class group and conventional group showed that the smart class group was significantly superior to conventional group in their achievement. Smart classroom teaching was more effective compared to conventional method in teaching.

Sathya, M. (2013). **A study on emotional maturity of prospective teachers in relation to their home environment.** Master's thesis. (Guide: Dr. Deepa. R.P).

**Objectives:** i) To study the level of emotional maturity and home environment of prospective teachers. ii) To compare the mean scores of emotional maturity and home environment of prospective teachers with respect to age, sex, locale, community, type of family, and parental occupation.iii) To study the relationship between emotional maturity and home environment of prospective teachers **Sample:** The sample consisted of 400 prospective teachers from various colleges of education from Kanyakumari district. **Tools:** i)Emotional maturity scale (Sathya & Deepa, 2013) ii) Environment Inventory (Jasmine & Kumar, 2012). **Statistical Techniques:** Mean, SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:** i) Sex, community, type of family and parental occupation had no impact on emotional maturity and home environment of prospective teachers. ii) Locality wise differences were noted in emotional maturity and home environment of prospective teachers. iii) Positive correlation existed between home environment and emotional maturity of prospective teachers.

Shaheela, E. (2013). **Interest and achievement in tamil of english medium high school students.** Master's thesis.(Guide: Mr.Gireesh Kumar K.).

**Objectives:** i) To study the significant differences in the interest and achievement in Tamil of English medium high school students with respect to gender, locality, religion, type of management and qualification of parents. ii) To study whether there is any significant relationship between interest and achievement in Tamil of English medium high school students based on gender, locality, religion, type of management and qualification of parents. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 english medium high school students studying in various schools of Kanyakumari district. **Tools:** Interest inventory (Shaheela & Kumar, 2013). **Statistical techniques:** Arithmetic mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i)No significant difference was noted in the interest in Tamil of high school english medium students with respect to gender, locality, religion and type of management. Significant difference was noted in the interest in Tamil of high school English medium students with respect to father's educational qualification and mothers educational qualification. ii) No significant difference in the achievement in Tamil of high school English medium students with respect to gender, locality, religion, type of management and educational qualifications of parents. iii)Correlation between interest and achievement in Tamil of high school english medium students was found to be positive and negligible.

Sheeba, Irene.A.D (2013). **A comparative study of behavioural problems of children of working and non-working mothers.** Master's thesis.(Guide: Dr.Sreelatha.S).

**Objectives:** i)To study the level of behavioural problems of children of working and non-working mothers ii) To compare the mean scores of behavioural problems of children of working and non-working mothers with respect to background variables such as sex, class, locality, type of management, order of birth, religion, community, occupation of mother. **Method:** Normative survey method was used. **Sample:** The

study was conducted on a sample of 400 students. **Tools:** i)Behavioural problems rating scale – teachers form (Nithya & Sreelatha, 2006) **Statistical techniques:** Mean, t test, SD, ANOVA. **Findings:** i) Children of working mothers had more behavioural problems than children of nonworking mothers ii) Sex, class, locality, type of management, order of birth, religion and community had effect in the behavioural problems of primary school children.

Sheela, Y. (2013). **Attitude of prospective teachers towards yoga.** Master's thesis. (Guide: Mr. Gireeshkumar . K).

**Objectives:** i) To study the level of attitude of prospective teachers towards yoga. ii) To compare the mean scores of attitude of prospective teachers towards yoga with respect to the background variables namely gender, locale, community, religion, educational qualification, group of study, occupational status of parents and monthly income. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 500 prospective teachers from various colleges of education of Kanyakumari district. **Tools:** i)Yoga attitude scale (Sheela & Gireesh, 2013). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) Majority of the prospective teachers had neutral attitude towards yoga. ii) No sex wise, locality wise, community wise, religion wise differences were noted in the attitude of prospective teachers towards yoga.

Sreelekshmi, M.A. (2013). **Prosocial behaviour of adolescents in kanyakumari district.** Master's thesis. (Guide: Dr. Sreelatha S).

**Objectives:** i) To study the level of pro social behaviour of adolescents. ii) To compare the mean scores of pro social behaviour of adolescents with respect to the personal variables, familial variables and educational variables of adolescents. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 adolescents in various schools of Kanyakumari district. **Tools:** Prosocial behaviour rating scale (Sreelekshmi & Sreelatha, 2013). **Statistical techniques:** Percentage analysis, mean, SD, t test and ANOVA. **Findings:** i) Personal variables

and familial variables had effect on the prosocial behaviour of adolescents. ii) Educational variables had no effect on the prosocial behaviour of adolescents.

Subashini, P. (2013). **Professional attitude and job satisfaction of secondary school teachers of kanyakumari district**. Master's thesis. (Guide: Mrs. Deepa R.P.).

**Objectives:** i) To compare the mean scores of professional attitude and job satisfaction of secondary school teachers based on sex, locale, religion, type of management of the school, educational qualification and teaching experience. ii) To study the correlation between professional attitude and job satisfaction of secondary school teachers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 300 secondary school teachers. **Tools:** Professional attitude scale (Subashini & Deepa, 2013) and Job satisfaction scale (Sophia & Sreelatha, 2011). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i)Gender, locale, religion, type of management of the school, educational qualification and teaching experience had no impact on professional attitude and job satisfaction of secondary school teachers. ii) There was positive significant correlation between professional attitude and job satisfaction of secondary school teachers.

Suji, N. (2013). **Effectiveness of co-operative learning approach (Jigsaw-II) on achievement in social science of VIII standard students**. Master's thesis. (Guide: Mr. Prasad .P.S).

**Objective:** To find out the effectiveness of co-operative learning method over traditional method in the learning of social science. **Method:** Experimental method was used. Non equivalent pre-test post test design was used. **Sample:** The sample consisted of 58 students studying in VIII standard students in A.H.S school, Thiruvattar. **Tools:** Achievement test and lesson plans based on JIGSAW-II, (Suji & Prasad, 2009). **Statistical techniques:** Mean, SD, t test and ANCOVA. **Findings:** i) Co-operative learning (Jig-saw) approach was found to be more effective than conventional method of teaching social science. ii) It was found that co-operative

learning method was more effective than traditional method for both boys and girls in learning social science.

Suji.S(2013). **A study of life skills and academic anxiety among adolescents.** Master's thesis. (Guide: Dr.Deepa R . P).

**Objectives**:i) To measure the level of acquisition life skills and academic anxiety among adolescents. ii)To compare the mean scores of life skills and academic anxiety among adolescents with respect sex, locale, age, community, type of management, parental qualification . iii) To study the correlation betweenLife skills and academic anxiety among adolescents . **Method:** Normative survey method was used.**Sample:** Sample consisted of 400 adolescents .**Tools:**i)Life skills inventory (Suji & Deepa 2013). ii) Academic anxiety scale (Suji & Deepa, 2013). **Statistical techniques:** Mean, t test, SD, Pearson product moment method of correlation. **Findings**: Adolescents possessed medium level of life skills and moderate level of academic anxiety. ii) Sex wise ,community wise ,differences were noted in the life skills of adolescents . No significant difference was noted in academic anxiety ofadolescents with respect to age, sex, locale, community and type of management. iii) Negligible negative correlation was noted between life skills and academic anxiety of adolescents..

Sumalatha, R.S. (2013). **Parental involvement and examination anxiety of high school students.** Master's thesis.(Guide: Mrs.BinduGouri V.P.).

**Objectives**: i) To study the significant difference in the mean scores of parental involvement of high school students with respect to gender, locale , religion. type of management, number of siblings, type of family, mother's educational qualification, father's educational qualification, occupation of parents and family income . ii) To study the relationship between parental involvement and examination anxiety of high school students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 high school students studying in different schools of Kanyakumari district. **Tools:**Parental involvement scale (Sumalatha&Gouri, 2013) and examination anxiety inventory (Kala&Mukundan,

2008). **Statistical techniques:** Arithmetic mean, SD, t test and Pearson's product moment method of correlation. **Findings:** i) There existed no significant difference in the mean scores of parental involvement of high school students with respect to gender, locale, religion, number of siblings and type of family. ii) Significant differences were noted in the mean scores of parental involvement of high school students with respect to type of management, father's educational qualification, mother's educational qualification, occupation of parents and family income. iii) No significant difference in the mean scores of examination anxiety of high school students with respect to locale, religion, number of siblings and type of family. iv) Significant differences were noted in the mean scores of examination anxiety of high school students with respect to gender, type of management, father's educational qualification, mother's educational qualification, occupation of parents and family income. iii) Significant positive correlation existed between parental involvement and examination anxiety of high school students.

Suni, N. (2013).**Learning difficulties and achievement in chemistry of eleventh standard students**. Master's thesis.(Guide:Mr.Prasad.P.S).

**Objectives:**i) To compare the mean scores of learning difficulty in chemistry and achievement in chemistry of eleventh standard students based on gender, locale, type of management, religion, community, medium of instruction, parental education and family income. ii) To study the correlation between learning difficulties and achievement in chemistry of eleventh standard students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 eleventh standard students studying in different schools of Kanyakumari district. **Tools:** Learning difficulties questionnaire (Suni&Prasad, 2013). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:**i) There was no significant difference in the mean scores of learning difficulties in chemistry of eleventh standard students based on gender, locale, medium of instruction, type of management, religion, community, parental education and family income. ii) There was no significant difference in the mean scores of achievement

in chemistry of eleventh standard students based on gender, locale, medium of instruction, type of management, religion, community, parental education and family income. iii) Correlation between learning difficulties and achievement in chemistry of eleventh standard students was negative and negligible.

Sunitha, D.(2013). **Learning attitude and interest towards chemistry among higher secondary students.** Master's thesis.(Guide: Mr.Pavithra Kumar V.S.).

**Objective:** i) To compare the mean scores of learning attitude in Chemistry of higher secondary students in relation to background variables such as gender, locale, type of management, religion, community and nature of school .ii)To compare the mean scores of interest in Chemistry of higher secondary students in relation to background variables such as gender, locale, type of management, religion, community and nature of school . iii) To study the correlation between learning attitude and interest in chemistry of higher secondary school students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary school students from Kanyakumari district. **Tools:** i) Interest inventory in Chemistry (Sunitha&Pavithran, 2013) and Attitude scale on Chemistry (Sunitha&Pavithran, 2013).**Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) There was significant difference in the mean scores of learning attitude in chemistry of higher secondary school students with regard to gender. There was no significant difference in the mean scores of learning attitude in chemistry of higher secondary school students with regard to locale, type of management, religion, community and nature of school. ii) There was no significant difference in the mean scores of interest towards Chemistry of higher secondary students with regard to gender, locale, type of management, religion, community and nature of school. iii) There existed positive correlation between learning attitude and interest towards chemistry of higher secondary school students.

itha, S. (2013). **Awareness of right to education among prospective teachers.**
ster's thesis. (Guide: Dr. Sobha. B. C.).

jectives: i) To study the level of prospective teachers awareness on right to cation. ii) To study the significant difference in the mean scores of awareness of ht to education of prospective teachers based on the background variables sex, ality, type of management, religion, community, parental educational qualification d monthly income. **Method:** Normative survey method was adopted. **Sample:** e sample consisted of 400 prospective teachers. **Tools:** i) Awareness test on right education (Sunitha & Sobha, 2013). **Statistical techniques:** Mean, SD, t test and NOVA. **Findings:** i) Prospective teachers had moderate level of awareness on ght to education. ii) There existed significant difference in the mean scores of ospective teachers belonging to sex, type of management, religion and community.

ijila ,S.V. (2013). **Social competencies and interpersonal skills of prospective eachers of kanyakumari district.** Master's thesis. (Guide: Mrs.Devika.S).

Objectives: i)To compare the mean scores of social competencies and interpersonal killsof prospective teachers based on the background variables sex , locale, religion, community, type of management. ii)To study the correlation between social competencies and interpersonal skills of prospective teachers .**Method:** Normative survey method was used. **Sample:** Sample consisted of 400 prospective teachers. **Tools:** Social competencies inventory (Vijila & Devika). ii) Interpersonal skills inventory (Ashlin & Devika 2012).**Statistical techniques:** Mean, t test, SD, ANOVA, Pearson product moment correlation. **Findings:** i) Sex wise differences were noted in the social competencies of prospective teachers. Locale, community, religion and type of management had no effect on socialcompetencies of prospective teachers. ii) Sex, locale , community , religion and type of management no influence on inter personal skills of prospective teachers .iii)Social competencies and interpersonal skills of prospective teachers were positively correlated .